

Lehi High School



**Improvement Plan
2011**

Introductory Information

Alpine School District

575 North 100 East
American Fork, UT 84003
(801) 756-8400

Board of Education

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Administration

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Wade Lott, Assistant Principal
Doug Webb, Assistant Principal
Ryan Nield, Assistant Principal

School Community Council Members

Heidi Meek	Chair/Parent
Becky White	Vice Chair/School Employee
Jess Christen	Principal
Jennifer Nudd	School Employee
Kathy Carter	School Employee
Timbre Greenwood	School Employee
Debbie Peck	Parent
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Michelle Smith	Parent
Rachel Spencer	Parent
Ron Anderson	Parent
Scott Carlson	Parent
Trent Jacobsen	Parent
Trina Preece	Parent

Educating the Pioneers of the Future

March 22, 2011

Dear Accreditation Team Member:

Welcome to Lehi High School—Home of the Pioneers!

After a century of educating the youth of Lehi, we are certain that you will find a competent and pleasant faculty and staff, supportive parents, and most importantly, engaged students here at Lehi High.

The accreditation process has been a profound experience, challenging us to carefully analyze who we are, whom we serve, and how we can increase student achievement. We have attempted to create a safe environment, where we can be honest about our successes, our strengths, our weaknesses, and our challenges. Furthermore, we attempted to include all stakeholders in this process, including our patrons, support staff, and of course, our faculty. This process has heightened our awareness of our practices, our policies, and our purpose. We have been challenged to place more emphasis on our instructional practices, our assessment strategies, and student learning.

The analysis and suggestions of the visiting team are welcomed and will be valuable resources as we plan our future professional development and carry out our designated action plans. Thank you in advance for your willingness to assist us in our efforts to become a school where students have the opportunity to become Critical Thinkers, Effective Communicators, and Literate People with Employable Skills.

Sincerely,

Lehi High School's Administration

Jess Christen
Principal

Wade Lott
Asst. Principal

Doug Webb
Asst. Principal

Ryan Nield
Asst. Principal

Educating the Pioneers of the Future

Summary of the Process

The accreditation process has provided our school community with a course of action that we believe will help us close the achievement gaps and create a learning environment where students can and will recognize their dreams. It was a joint effort involving teachers, administration, classified staff, students, and parents. The following is a summary of the involvement of parents, faculty/staff, and students in the accreditation process.

Faculty and Staff

Faculty members were involved from the very beginning of the process. Many of the faculty have been trained in the accreditation process, and all faculty members have been oriented to the process. Our department chairs and faculty council have been crucial contributors to the process. The faculty has analyzed their respective departments, participated on focus groups, and created the action plans with input from the school community council. Every teacher was involved in some degree in this process. Our classified staff were invited and participated in the focus groups as well.

We can improve this process as we continue our self-study in the future. We need to decide how to better involve our classified staff in the process and help them to see that they are as crucial to the accreditation process as all other stakeholders. In addition, we need to better organize the focus groups and build in more time to share the findings of the focus groups with the community.

Students

Students were represented in the focus groups. Each group had at least one student to participate and voice his/her opinion to the group. The students were selected randomly or on a voluntary basis to participate with the focus groups. In the future, it would be to our benefit to include more students and to ensure that the student body officers and class officers are also included in the focus groups.

Parent Involvement

Parents were also invited to participate in the focus groups. Members from the PTA and the Booster Club were invited, along with members of the School Community Council and other parents who were able to volunteer. In addition to serving on focus groups in the past, the community council has been involved from the beginning in helping the school create the DRSLs, giving input on the indicators and descriptors, and helping us prioritize our action plans. The general patron population has been informed of the DRSLs and other decisions via stakeholder reports and school newsletters.

History of Lehi High School 2002 to 2011

Lehi Community Changes (Population, Business, Growth)

Lehi's economic environment has changed dramatically in the last decade. Prior to 1990, Lehi was an agricultural area with many farms surrounding the city. Lehi had only two grocery stores, three gas stations, a drug store, a bakery, one fast food establishment, and two sit-down restaurants. Broadbent's was a family business and a small boutique that was established over 100 years ago in an historic home. Lehi's "claim to fame" was the Lehi Roller Mills, a multigenerational flourmill made famous by the movie *Footloose*. Most of Lehi's residents, who did not make their living from farming, commuted to their employment either south to Orem or Provo, or north to Salt Lake City. The population of Lehi in 1990 was approximately 12,000 residents.

As local farmers sold their farms to developers, the housing market in Lehi began to boom. Lehi became a desirable area for young families because of the affordability of homes. As the population increased, the need for more commercial development also increased. The Alan Ashton family developed Thanksgiving Point as a planned destination for golf, food, shopping, and entertainment. Office buildings were also constructed. Lehi competed with other areas across the nation for Micron Technology manufacturing facility. Later came "The Meadows," (a shopping complex in American Fork and Lehi), Cabela's, Costco, and several strip malls. The National Security Administration will construct a facility near Camp Williams, which will employ many skilled technicians and support staff. This major project will greatly enhance Lehi's economic base.

Lehi continues to grow, and with completion of the Pioneer Crossing freeway system, more economic growth is anticipated. Lehi has a unique pioneer heritage and continues in this tradition. As Lehi City's motto states, "Pioneers: Past and Present" we can also add to the motto, "Pioneers: Past, Present, and Future."

Lehi High School Centennial Celebration

In 2008, Lehi High School celebrated its 100th year anniversary. The entire school year focused on this monumental event. All of the school's organizations marched in the homecoming parade. The community was invited to a centennial open house. A new display case was developed that highlighted changes the school has experienced through the years, and the oldest living Lehi High School graduate, Beulah Lewis, was recognized.

Lehi High School - From 3A to 4A to 5A back to 4A and 5A

One of the greatest challenges that Lehi High School has faced during the last few years is maintaining and reestablishing its identity. Traditionally, Lehi High School was a small town school with deeply rooted loyalty from its citizens and students. However, as extremely rapid growth overtook the outskirts of Lehi, the school and its extracurricular programs faced extremely difficult challenges. The senior class of 2008 is the only class in the history of Utah schools that had students compete in extra-curricular activities in three different classifications. Lehi jumped from 3A in 2004-05, to 4A in 2005-2006, and then to 5A in 2006-2007. In the 2009-2010 school years, we went back to 4A and for the 2011-2012 school years the school will be 5A once again. This has been a great challenge for the normally dominant Lehi sports and performing programs.

In addition, the majority of the new students coming into Lehi High School were from out of state. As many students did not have Lehi roots, the great school spirit and pride, previously exhibited at the school, diminished. Along with the high number of new faculty members, our school changed from a place where everyone knew each other to a place where it was common to hardly know anyone in just a few short years. This created struggles for everyone; bigger definitely isn't always better.

In 2009, Westlake High School opened up west of Lehi. Once again this created many challenges as the faculty was reduced in size, and many close colleagues were separated as many left for the new school. Teachers saw many amazing students leave for the new school. As difficult as this was, many benefits are already apparent. A greater school spirit has returned to Lehi High School. The bleachers at games are full again. Many students have expressed a feeling of greater ownership of their school now. There has been a significant decrease in discipline problems, and overall, the positive energy in the school seems to be back to where it once was many years ago.

Lehi High School Demographics

Over the last nine years, Lehi High School has experienced significant changes. As one of the fastest growing high schools in Utah, we have worked hard to keep up with all of the challenges that accompany such tremendous growth. Increasing the number of faculty, administration and staff, dealing with a substantial school expansion and the additional demands on the physical facilities have all had a major impact on the school. Simultaneously, we have worked hard to improve student learning by adding course offerings, increasing the concurrent enrollment, AP, and distance education classes, and implementing numerous programs to positively affect student outcomes.

Administration Changes

Lehi High School has had a substantial turnover of administrators over the past nine years. A total of thirteen administrators have worked at the school during this time period. In fact, not one administrator from the 2002-2003 school years is still at the school.

Faculty Changes

Additional faculty members have been added each year to keep pace with the expanded enrollment. Substantial time was devoted to helping these new faculty members acclimate to the programs of the high school and to provide the needed support for new teachers.

Expanded Curriculum

Over the past nine years, Lehi High School has significantly increased the opportunity for students to enhance their education through expanded course offerings and fully participating in the AP, concurrent enrollment, and distance education programs. In the 2002-2003 school years, there were only 8 AP classes, 19 concurrent enrollment classes, and no distance education classes. Since then, we have doubled the AP course offerings, added 4 concurrent enrollment courses, and we now offer 17 Distance Education classes.

Extra-Curricular Successes

Lehi High School has always had a long-standing tradition of excellence both in and out of the classroom. In the last nine years Lehi has had tremendous success with its extra-curricular activities. Students have excelled in academic and athletic extra-curricular activities. Numerous sports teams have participated in State Championships, with our boys' soccer team winning the 4A championship in the spring of 2010. Debate, drama, mock trial, and sterling scholars have also had state winners, and some of our debate team members have qualified for National competitions. The mock trial team went to Pennsylvania to compete at the national level in 2010. Lehi High School's FFA program has also competed in national competitions and the students have won at the national level. Our fine arts department continues to grow and excel, and when discussing effective professional learning communities, the fine arts department is well known in Alpine School District.

Educating the Pioneers of the Future

Lehi High School Belief Statements

1. We believe that every student has a right to learn, grow, and dream in a safe environment.
2. We believe that our students are a part of a larger community.
3. We believe that learning should be relevant and meaningful.
4. We believe that students share in the responsibility of their learning.
5. We believe that we need to meet students where they are and find a way to facilitate their learning and dreams.
6. We believe that students care about themselves and others and that they want to succeed.
7. We believe that we should be positive role models.
8. We believe that our school should be a source of pride for the students, teachers, parents, and community.
9. We believe that it is our responsibility to help students discover what future options are available to them and realize what they have gained through their educational experience.
10. We believe that we should empower each student, teacher, and staff member so that they may achieve the goals they have set.

Lehi High School Vision Statement

Because we have shared vision and purpose, Lehi High School will be:

- A source of pride for the community.
- A safe, positive environment where students can focus on learning.
- A place where all students and teachers are challenged to meet new levels of academic excellence.
- An institution whose environment fosters creativity, productivity, universal values, and meaningful opportunities for involvement.
- A school whose members serve, respect, support, and acknowledge each other's strengths, differences, efforts, and achievements.

Desired Results for Student Learning

Following the last accreditation visit in 2004, we revisited our Desired Results for Student Learning. After members of the accreditation team were trained in the accreditation process, we realized that six DRSLs were overwhelming and not reasonable. Therefore, we met as a faculty and community, and discussed what DRSLs should be kept and what DRSLs should be disregarded. The faculty completed various surveys about the DRSLs, and we were able to vote on three that we should focus on. In the fall of 2008, three areas were agreed upon and established as our Desired Results for Students Learning. They are as follows:

Desired Result	Indicators & Descriptors
Critical Thinkers	A critical thinker has acquired a variety of critical thinking processes and strategies. He/She is able to effectively analyze, synthesize, and evaluate diverse circumstances to generate alternatives and solve problems.
Effective Communicators	An effective communicator uses appropriate methods (examples: writing, speaking, listening, viewing, etc.) to communicate and respond in any given situation with a variety of audiences.
Literate with Employable Skills	An employable person demonstrates basic literacy skills, including functional and informational reading, basic writing skills, basic computational skills, and basic technological skills.

Critical Thinkers

For the past six years, as a faculty, we have focused on Critical Thinkers as a desired result for student learning. The entire faculty received a flipchart on Bloom's Taxonomy to use as a reference for designing and implementing assignments to teach critical thinking. A school wide rubric was developed to use in each classroom, and assignments were collected and archived from each department to collect data on critical thinking and how well we have implemented the desired result for student learning.

Profile of Lehi City and Lehi High School

Lehi City is still growing. The population in 2,000 was 19,028. The population in July 2009 was 48,993, a 38.8 % increase over 9 years. Our school has shown the same amount of growth. In 2004, we had 1, 211 students increasing to 2,028 in 2008 before Westlake High School opened. Our current enrollment is 1, 697. Ethnic diversity has increased in the city and in our school. In 2004, Lehi High was 93.4% Caucasian, and in 2011, LHS was 89.5% Caucasian with the following breakdowns:

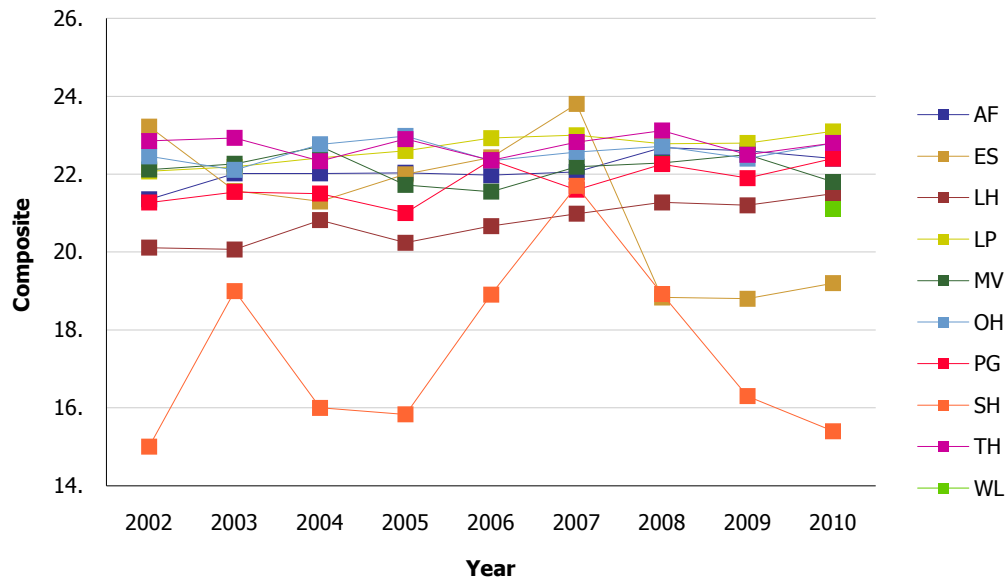
Demographics Lehi High School

	2004			2011	
Female	609	50.3%		771	47.2%
Male	602	49.7%		863	52.8%
Am. Indian	7	0.6%		12	0.7%
Asian	6	0.5%		25	1.5%
Black	5	0.4%		11	0.7%
Caucasian	1,131	93.4%		1,462	89.5%
Hispanic	49	4.0%		100	6.1%
Pac. Islander	12	1.0%		23	1.4%
Unidentified	1	0.1%		1	0.1%
ESL: No	1,189	98.2%		1,615	98.8%
ESL: Yes	22	1.8%		19	1.2%
Sp. Ed.: No	1,094	90.3%		1,463	89.5%
Sp. Ed.: Yes	117	9.7%		171	10.5%

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ACT

Our goal was to increase the number of 12th graders taking the test, and this was accomplished with an increase of 5% (73% to 78%) from 2005 to 2010. Our overall composite score has increased slightly each year. In 2011, all 11th graders will take the ACT.



CTE

1210 out of 1682 passed with a 78% on the CTE tests.

Concurrent Enrollment

265 students earned 875 credit hours of college credit.

Educating the Pioneers of the Future

Progress Report of Action Plan

The following were the three action plans in our last accreditation. We have analyzed what we have accomplished and where we need to go. As we have gone through this process we realize that we need to spend more time and continue to focus on gathering data.

Action Plan #1 Develop an assessment system for our Desired Results for Student Learning.

Action Plan #2 Develop an efficient & effective method for gathering data which will help guide our instruction and help us make needed changes in curriculum.

Action Plan #3 Incorporate the use of higher order thinking, reading strategies, and effective writing skills.

The following chart shows the plan and our accomplishments.

Action Plan	Accomplished
Action Plan 2004-2006 <ul style="list-style-type: none"> • Rubric for critical thinking • Formulate a team to work with data • Train team on AS 400 to work with data • Determine lines of evidence for DRSL's • Identify content literacy coach • Practice higher level thinking from Blooms 	2004-2006 <ul style="list-style-type: none"> • Focus on complex thinking • Rubric for complex thinking • Continue unpacking standards • Assess core testing • Monday collaboration begins • Work on common assessments • Start rubrics for other six DRSL's • Cross curricular groups • Department work
Action Plan 2006-2008 <ul style="list-style-type: none"> • Train faculty on lines of evidence for DRSL • Implementation of lines of evidence • Train staff and faculty to analyze data • Disseminate data to faculty by data team • CTL's plan professional development • CTL's observe and coach other teachers on higher thinking • CTL's introduce cooperative learning, pre-reading strategies, writing to learn • Increase media center resources • CTL's gather and examine literacy data • CTL's develop content area writing rubric 	2006-2008 <ul style="list-style-type: none"> • One Monday cross curricular • Department (Common Assessments/CRT) • Surveys about DRSL's • Changed to critical thinking • Continue work in departments • Continue working on 3 essential questions • Courage to care group • Looked at remediation in our own school • Met once a month cross curricular • Decided Lehi High School needed a remediation program • Looked at what other schools were doing • 3rd Monday teachers collaborate across the district
Action Plan 2008-2010 <ul style="list-style-type: none"> • Continue to promote integration of literacy • Report results 	2008-2010 <ul style="list-style-type: none"> • Packets for remediation • Evaluated mission statement and voted on new • Narrowed to 3 DRSL's and established new indicators • Data specialist met with departments to go over CRT's • Collected lines of evidence of critical thinking • Incentive review by departments

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Progress Report of Focus Groups

Shared Vision, Beliefs, Mission, and Goals:

In the last accreditation process we had developed a shared Vision, Belief, Mission and Goals. As the faculty has changed and growth has occurred, we have continued to collaboratively work toward these. As we have worked, we have felt as a faculty that we needed to align our mission more closely with our DRLS's. Collaboratively, we have changed the mission statement of Lehi High School.

Curriculum Development:

We have continued to work together and collaborate in aligning the curriculum. Since our last visit, the district has established a Monday collaboration which has enabled each department the opportunity to continue in evaluating the effectiveness of the curriculum being taught. Departments have been able to compare and incorporate the DRSL's in their curriculum.

Quality Instructional Design :

It was recommended that we incorporate the use of Bloom's Taxonomy in the variety of teaching strategies used. We have given each teacher a chart of Bloom's Taxonomy and have been working collaboratively on best teaching practices. This has facilitated the use of multiple instructional strategies.

Another recommendation was for the math department to follow the state core. The math department has worked together to unpack the standards in the state core and develop common assessments.

Quality Assessment Systems:

A recommendation was to more clearly communicate expectations in the classroom. This is an ongoing process. We have been working to develop common assessments as well as individual assessments that will help communicate the expectations. We have encouraged the use of rubrics in the classroom, and teachers are encouraged to give the rubric ahead of the assignment.

Leadership for School Improvement:

It was recommended that the school use more data in the decision making process. We do have a data specialist, and we are working with data to make school decisions. The data is used to make school wide decisions for the improvement plan, remediation, graduation, courses taught, and professional development to improve student learning. We recognize that data needs to be used more in departments. We have purchased data link and are training our teachers.

Community Building:

The visiting team encouraged the school to continue fostering active community involvement. We have worked hard to continue to involve the community. We invite and welcome them into our building. We have a fully functioning School Community Council that meets monthly to help develop the School Improvement Plan and oversees the spending of trust land funds.

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Culture of Continuous Improvement and Learning:

It was recommended that we continue to support continuous improvement. The administration over the last eight years has put many resources in sending teachers to professional development and working toward school goals.

A Brief History of DRSL's at Lehi High School

In 2004, Lehi High School embarked on the ambitious goal of developing a meaningful list of Desired Results for Student Learning (DRSLs). These DRSLs were intended to create the educational foundation upon which all curricula would be built school wide. In essence, they answered the question of what we truly wanted the students of Lehi High School to learn. The faculty was divided into small groups and, after considerable time and effort, six DRSLs were created. They were:

Life Long Learners
Critical Thinkers
Literate with Employable Skills
Effective Communicators
Responsible Citizens
Team Players

After the school administration and faculty voted and accepted these as our “guiding principles”, we decided that a rubric for each DRSL would be produced and used throughout the school to provide consistency for our students and as a way to measure progress in these critical areas.

Once again the faculty was divided into small groups and began the challenging task of creating rubrics which would be generic enough to apply across all departments and subjects, but also, specific enough to provide meaningful data which could then be analyzed. After much hard work a rubric for each DRSL was produced.

Our next step in the DRSL integration process was to decide, in addition to the DRSL rubrics, what data should be collected and how it should be analyzed. This is where we ran into some substantial difficulties. While everyone agreed that the DRSL concepts were vitally important, after much discussion we came to the realization that some of the DRSLs were too nebulous to accurately and easily measure.

Ultimately, it was decided to eliminate three of the DRSLs which could not be effectively assessed. Our current DRLSs are:

Critical Thinkers
Effective Communicators
Literate with Employable Skills

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Lehi High School Critical Thinking Rubric

Student: _____

Assignment: _____

	4 Exemplary	3 Competent	2 Progress	1 Initial Stage	Self	Peer	Teacher
Purpose/ Objective	Completely identifies and articulates the purpose, demonstrating an understanding of connections to other concepts.	Completely identifies the purpose and partially an understanding of connections to other concepts.	Partially identifies the purpose. Limited articulation of connections to other concepts.	Partially identifies the purpose. No articulation of connections to other concepts.			
Information (Research)	Locates and selects reliable and relevant information from multiple sources with multiple perspectives.	Locates and selects reliable and relevant information from multiple sources with a limited number of perspectives.	Locates and selects information lacking in relevancy, reliability and perspective.	Insufficient information. Lacks relevancy, reliability and perspective.			
Analysis	Insightfully breaks down information into key components, preparing student to articulate supportable, original ideas and/or conclusions.	Insightfully breaks down information into key components, preparing student to articulate supportable, somewhat original ideas and/or conclusions.	Breaks down information into components, preparing student to articulate supportable, yet unoriginal ideas and/or conclusions.	Partially breaks down information into components, under preparing student to articulate supportable ideas and/or conclusions.			
Synthesis/ Outcome	Properly uses Purpose, Information and Analysis to produce an original and supported outcome which demonstrates insightful connections.	Properly uses Purpose, Information and Analysis to produce a supported and somewhat original outcome which demonstrates connections.	Uses components of Purpose, Information and Analysis to produce a partially supported, unoriginal outcome.	Does not use Purpose, Information and Analysis , and outcome is unsupported opinion.			

Comments:

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Effective Communicator Rubric

Effective Communication	4	3	2	1
Reading _____ Establish Purpose _____ Activate Prior Knowledge _____ Make Connections _____ Visualize _____ Generate Questions _____ Form Predictions _____ Make Inferences	Student uses all indicators successfully	Student uses most indicators successfully	Student uses few indicators successfully	Student fails to use indicators successfully
Listening _____ Establish Purpose _____ Focus Attention & Maintain _____ Active Listening _____ Asking Questions _____ Separate Facts and Opinions _____ Analyze and Synthesize	Student uses all indicators successfully	Student uses most indicators successfully	Student uses few indicators successfully	Student fails to use indicators successfully
Writing _____ Establish Purpose _____ Identify Audience _____ Appropriate Format _____ Gather Information _____ Follows Six Traits of Writing (Available through English Teachers) _____ Revision	Student uses all indicators successfully	Student uses most indicators successfully	Student uses few indicators successfully	Student fails to use indicators successfully
Presenting _____ Establish Purpose _____ Identify Audience _____ Gather Appropriate Ideas/Information _____ Use Voice (tone and pitch) to maintain audience interest _____ Uses conventions of standard English _____ Visual Aids	Student uses all indicators successfully	Student uses most indicators successfully	Student uses few indicators successfully	Student fails to use indicators successfully
Informal Speaking _____ Initiate discussion by providing and asking for information _____ Express reactions in a constructive manner _____ Challenge others opinions constructively _____ Listen attentively to others _____ Clarify misunderstanding _____ Use conventions of standard English	Student uses all indicators successfully	Student uses most indicators successfully	Student uses few indicators successfully	Student fails to use indicators successfully

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Lehi High School Employable Skills Rubric

Student: _____

Assignment: _____

Indicators	(4) Exemplary	(3) Competent	(2) Progress	(1) Initial Stage	Self	Peer	Teacher
<u>Literacy:</u> ___ Accepts and follows instructions accurately ___ Demonstrates ability to discover & use knowledge ___ Comprehends material ___ Displays basic skills in reading, writing and math	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			
<u>Self-Management:</u> ___ Exhibits positive attitude & confidence ___ Shows dependability / responsibility ___ Meets all deadlines ___ Consistently punctual ___ Dresses & grooms appropriate	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			
<u>Interpersonal Skills:</u> ___ Effective team player / collaborator ___ Good communicator (written & oral) ___ Demonstrates active listening skills ___ Works independently with minimal supervision ___ Demonstrates confidence in assigned task	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			
<u>Ethics:</u> ___ Demonstrates confidentiality ___ Shows integrity ___ Exhibits honest ___ Always fair ___ Shows Tactfulness	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			
<u>Innovative Thinking:</u> ___ Being adaptable / flexible ___ Displays problem solving skills ___ Effectively brainstorms ___ Demonstrates ability to draw valid conclusions ___ Shows creativity	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			
<u>Competencies:</u> ___ Shows ability to select & use appropriate tools/tech. ___ Ability to design a project to specifications ___ Demonstrates appropriate skills ___ Ability to assess, modify and adjust the task ___ Final project meets all standards & objectives ___ Ability to learn new skills and tasks	Meets all of the Desired Expectations	Meets Most of the Desired Expectations	Meets Some of the Desired Expectations	Meets few of the Desired Expectations			

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Responsible Citizens Rubric

Responsible Citizens Indicators	Level 4-Exemplary	Level 3-Competent	Level 2-Progress	Level 1-Initial Stages
Character	<ul style="list-style-type: none"> Seeks out others opinions and tries to understand reasoning. Does own work, gives others credit for their work. Proves trustworthy in difficult situations with peers. Becomes advocate for others and for tolerant behavior. 	<ul style="list-style-type: none"> Listens and respects others view and opinions sometimes even if they disagree. Does their own work and attempts to give others credit for theirs. Demonstrates that they are trustworthy. Treats all people fairly. 	<ul style="list-style-type: none"> Recognizes others ideas, viewpoints but struggles with differences of opinion than their own. Attempts work. Fails to credit others. Mostly trustworthy, but struggles with peer pressure. Picks and chooses who to treat well. 	<ul style="list-style-type: none"> Struggles to recognize others ideas, viewpoints. "I centered." Copies work of others. Goes along with peer group—not always worthy of trust. Only treats people well when it is to their advantage.
Self Mastery/ Decision Making	<ul style="list-style-type: none"> Identifies problems, accurately sees consequences and analyses various solutions. Tries several solutions and implements best. 	<ul style="list-style-type: none"> Identifies some problems, sees some consequences and can analyze one perspective solution. Works toward implementing solution. 	<ul style="list-style-type: none"> Cannot see problem and has difficulty accurately seeing any consequences. Solutions based on faulty idea of consequences. 	<ul style="list-style-type: none"> Lets others make the decisions. Can't see any solutions. Misconception of role in the situation.
Personal Responsibility	<ul style="list-style-type: none"> Keeps rules & stays on task until completed. Accepts responsibility for self & encourages others. Actively contributes to learning community. 	<ul style="list-style-type: none"> Keeps rules & stays on task. Accepts responsibility for own actions. Contributes to learning community. 	<ul style="list-style-type: none"> Behaves & works only when teacher is present. Beginning to recognize what is own responsibility but procrastinates. Contributes when called upon. 	<ul style="list-style-type: none"> Detracts from learning community. Blames others for own actions. Refuses to participate.

Formative Assessments

As a school, we are committed to the implementation of common assessments school wide. The faculty and administration understand that by analyzing the data that can be derived from common assessments, we can better our teaching methodology and student achievement. With that being said, however, we understand that all of our departments are in different places with regards to this process.

We have asked for, and have received, copies of formative assessments from every faculty member. The focus of these assessments was to measure critical thinking skills that were required in their individual curricular areas. It was very difficult to quantify all of this data into an easily discernable report. We did, however, pull quantifiable critical thinking data from the various CRT testing that was performed on our students.

It is our desire as a school that through the PLC process we can continue to refine our common assessments and how we collect and analyze the results that come from these tests. We understand that this is an ongoing process that will need continual nurturing in order for it to become embedded in our school culture. As stated in our action plan, we will be focusing on analyzing data in order to help us better measure the implementation of critical thinking skills in our school.

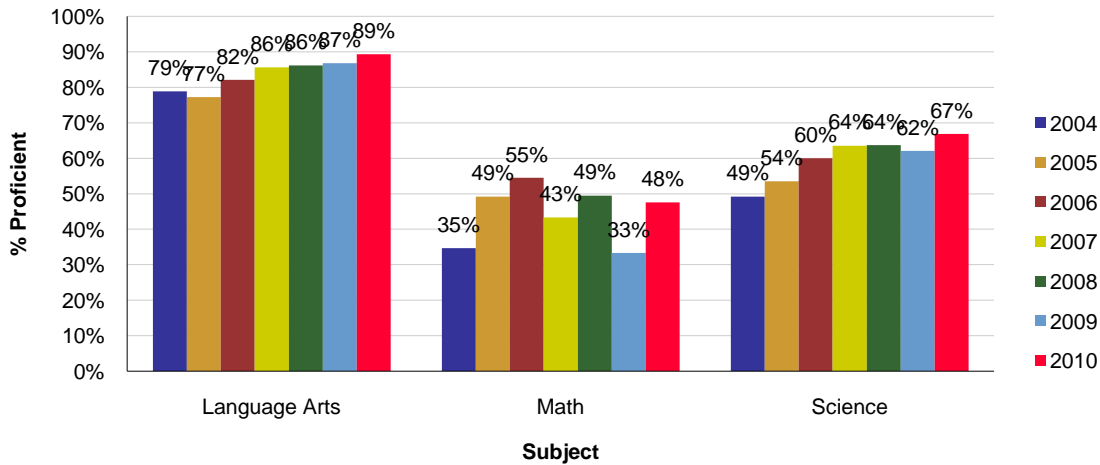
The following pages are a synopsis of the critical thinking data that was extracted from the state CRT testing. The general trend has been an increased ability in our students with regards to higher level thinking ability.

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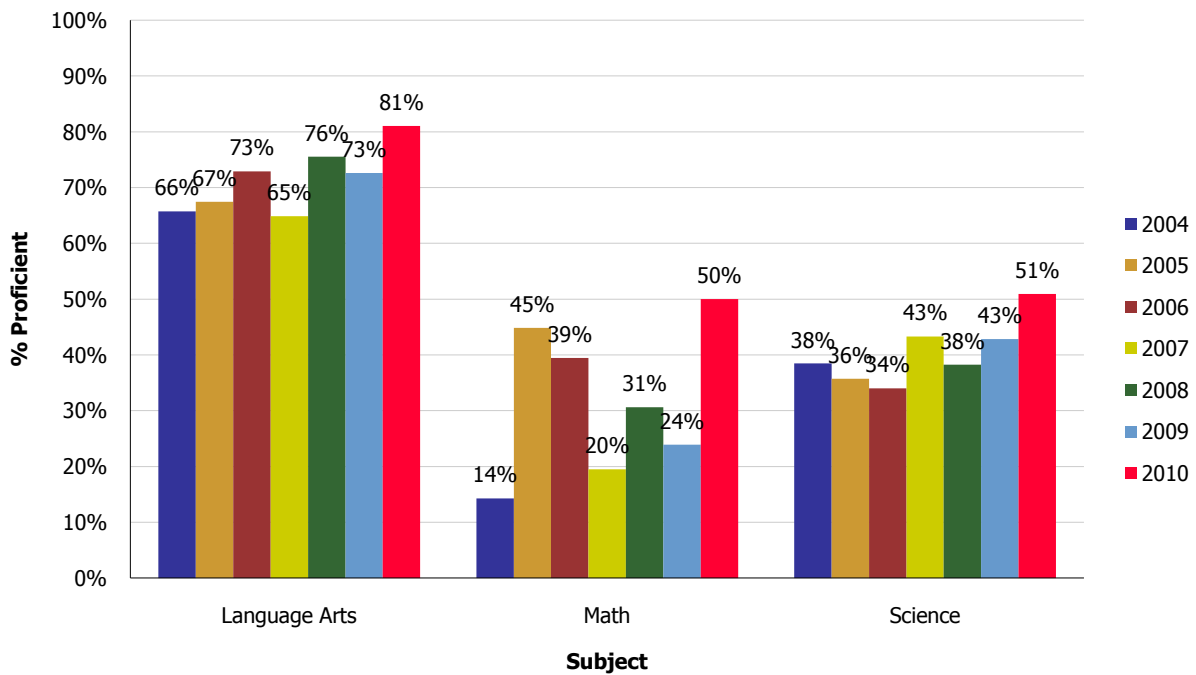
CRT Testing

Core testing has emerged from the SAT 9/UCA testing to CRT testing in Language Arts, Science and Math. Lehi High School has used the CRT data to analyze where we are on (1) critical thinking skills (2) Hispanic vs. Caucasian student improvement and (3) overall improvement.

Percent Proficient by Subject- All



Percent Proficient by Subject - Hispanic

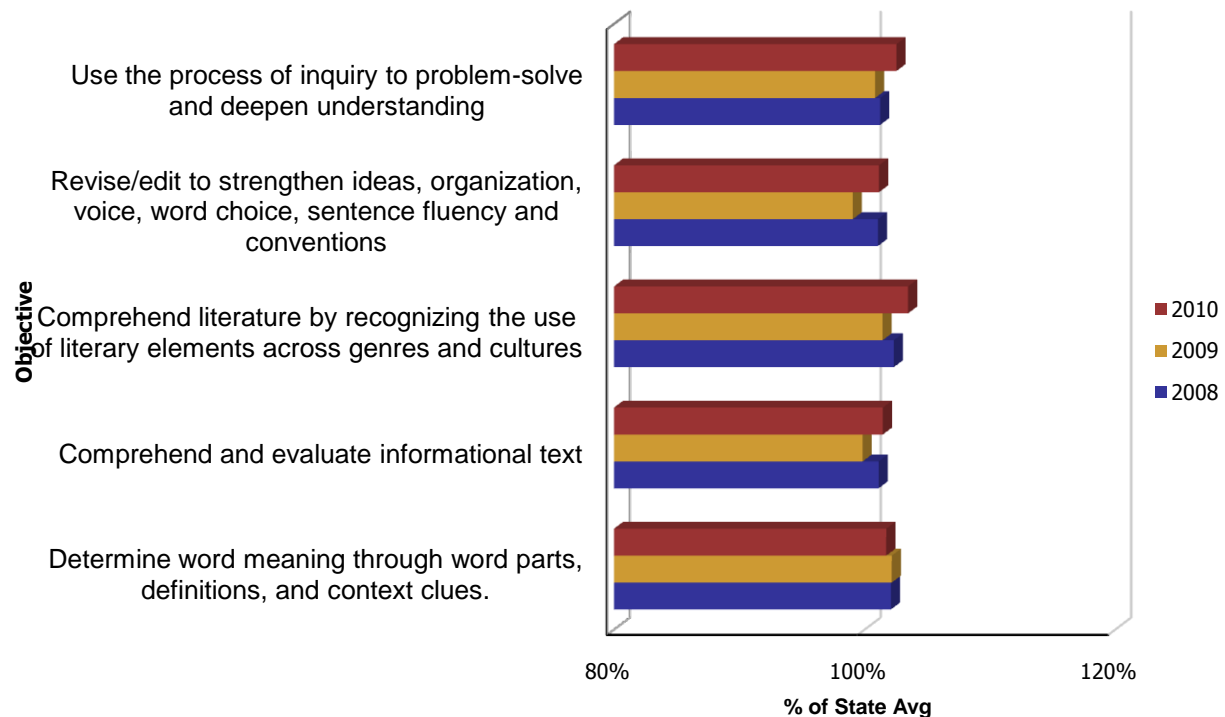


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The graphs below show us compared to state averages, which we felt was a more fair comparison to how we are really doing.

The language arts test changed in 2007 so data is compared from 2008 through 2010. The critical thinking skill of “use the process of inquiry to problem-solve and deepen understanding” increased slightly in 2010 through the use of critical thinking strategies.

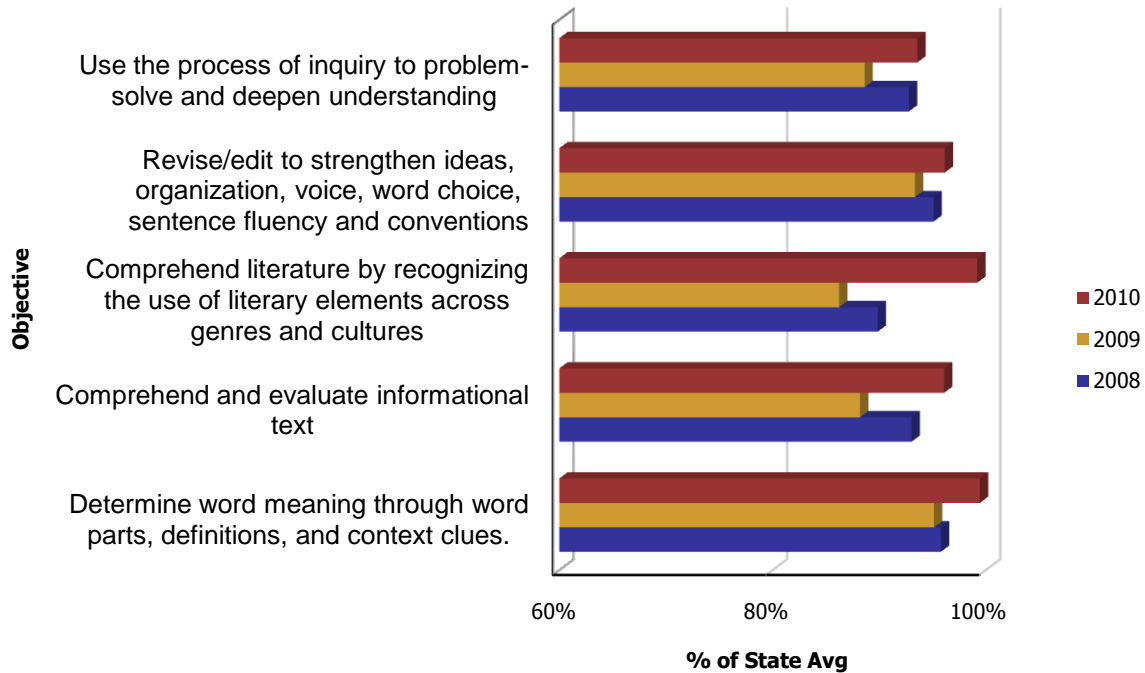
Language Arts 10 (Tenth Grade)



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Even though Hispanic students scored below the state average, they increased in every concept including a 16% increase in “comprehend literature by recognizing the use of literary elements”.

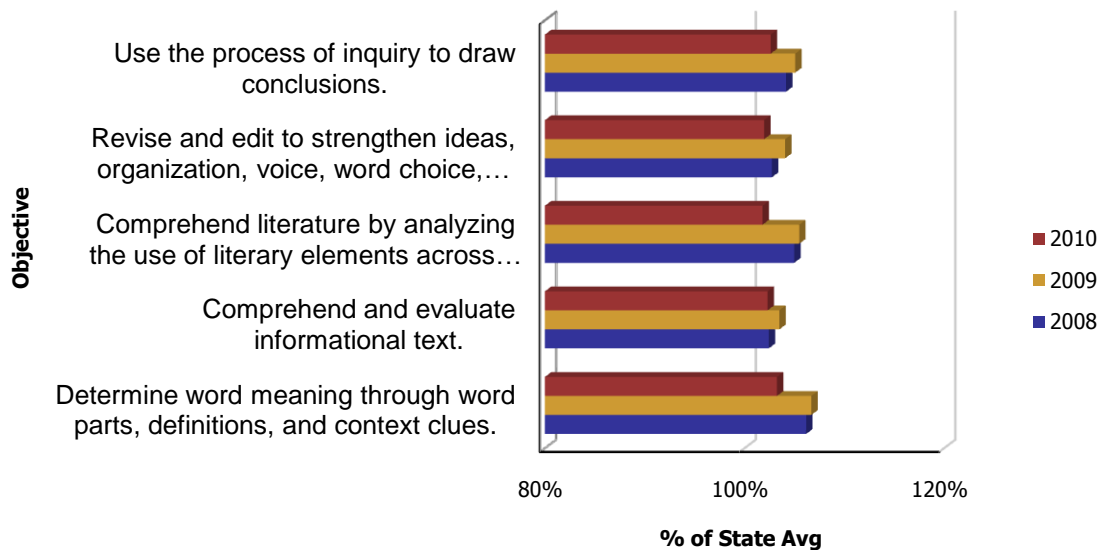
Language Arts 10 Hispanic



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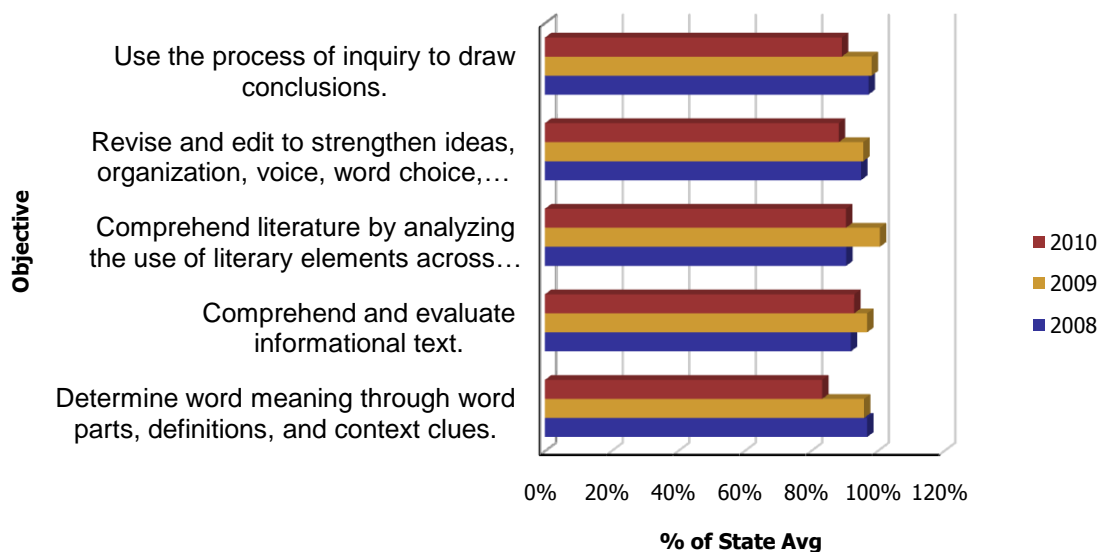
Language Arts 11 (Eleventh Grade)

Even though the chart shows the % of state average is down, the actual objective % correct was higher from 2008 to 2009 and from 2009 to 2010.



Language Arts 11 Hispanic

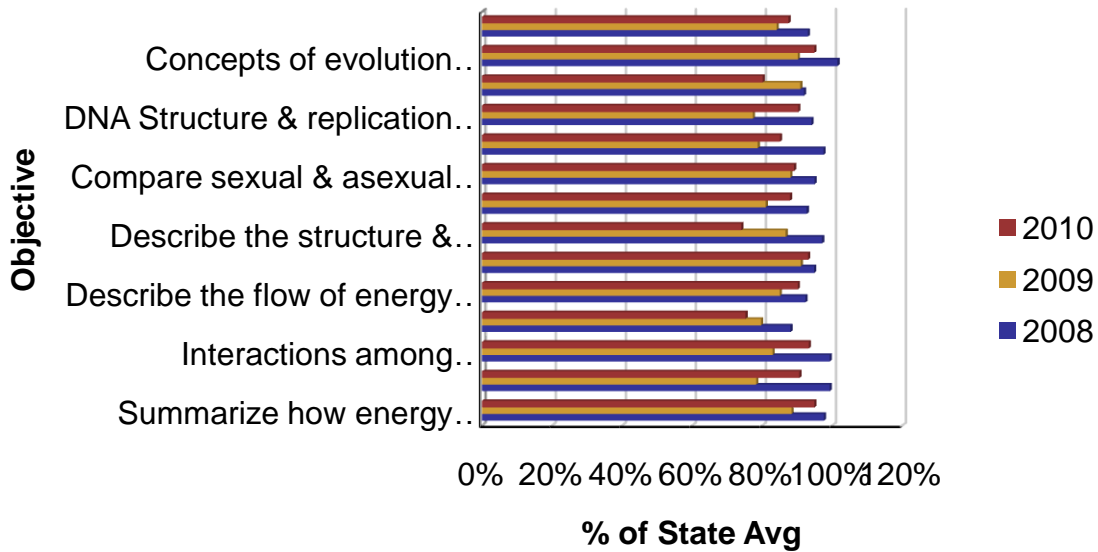
Although overall students in Language 11 are above the state average, our Hispanic population is below the state average.



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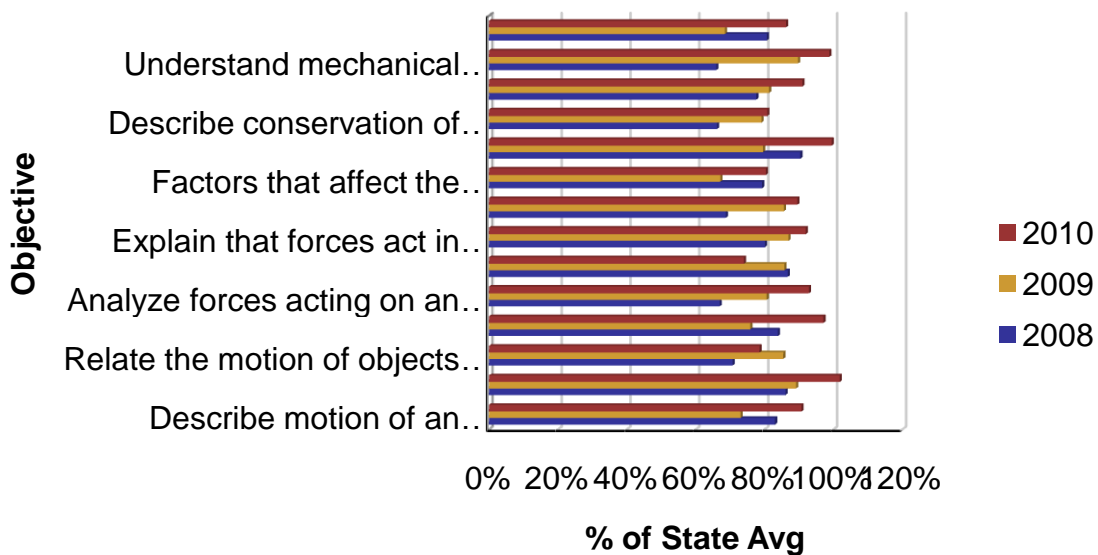
Physics

Physics students overall show a slight decrease in the critical thinking concept of analyzing forces as well as all other concepts in 2010.



Physics – Hispanic

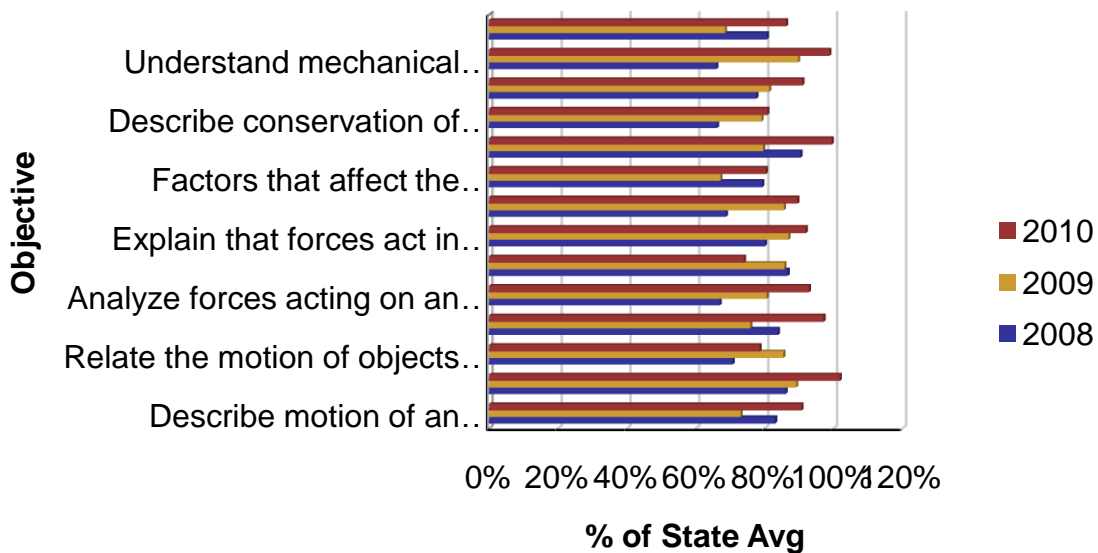
Hispanic students showed a slight increase in most concepts in 2010 including critical thinking skills of analysis, relating, understanding, etc.



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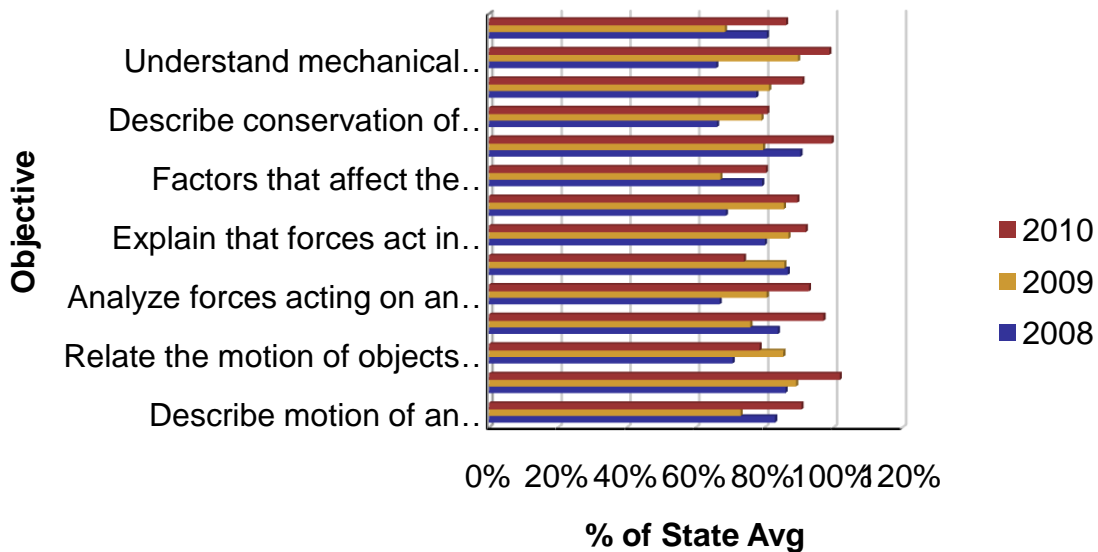
Chemistry

Chemistry results show a slight increase in all concepts including critical thinking concepts of evaluating collision, and evaluating atomic changes.



Chemistry Hispanic

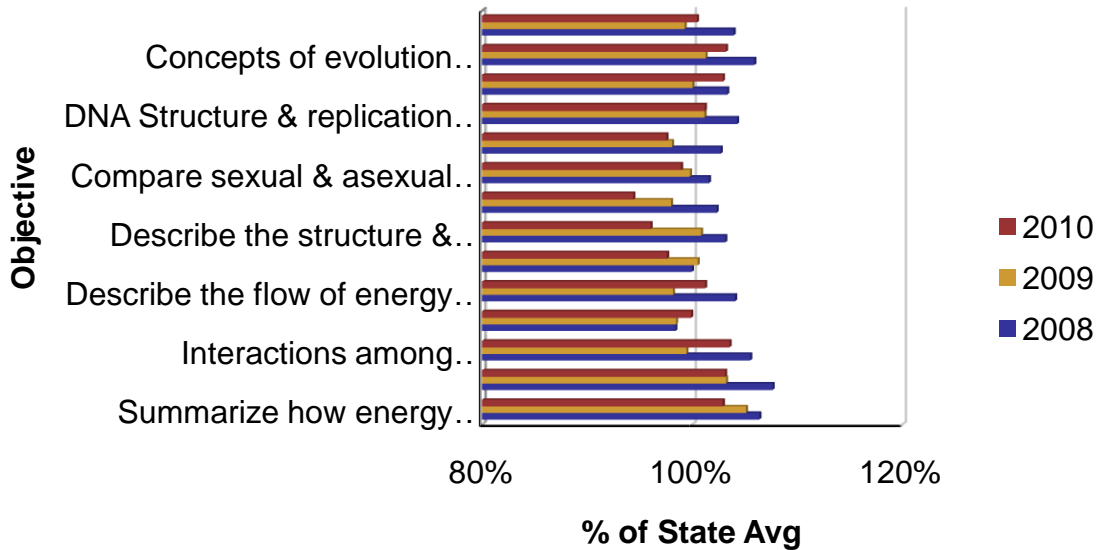
The overall increases didn't transfer to Hispanic students who went down in all but one concept.



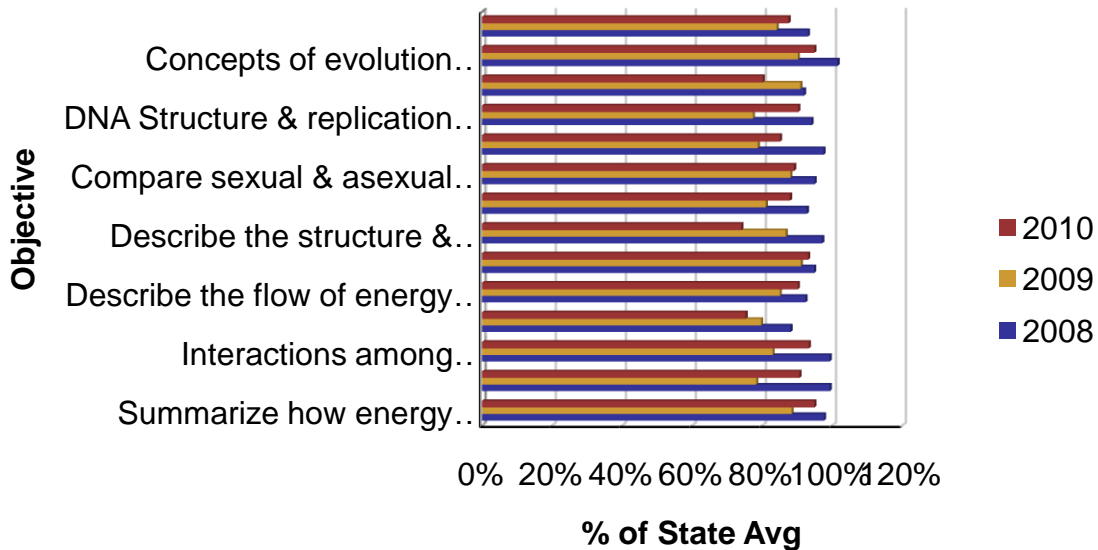
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Biology

Biology improved in two critical thinking concepts in 2010 including relating principles and interactions among organisms but not in all critical thinking skills. The Hispanic population did not reach more than 95% of the state average where biology students overall were above the state in average in all but two concepts.



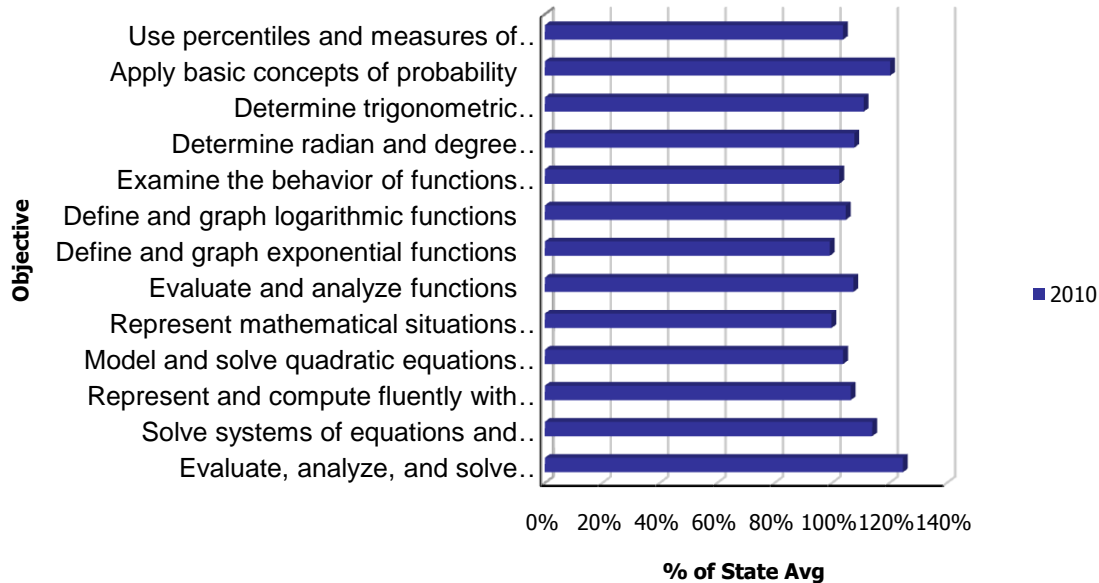
Biology - Hispanic



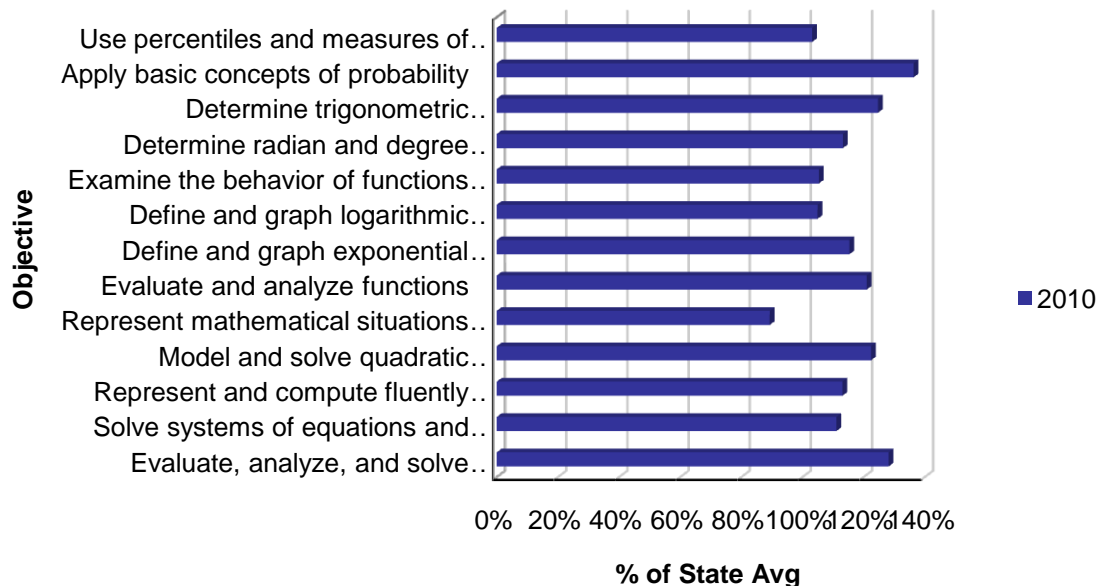
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Comparisons cannot be made for math because the tests were changed in 2009. Also, we do not even have access to the prior data because it is not available on Cognos. We are above the state average in Algebra 2 in every concept for 2010. In Algebra 1, we are below in several concepts, but our critical thinking concepts are at or above state average, except for our Hispanic students.

Algebra 2

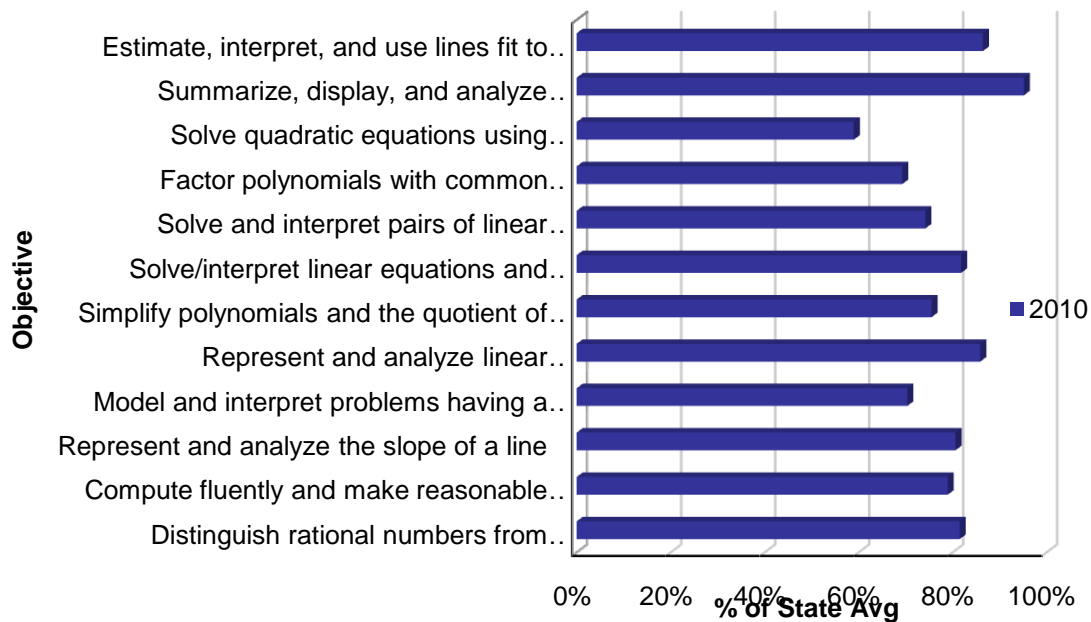


Algebra 2 – Hispanic

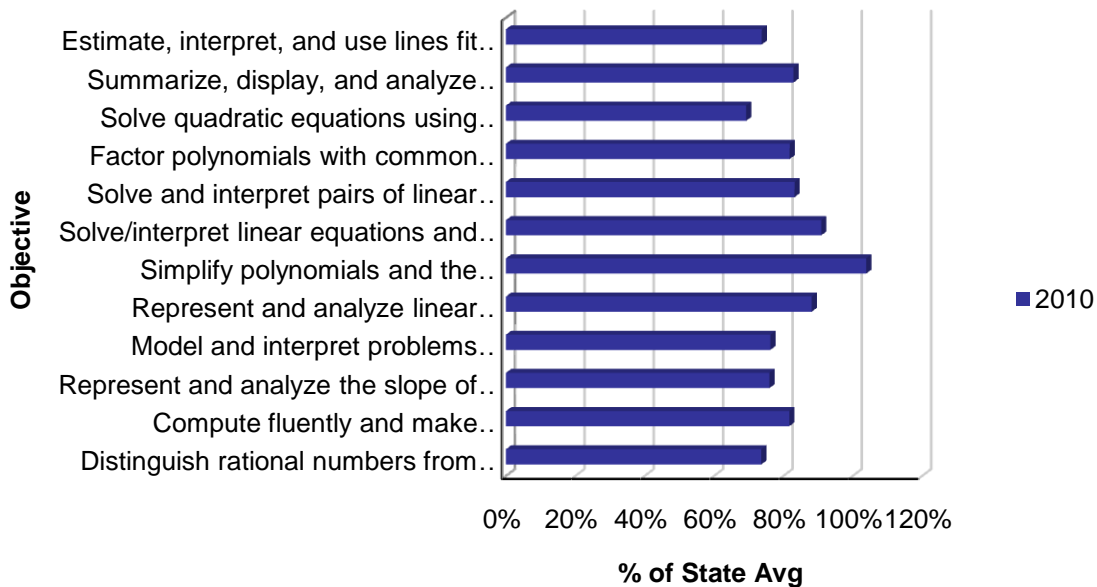


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Algebra 1

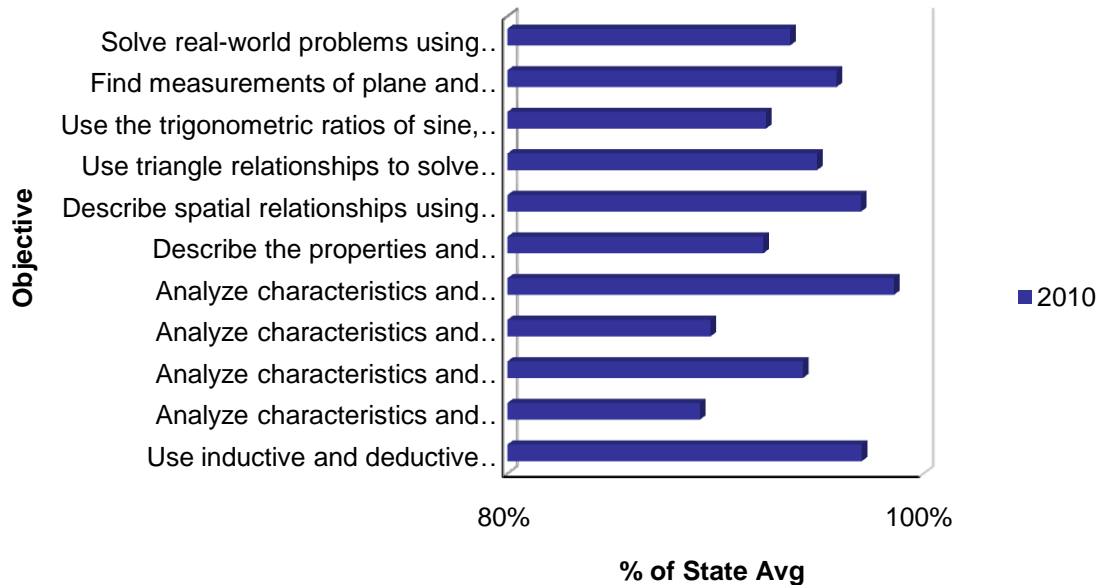


Algebra 1 - Hispanic

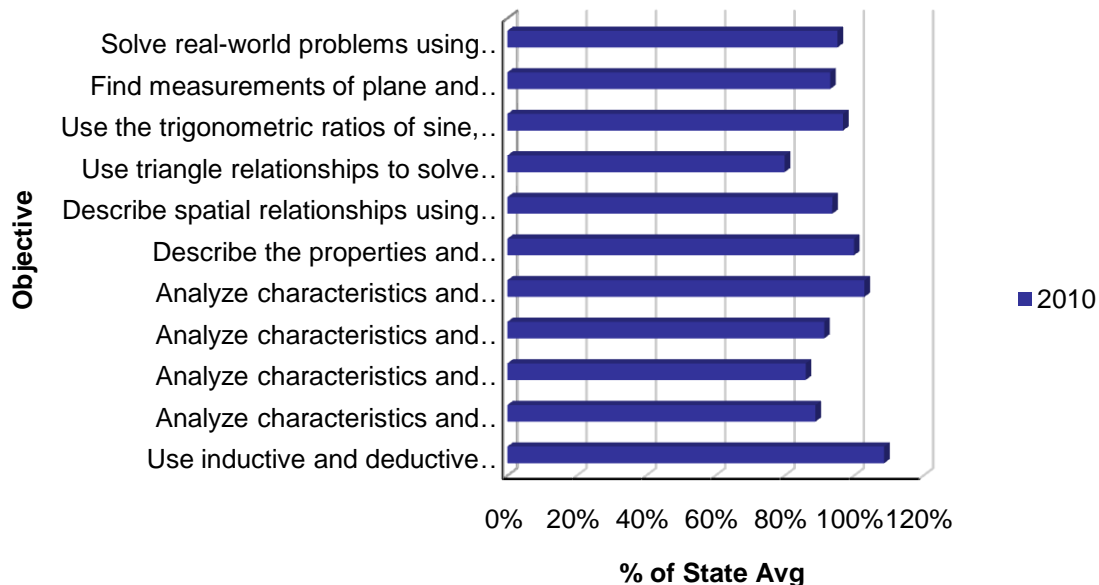


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Geometry – Our Hispanic population scored 100% of the state average in critical thinking skills, but our overall population is below the state average, especially in “analyzing characteristics and properties of polygons and properties of angles.



Geometry - Hispanic



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AP

Our focus on AP tests was to increase the number of students taking the AP tests, as well as increasing the number of AP classes available to students. We have found as critical thinking has been embedded into the school culture our number of AP students has increased as well. The number of classes from 2004 to 2010 has increased from 9 classes available in 2004 to 15 classes available in 2010. The participation (or number of tests taken) has increased from 164 per 1000 in 2004 to 242 per thousand in 2010.

	2004				
	Score	Count	Pass Rate	Pass/1000	Part/1000
English Language & Composition	<u>2.9</u>	<u>29</u>	<u>62%</u>	<u>23</u>	<u>37</u>
English Literature & Composition					
Art: Studio Art-Drawing	<u>2.3</u>	<u>3</u>	<u>33%</u>	<u>1</u>	<u>4</u>
Music Theory	<u>3.8</u>	<u>5</u>	<u>100%</u>	<u>6</u>	<u>6</u>
Spanish Language	<u>3.0</u>	<u>12</u>	<u>58%</u>	<u>9</u>	<u>15</u>
Calculus AB	<u>4.3</u>	<u>19</u>	<u>100%</u>	<u>24</u>	<u>24</u>
Calculus BC					
Statistics					
Biology	<u>2.9</u>	<u>29</u>	<u>59%</u>	<u>22</u>	<u>37</u>
Chemistry	<u>4.0</u>	<u>1</u>	<u>100%</u>	<u>1</u>	<u>1</u>
Physics B					
Government & Politics: United States	<u>2.8</u>	<u>8</u>	<u>63%</u>	<u>6</u>	<u>10</u>
Psychology					
United States History	<u>3.6</u>	<u>23</u>	<u>91%</u>	<u>27</u>	<u>29</u>
World History					

Educating the Pioneers of the Future

	2010				
	Score	Count	Pass Rate	Pass/1000	Part/1000
English Language & Composition	<u>3.2</u>	<u>30</u>	<u>67%</u>	<u>20</u>	<u>30</u>
English Literature & Composition	<u>3.3</u>	<u>26</u>	<u>69%</u>	<u>18</u>	<u>26</u>
Art: Studio Art-Drawing	<u>3.6</u>	<u>10</u>	<u>90%</u>	<u>9</u>	<u>10</u>
Music Theory	<u>3.8</u>	<u>5</u>	<u>80%</u>	<u>4</u>	<u>5</u>
Spanish Language	<u>2.3</u>	<u>6</u>	<u>33%</u>	<u>2</u>	<u>6</u>
Calculus AB	<u>3.7</u>	<u>44</u>	<u>89%</u>	<u>39</u>	<u>44</u>
Calculus BC	<u>3.8</u>	<u>4</u>	<u>100%</u>	<u>4</u>	<u>4</u>
Statistics	<u>2.9</u>	<u>11</u>	<u>55%</u>	<u>6</u>	<u>11</u>
Biology	<u>2.2</u>	<u>42</u>	<u>33%</u>	<u>14</u>	<u>42</u>
Chemistry	<u>2.2</u>	<u>6</u>	<u>33%</u>	<u>2</u>	<u>6</u>
Physics B	<u>2.5</u>	<u>4</u>	<u>50%</u>	<u>2</u>	<u>4</u>
Government & Politics: United States	<u>2.9</u>	<u>10</u>	<u>50%</u>	<u>5</u>	<u>10</u>
Psychology	<u>1.0</u>	<u>2</u>	<u>0%</u>	<u>0</u>	<u>2</u>
United States History	<u>3.7</u>	<u>35</u>	<u>89%</u>	<u>31</u>	<u>35</u>
World History	<u>2.7</u>	<u>7</u>	<u>57%</u>	<u>4</u>	<u>7</u>

Analysis of Departmental Reports Instructional and Organizational Effectiveness

Following the establishment of our Desired Results for Student Learning, we began the process of studying ourselves closely, department by department. We analyzed ourselves according to the essential questions established by USOE in the accreditation handbook. The process proved to be both challenging and revealing. As we discussed, observed, and evaluated ourselves, we realized that in many cases we are already teaching skills, processes, attitudes, and information that would help students achieve the Desired Results for Student Learning we have established, particularly critical thinking. We also discovered that there were areas in which we could improve our instruction to more closely align with our DRSLs. Each department focused on the same questions and identified their strengths and challenges. This analysis was used to develop the individual department reports and played an integral role in helping us decide what areas would be best suited for school-wide action plans.

Administration



Jess Christen
Principal



Wade Lott
Assistant Principal



Ryan Nield
Assistant Principal



Doug Webb
Assistant Principal



Patrick Gleaves
Athletic Director

Administrative Staff



Kristy Bailey
Secretary



Max Berry
Head Custodian



Dana Black
Food Services



Stacie Cannon
Student Advocate



Diane Cardon
Administrative Secretary



Jean Carlton
Copy Center Aide



Ruth Cisneros
Food Services



Mary Curtis
Attendance Secretary



Colette Downs
Writing Lab Aide



David Gause
Student Advocate



Brenda Gentry
Food Services



Tammy Gleave
Food Services

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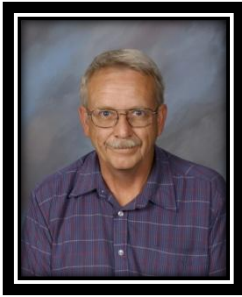
Penny Glover
Food Services



Joy Goodwin
Food Services



Betty Sue Hinkson
School Nurse



Daryl Horne
Custodian



Tyler Keil
Food Services



Debbie Kirkham
Campus Aide



Rosa Martinez
Student Advocate



Gary Naylor
District IT



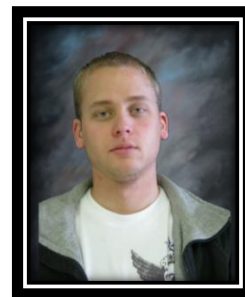
Officer Neer
Campus Police



Lacey Rowley
Financial Secretary



Mary Scharman
Student Advocate



Doug Spencer
Custodian

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Nancy Turner
Financial Secretary



Willey Wood
Custodian



Jennifer Yardley
School Psychologist

Counseling Department



Kent Bills
Counselor



Bob Barnes
Counselor



Peggy Lewis
Career Specialist



Niki Magnusson
Secretary



Michelle Porcelli
Counselor



Kathy Rich
Counselor



Carrie Smith
Registrar

Counseling Department

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

Lehi High School DRSLs:

- Critical Thinkers
- Effective Communicators
- Literate people with employable skills

Guidance Curriculum: Counseling Guidance Curriculum is aligned with the school's Desired Results for Student Learning and fulfills the requirements and vision. Guidance curriculum is developed around student and parent surveys as well as teacher requests.

Utah Futures: Lehi High School Counseling Department promotes the school vision that students will be critical thinkers, effective communicators, and literate people with employable skills. The counseling department provided training of all students in Utah Futures. This program teaches career awareness skills necessary to prepare students for future employment. Counselors educate teachers how to incorporate this information into their own curriculum.

DRSL: Critical Thinkers

Why Try Program: The counselors work with students in the Why Try motivation program. The Why Try program gives students an opportunity to learn about motivation, goal setting, problem solving, conflict management, and how to be part of a community. This program gives students the opportunity to learn about the following DRSL's:

DRSL(s): Effective Communicators, Critical Thinkers

Guided Studies: Counselors appropriately place students in a Guided Studies class for students to learn academic success skills and have an opportunity to make up credit. They work in small groups with a teacher to create academic goals and fulfill those goals within a specific period of time.

DRSL(s): Critical Thinkers and Literate People with Employable skills

Individual counseling and SEOPs: Counselors meet with individual students and in small groups to provide counseling and guidance in four major development areas: Academic/Learning, Life/Career, Personal/Social, and Multicultural/Global Citizen. The Student Education and Occupation Planning (SEOP) process is the primary avenue for working with students to develop specific plans and strategies for achievement in the Academic/Learning and Life/Career developmental areas.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

Lehi High School's Comprehensive Guidance Program is in line with state counseling guidelines. Lehi High School, as an accredited high school, is regularly evaluated by the

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Utah State Office of Education (USOE) Comprehensive Counseling and Guidance Program and abides by its standards. Our most recent CCGP state review was successfully completed on December 3, 2010.

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

Each year the following assessments are made available to students at Lehi High School:

ACT

SAT

PSAT/NMSQT

ASVAB

PLAN

A.P. Exams

CRT

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

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

The Lehi High Counseling Department articulates with the feeder junior high schools, the Parent/Teacher Organization, and with parents and outside mental health and other community agencies. We collaborate weekly with administrators, student advocates, the school resource officer, and selected staff during a weekly Student Success Team meeting called the “At Risk” meeting. The counseling department regularly conducts a “Touch – Teach” survey and collaborates with other LHS departments to best determine the guidance curriculum needs of the student body and teachers. We also collaborate with other counseling departments at a monthly district counselor’s meeting.

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

The Counseling Department offers classroom presentations and SEOPs for all students in all grades. Counselors participate in IEP and 504 meetings to help in assessing proper placement of students in classes. The counselors collaborate with teachers regarding helpful interventions for at-risk or special needs students to help in placement, classroom management, and student achievement initiatives. We also regularly coordinate with ESL services in the district and Title VII consultants. Counselors serve all minority student and other traditionally underserved student segments by implementing classes or groups to meet individualized or collective student needs in those populations.

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

Adequate staff to meet demands of student population includes: four counselors, three general population student advocates, one minority student advocate, and one special education advocate. Employment of two secretaries and one registrar allows counselors to focus mostly on providing direct student services rather than non-counseling or clerical duties. Career labs are available to train students on Utah Futures and other career exploration and academic and life planning resources. The school's counseling website helps make resources available to students and parents in and out of the school setting. Counselors meet annually with students and parents in SEOP conferences.

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

Counselors attend yearly Comprehensive Counseling and Guidance professional development conferences. We also attend various articulation conferences with numerous universities including BYU and UVU. In addition, counselors train faculty on Comprehensive Counseling and Guidance standards, the Utah Futures career exploration process, and support teachers in the implementation of these skills into their curriculum (i.e. scholarship searches, résumé writing, career searches, etc.). Counselors attend training on meeting the needs of minority and other traditionally underserved student populations.

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

To help students receive additional support beyond the classroom the following programs are offered: Back to School Night, Sophomore Orientation Night, Freshman Orientation Assembly and Parent Night including presentations by clubs, Financial Aid Awareness Night, Utah Futures training during SEOPs and Guidance Curriculum presentations, and Parent/Teacher Conferences. The Counseling Department website with links to career sites, Utah Futures, scholarships, financial aid, colleges and universities is available for all students to access. Counselors assign a tracker to students struggling in classes academically or behaviorally. We are available before school, between classes, during lunch, after school, and during parent/teacher conferences. Special attention is given to special needs such as SEL, 504 Plan, IEP. The Why Try Program is taught during an 8 week course twice a year. Counselors also help facilitate the Gear-Up Program for underprivileged students who are motivated to attend college, provide financial waivers for students in need to take the ACT exam, and provide referrals for Kids Cause Agency that provides medical, dental, and school supply needs.

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

Utah Futures access is available on computers in the Career Center and Writing Lab (25 computers in the career center). Students are trained in the use of the Utah Futures website to access college and career information. Students and parents have access to Utah Futures and are assigned a login and password during SEOP conferences. Students are trained on scholarship and academic resource searches during SEOPs and Guidance curriculum presentations. In addition, students and parents have access to Skyward, the district Student Information System, to review student grades, assignments, attendance, and class registration information. Students complete online course registration using Skyward and Utah Futures to create a high school and post secondary academic and career plan.

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

The Lehi High School counseling office is staffed with four certified school counselors who have Master's degrees in counseling. We also employ three additional staff members who serve secretarial, registration, and career specialist duties.

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

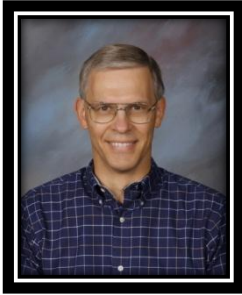
The school improvement plan is to increase the graduation rate by 2%

Counselors meet in an individual SEOP with parents and seniors to discuss graduation progress and develop a graduation plan for students who are not on track for graduation. Counselors and administrators meet at least quarterly with students who are not on track for graduation – to check graduation progress. Counselors, administrators and advocates meet weekly to discuss “at-risk” students and develop plans and look at options that will promote student success.

A Guided Study class is available for students to work on packets enabling them to make up credit needed for graduation. Counselors meet with 11th grade students and parents in an individual SEOP to make sure students are on track for graduation and update a graduation plan for those that need to make up credit.

Counselors meet with 10th grade students in a group SEOP and provide them with the options available to make up credit needed. Counselors provide a variety of options for high school graduation in order to meet the individual needs of all students. (Lehi High School diploma (28 credits), East Shore diploma (24 credits), and GED.)

CTE Department



Dennis Bailey



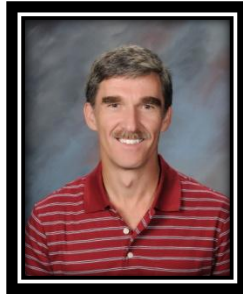
Brett Bergholm



Nathan Bushman



Melissa Christensen



Peter Edmondson



Shannon Gallagher



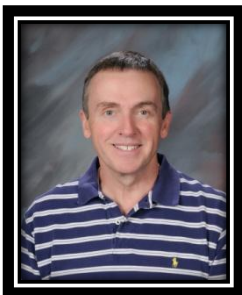
Chris Griesemer



Valerie Grimes



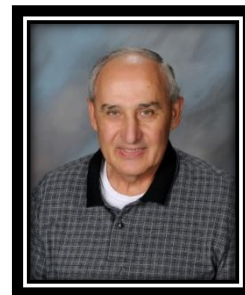
Jerime Hooley



Brian Kane



Judy Kirkham



Brent Larsen

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Eric Loftin



Jim O'Connor



Dan Rice



Brett Robertson



Revabeth Russell



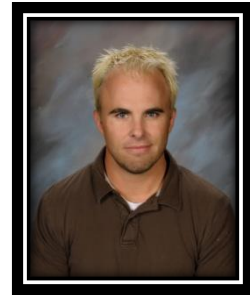
Michelle Stott



Michael Taylor



Ted Taylor



Dustin Topham



Becky White

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CTE DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Bailey	Woods 2		Woods 2	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1
Bergholm	Biology	Biology	Zoology	Zoology	Medical Anatomy and Physiology	Biology	Biology	
Bushman	Bio Ag Science	Horse Mgmt./ Natural Res Mgt	Adult Roles	CO-OP	Bio Ag Science		Internship	Internship
Edmonson	Physics w/ Technology		Geology	Physics w/ Technology	Physics w/ Technology	Physics w/ Technology	Physics w/ Technology	
Griesemer	Photo 1	Photo 1	Photo 1	Photo 1	Photo 2	Photo 2	Advanced Commercial Photography	
Grimes	Adult Roles			Adult Roles	Adult Roles Child Dev / Financial Lit	Child Dev / Financial Lit	Adult Roles	Adult Roles
Hooley	Painting	Ceramics 1	Ceramics 2	Sculpture	Commercial Art		Ceramics 1	Sculpture
Kane	Financial Lit	Financial Lit	Computer Programming 1	Entrepreneur /Financial Lit	Accounting	Business Law / Financial Lit	Travel Tour / Business Math	Newspaper
Larsen	Driver Ed	Driver Ed	Driver Ed		Driver Ed	Driver Ed	Health Science / Health	Driver Ed
Loftin	Fitness	Health	Business Management / Economics	Conditioning / Baseball, Golf Tennis	Fitness		Health	Health
O'Connor	Guided Study	Comp. Tech	Computer Programming 1		Comp. Tech	Guided Study	Web Page	
Rice	Fitness	Sports Medicine	Weight Training	Conditioning	Weight Training	EMS	Weight Training	
Robertson	Greenhouse	Ag Mech 2	Ag Mech 1		Floral Design	Animal Science	Ag Mech 1	Ag Mech 1
Russell	Biology	Biology	Biology	Biology	AP Biology	AP Biology		AP Environmental Science
Stott	Foods 1 / Foods 2	Foods 1 / Foods 2	Foods 1 / Foods 2	Foods 1 / Foods 2	Clothing 1		Interior Des 1	Interior Des 1
Taylor, M.	Engineer Draft	Architecture	Drafting	Drafting				
Taylor, T.		Spanish 1	Spanish 2	Law Enforcement	Spanish 2	Spanish 1	Spanish 1	Law Enforcement
Topham	Adv TV - LIVE	Adv TV - PRIDE	TV/Vid Prod	TV/Vid Prod	TV/Vid Prod	Adv TV - PRIDE		TV/Vid Prod
White	Marketing	Business Comm	Leadership Prin	CO-OP	Business Comm	Business Comm	Sports Marketing	

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ED-NET DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Christensen		CTE Assist Math	CTE Assist Math	CTE Assist Math		CTE Assist LA	CTE Assist LA	CTE Assist LA
Gallagher (UVU Distance Learning)	POLS 1100 PSYCH 1010	ENG 2010 SOC 1010	COMM 1020 BIO 1010	ENG 1010 HLTH 2600/ THEA 1023 PHIL 2050	POLS 1100 PSYCH 1010	ENG 2010 SOC 1010	COMM 1020 BIO 1010	ENG 1010 HLTH 2600/ THEA 1023 PHIL 2050
Kirkham	Sign Language 1	Health Science Adv—Stress Management	Medical Anatomy	Sign Language 1	Sign Language 2	Health Science Adv—Stress Management	Medical Anatomy	Health Science Adv—Stress Management

CTE Department

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

CRITICAL THINKERS

CTE classes employ real world scenarios which require substantial analysis and creative solutions. Students work with industry professionals such as attorneys, health care workers, and chefs. Many CTE classes require students to design and create professional products such as business plans, photographic portfolios, and live daily broadcasts.

EFFECTIVE COMMUNICATORS

CTE requires oral presentations, individually and in teams. Students use many other communication methods such as written reports, digital, website and PowerPoint projects. Students learn to communicate in non-verbal ways through the use of technology.

LITERATE with EMPLOYABLE SKILLS

CTE classes focus on preparing students for future employment by teaching the terminology, skills, and technology needed in industry. CTE teachers work hard to update their knowledge and skills to provide up-to-date and relevant instruction.

In order to increase student literacy, CTE teachers incorporate reading and writing skills in their content area to enhance and promote employability. For example, students learn to interpret blueprints, patterns, ledgers, recipes, symbols and measurements.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

The Utah State Board of Education has set up our curriculum guidelines in which they detail specific core standards and objectives for each course. We also have performance objectives which must be completed prior to the students taking the state competency exam. In addition, many of our CTE teachers participate in the concurrent enrollment program with UVU and must make sure that the rigor of college-level classes is maintained. We also have several other resources such as the USOE website that provides us with approved lesson plans, rubrics, and ideas. Student access to online documentation and support is extensive and growing.

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

In the CTE department, the teachers use a variety of assessment tools to monitor student learning including observations, verbal discussions, and written assessments. The assessment methods used are based on the content of the class and the learning styles of the students.

Specifically, these assessments include: performance exams, projects, on-site evaluations, group assignments, mock situations, and oral presentations along with traditional objective question assessments.

Additionally, CTE courses have the state competency exams which allow teachers to assess the learning outcomes of the course. Data from these exams is used by the teachers to adjust and improve classroom instruction.

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

On Mondays, the school holds a school wide collaboration that allows educators to meet in focus groups that contain teachers from many departments in the school. These meetings are focused on improving current teaching strategies and student achievement.

Monday meetings have been essential to develop a spirit of collaboration within our school. Mondays are used to gather information, share it, model it, discuss it between collaboration teams, and then implement it into student learning. This allows teachers' lessons to be more relevant, and overall, a better learning opportunity for students.

Our department also occasionally hosts a Communities of Practice where lessons, teaching strategies, and methods of instruction are shared and demonstrated to all the teachers in the department. This allows modeling for other teachers to get ideas for their own classroom.

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

CTE is all about inclusive teaching. Our curriculum is designed to meet all teaching methods to ensure different learners meet their needs to succeed. CTE teaching strategies are defined as, "I hear and I forget. I see and I remember. I do and I understand" (Confucius). Our teaching methods are set up to help students retain the information through true practical teaching: taking what you learn and applying it. Our CTE department believes that we are one of the few departments that help reach all diverse learners, such as special education and gifted students. However, we feel that we need to improve in reaching ESL learners. CTE curriculum lends itself to meet both the traditional and non-traditional learners. For example, some special education students struggle with reading and writing, but are exceptional in hands-on-learning. In

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addition, our teaching strategy also allows a great deal of autonomy, which allows those students who grasp the concept faster to continue in progress, but also allows the students who did not fully understand the concept to learn at their own pace, as well as be stretched.

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

All faculty members have some supply and equipment money as well as legislative funds. The CTE department also has our class fee money and our testing money. We use these funds to provide needed supplies for the students, and are able to stay up with the technology and equipment needs of our labs. Our policies and procedures are printed and given out to each student at the beginning of the year. Items such as the attendance, the dress code, no tolerance for drugs, and flex time are explained in this handbook. The students are required to pass a test on this information, in order to start participating in "flex time" or long lunch. Each teacher has their own policies and procedures that are described in their disclosure documents, which students and parents read and sign. We plan our curriculum around the four essential questions which are:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who are not learning?
4. How will we respond when students already know it?

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

We meet once a month as a FACS department, once a month with the teachers that teach the same classes that we teach in the district, and we meet twice a month with our school CTE department. We also collaborate with our district departments twice a year. We share our best practices, lesson plans and common assessments to improve our student performance. We also attend our summer conference for two days and our winter conference, and attend other classes to stay abreast of the current technology and trends.

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

A majority of the CTE teachers at Lehi High School offer before and after school lab time to give students the opportunity to work on missing work. The CTE department is fully engaged in the Career and Technical Student Organization clubs corresponding to our specific classes, for example FBLA, FCCLA, DECA, FFA, HOSA, and Skills USA.

With our style of classes giving opportunities to students to work on physical projects, it has become necessary to provide students additional access to supplies and equipment. In addition, our CTE department strives to have additional computers available to students to allow them opportunities to do research and develop practical application.

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

In most of the CTE classes, we strive to use the newest technology that is available in the industries. We constantly upgrade technology to meet safety and performance standards, and have five year plans to keep equipment and software upgrades under control. A majority of teachers take advantage of online testing programs offered through the state office of education.

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

Of twenty teachers in the CTE department, eighteen are certified and endorsed in their respective subject areas. The remaining two teachers will be fully endorsed within the year. Fall semester 2010-11, eighteen of twenty teachers are teaching an extra period beyond a full contract.

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

The school improvement goal at Lehi High School is to increase our graduation rate by 2%. In spite of the diversity of curriculum in our department, there is much that we have in common, especially as it applies to saving at-risk students and remediation. Flex time is a 20 minute incentive period scheduled daily, Tuesday through Friday, to encourage students to stay on top of their attendance and their grades. Those students meeting the standard are released to go to lunch. The rest stay in their 3rd period class for remediation. Each teacher in the department has their own remediation practices to provide extra help for those who need it. Other practices common to our CTE programs include open labs where students can get extra time and help on homework and projects and one-on-one interaction between students and instructors. CTE classes give students extra incentives to stay in school with hands-on applied skills, life skills, employable skills, work based learning skills and opportunities for involvement in Career and Technical Student Organizations.

English Department



Rachel Billings



Sarah Bingham



Radana Clark



Lysie Cox



Timbre Greenwood



Pamela Louder



Brenda Peterson



Rebekkah Rhodehouse



Christian Smith



Rebecca Wells

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ENGLISH DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Billings	English 10 Co-Taught	English 10 Co-Taught	ELD	English 10 Honors	English 10	English 10		English 10
Bingham		English 10	English 10 Honors	English 10		English 10 Honors	English 10	Creative Writing
Clark					English 10		English 10	English 10
Cox	English 10		English 10	English 11	English 11	English 11		English 11
Greenwood	English 11	English 11 Honors	English 11		English 11	English 11 Honors	Technical Writing/ Yearbook	
Louder	English 10	English 10						
Peterson	AP English Language	AP English Language	English 10			English 10	English 10	English 10
Rhodehouse		Popular Lit	English 11	AP English Literature		AP English Literature	English 11	English 11
Smith	English 12	Science Fiction		English 12	English 12		English 11 Co-Taught	English 11 Co-Taught
Wells	English 11	English 11	English 12			English 11	English 12	English 12

English Department

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

Critical Thinkers: Teachers explicitly teach analysis and synthesis, literary terms and devices such as metaphors, similes, and other literature devices in accordance with the core. Students are taught how to formulate and respond to questions as part of the core. Bloom's taxonomy is taught and used in the classrooms. Students are also taught to compare/contrast, cause/effect, etc. in reading and writing.

Effective Communicators: The goal of the English classroom is to teach students to communicate effectively, to express themselves, and to communicate with others. Emphasis is given to writing to communicate in various ways, such as persuasive, expository, narrative, business, and compare/contrast writing. Listening and speaking skills in cooperative group settings are also taught along with preparing students for formal presentations.

Literate People with Employable Skills: Students are taught how to analyze literature and other functional texts to relate to the world they live in. Research skills, as well as evaluating data and sources, are taught. Students learn how to synthesize information in a way that is relatable to them and the world they live in.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

All classes align with the state core. A scope and sequence is in place for each grade level and followed by the teachers. AP Language and Literature, Creative Writing, and Technical Writing follow national standards as well as the state core curriculum.

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

The 10th grade English classes utilize the writing program My Access for writing assessments. Socratic seminars, oral presentations, journal writing, research and term papers are all used in the various classrooms. Teachers also utilize book reports and book talks, performance assessments, individual interviews, student portfolios, and multiple choice and short answer assessments to monitor achievement and adjust instruction.

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

The Counseling department coordinates through the English department to ensure student awareness of ACT registration, preparation courses, PSAT, and other educational opportunities. Technical writing is taught in conjunction with Advanced Commercial Photography in the creation of Lehi High School's yearbook. Co-taught English classes are taught in conjunction with the Special Education department for 10th and 11th grade English.

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

Various strategies are used in all of the classes, such as group work, assigning study buddies, Socratic Seminars and discussions, think-pair-share, and group presentations. Individual student accommodations are also followed for individual assignments and clear expectations are established in all courses.

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

All 10th grade students and special education students have access to and use the program My Access, which helps them for the effective communicator DRSL. We use the computer lab and the library for the students to research and gain skills necessary for critical thinking. Teachers utilize technology such as blogs, discussion boards, document cameras, and multimedia presentations in the classroom. We have a consistent grading scale for the entire English department, and remediation packets are also in place to help the school reach the graduation rate goal.

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

We all attend the district and school professional development meetings. We also attend classes and workshops on an individual basis. Three of the teachers have Master's degrees, and two are currently working on their Master's degrees. Two of the teachers have reading endorsements, two also have obtained ELL endorsements, two have administration endorsements, and three of the teachers participated in a Jeff Wilhelm cohort for reading strategies. Three of the teachers have also participated in the summer institute for the National Writing Project. The two AP teachers attend AP conferences regularly, and two of the teachers are members of the State Core Curriculum committee.

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

Remediation packets are in place for 9th, 10th, 11th, and 12th grade English. Teachers have individual websites for the students to access from home. Teachers are available before and after school to help students. FLEX time has also been established for students to receive extra help with missing assignments or additional support. Summer school is also available for students each year.

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

10th grade students and special education students have accounts for the writing program My Access, and they use the program at least once a quarter. We have a writing lab that is available for the students; some teachers have blogs, wikis, discussion boards, and class web pages. Other teachers have students create podcasts, documentaries, music videos, and power point presentations. Teachers also regularly incorporate media and technology in class.

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

All of the teachers are highly qualified for the subjects that are taught. Three teachers have Master's degrees, two have administrative endorsements, two have reading endorsements, two have ELL endorsements, and two are currently working on their Master's Degrees. Teachers regularly attend professional development meetings and conferences to stay up to date with teacher certification.

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

We have packets for remediation credit for students to make up credit. Teachers are also available before and after school for students to receive extra help and meet graduation requirements. Attendance school is also offered for students to make up credits that are lacking graduation requirements. Summer school is also offered for students to make up missing credits.

Fine Arts Department



Cheryl Allgaier



Kaye Collins



Chris Griesemer



Jerime Hooley



Douglas Larsen



Mindy Nelsen



Jennifer Nudd



Jennifer Stevens

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FINE ARTS DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Allgaier		Dance 1	Dance 1	Musical Theatre		Color Guard / Dance 2	Dance 3	Dance Company
Collins	Wind Symphony	Symphonic Band	Percussion 2				Jazz Band 1	Percussion 1
Griesemer	Photo 1	Photo 1	Photo 1	Photo 1	Photo 2	Photo 2	Advanced Commercial Photography	
Hooley	Painting	Ceramics 1	Ceramics 2	Sculpture	Commercial Art		Ceramics 1	Sculpture
Larsen		Drawing / Art 2D	Drawing	Art 2D		Art 2	Art 2	AP Art Drawing
Nelsen	Stage Craft	Drama 4		Musical Theatre	Drama 1	Drama 3		Stage Crew
Nudd	Concert Chorale		Encore	Musical Theatre	AP Music	Bravo	A'capella	
Stevens					Orchestra	Chamber Orchestra		

Fine Arts Department

1. How are the department's curriculum and instructional strategies aligned with the school's desired results for Student Learning?

Lehi High School's Desired Results for Student Learning:

- Critical Thinkers
- Effective Communicators
- Literate People with Employable Skills

Critical Thinking:

Critical Thinking is inherent in the arts. Students create, analyze, and critique their own work and the work of others, including student and professional work. All of the activities in our classes help students' understanding and ability to think critically.

Effective Communicators:

Fine Arts in definition are communication in its various styles. Our students learn to communicate emotions, thoughts, beliefs, and attitudes through their performing and visual arts. We enable our students to engage the observer and to both inform the audience and be an informed member of the audience. We provide a variety of avenues in which to demonstrate and evaluate student and professional work. We have a very unique sense of communication which helps students to create a personal voice, movement vocabulary, esthetic awareness, and artistic expression. Moreover, because of the nature of our discipline and craft, we are able to give instantaneous assessment and help our students to increase their ability to communicate effectively and to self assess. They have to learn to be able to accept that kind of criticism and to instantaneously change their behaviors. We teach students to value and utilize critiques.

Literate People with Employable Skills:

Though most artists will not be successful until they're dead, we encourage our students to dare to dream. Students leaving LHS learn to present themselves to the public through speaking, presenting, and performance opportunities. They learn personal discipline and how to work with others. They are given multiple opportunities to become creative thinkers and problem solvers.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

Core standards are used to create lesson plans, curricular mapping, and student assessments to ensure that they align with the state core curriculum. We integrate daily learning objectives in our specific intended learning outcomes. We're able to accomplish this through specific lesson plans, common assessments, and pre and post testing, self and peer evaluation and critique, art shows, performances and competitions.

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

Our department is performance based in every aspect. We use student portfolios, compositions, works of art, individual and group projects, contests, and competitions as avenues of assessing our students. We use a final performance or project presentation for unit testing and are constantly monitoring student work. When necessary we re-teach, re-demonstrate and allow students to make up and/or re-create the assignment in order to further their learning. As a department, we are following the trend to be data driven by using scantron and rubric based assessments. “If you build it, they will come.” - Anonymous voice from “Field of Dreams”

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

Our Fine Arts department is unique in that the Visual Arts and Performing Arts collaborate on a very regular basis. We create two lessons plans a year that incorporate each of our respective mediums. Students have the opportunity, regardless of their chosen discipline, to experience each of the arts and their relevance to each other. Annually, as a department, we collaborate on a lesson plan where all of our classes participate in cross curricular activities throughout a two day period. We encourage our students to make connections with other content areas whilst learning in our classes. We work together on a monthly basis with our Fine Arts Collaborative Team, our Singletons Collaboration from other schools, and we attend our professional development days. We’d like to do more collaboration with other departments from our school: English, History, Physics, Foreign Language, and CTE Departments.

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

Our classes and subjects are all inclusionary because of the performance and creative based subjects that invite all students to find ways to express themselves. We pride ourselves in finding ways to include special education students in many of our basic entry level classes: alternate and modified lesson plans, special accommodations, and class participations. ESL students often thrive in our classes because we are performance based and they are provided opportunities to create and perform at their skill level. Gifted students have the opportunity to audition for and participate in our advanced and AP classes. We also allow extended time on assignments and tests, and all other accommodations that are requested in the IEP and 504 plans. We receive updates from our resource and special education departments when needed.

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

The educational agenda of Lehi High School is designed to integrate the DRSLs and Alpine School District’s four essential questions into our school culture. ASD’s four essential questions include the following: what do we expect students to learn, how will we know what students have learned, how will we respond to students who are not learning, and how will we respond when students already know the information. In order to accomplish this as a department

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we focus our resources on helping our students improve their skills and achieve in performance, projects, and production. We have policies and procedures that are included in our disclosure documents and we have bi-monthly departmental meetings to discuss and stay current on school and district policies. Furthermore, we are working closely with our financial office to stay within our given budgets, yet still provide our students with the technological resources which will allow us to expose them to great art, music, dance, and theatre.

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

As individual educators, we participate in conferences and workshops throughout the school year and during our summer break to gain additional skills that we can use in the improvement of our students' performance and our own teaching within the classroom. Additionally, we use our personal time to teach each other skills from our individual disciplines. This has helped us to appreciate other art forms within our department. We then pass this appreciation onto our students in the classroom. As a department, we have a goal to subscribe to and read professional education journals and other published works. We will strive to further our education by obtaining advanced degrees in our various fields of study. We collaborate on two school musicals, art shows, several concerts, and our annual collaborative lesson. We participate in focus group PLCs in an effort to increase cross curricular collaboration. Furthermore, we work with other high schools and junior highs to increase vertical and horizontal alignment and provide common assessments.

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

We work hard to provide additional instruction and support outside of the classroom. We use our professional connections to increase students' opportunities and exposure into the working world of art. Guest artists are brought in to inspire and broaden stylistic exposure to the arts outside of the classroom. Additionally, we pass on commissions, work opportunities, and field work within the professional realm. We provide numerous hours of after school time to work with our students and insure their success. In addition to our classrooms being safe havens for our students where they are able to explore and grow, we provide labs, extra rehearsals, region and state events, workshops, club activities, extra plays, competitions, tours, and concerts. We have open lines of communication that make our students aware of outside opportunities available to them in their surrounding communities. We also work to provide scholarship opportunities for our students and encourage them in continuing their formal education.

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

We are working to use the technology resources that already exist at the school. Some of our teachers use the computer and career labs to supplement instruction. We record student performances and use these recordings as a means for improvement. We are working on integrating scantron technology into our assessments. Our music department has a portable music computer lab that is shared with the math and special education departments. Within the Drama department, our technical theatre students are able to train on and utilize sound, lighting,

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and stage craft equipment owned by the school. Several of us use PowerPoint presentations in our classes and many of our students create digital portfolios. Because of limited budgets, we haven't been able to include all of the technology we would like within the classroom, but we have goals to save and slowly bring technology into our instruction. We would like to update much of our equipment. Some of our needs include: recording and sound equipment, a department camera to record our productions, plasma TVs in our classrooms, a new kiln, and a printing press.

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

We are all certified to teach the classes we are currently teaching. Since our last accreditation we have succeeded in offering the following new classes on an annual basis: Photography, Ceramics, Advanced Dance, AP Music Theory, Beginning Stagecraft, Color guard, Beginning and Intermediate Percussion, and Film. We are constantly looking for other class offerings to further add variety to the class choices given to our students. We would love to offer a Bell Choir class, full year Intermediate Dance, Intermediate Drawing, AP Sculpture, and Play Script Analysis. Although all teachers have a BA, BS, or a BFA, and some are CTE certified, several of us have goals to begin our master's degrees within the next few years. We all continue to work within our mediums and take workshops and other classes to enhance our individual curriculums.

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

It is very important that our department goals align with the school's current improvement plan and the DRSLs. We prioritize our curriculums and cover all aspects of our state core curriculums. We incorporate many teaching strategies that we glean from our various professional development days and collaborations. These collaborations have been invaluable to improve our teaching strategies. Common assessments have been created amongst the music teachers to evaluate rhythm and other music fundamentals. The visual arts teachers have developed common rubrics for their grading as well. Additionally, all of the Drama teachers in the district have created unit common assessments. Remediation has also been a focus in our department the past few years. We currently have an all inclusive fine arts remediation packet which allows any student who is in need to make up credit for any arts class. The packet is all encompassing in nature to include various aspects from all fine arts classes, but allows for a final project to be completed that specifically addresses that class in need of remediation. As a department, we are focused on graduation rates and on the students' achievement as individuals. Many of our students are constantly given additional opportunities for learning if they so desire. These opportunities include: juried art show and exhibitions, solo and ensemble festivals, AP music and art classes, advance audition only classes in music, drama, and dance, online music programs for college level theory preparation, and a variety of competitions and performances. We support FLEX time, and we have seen the benefits from the program.

History Department



Aaron Andersen



Phil Clark



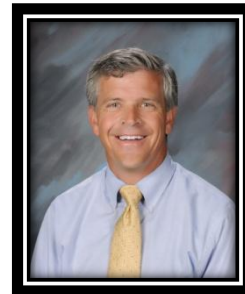
Jason Flinders



Craig Gladwell



Patrick Gleaves



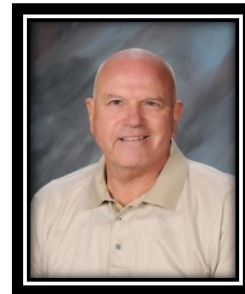
Gig Griffith



Justin Harrison



Jamie Ingersoll



Dennis Meyring



Derrick Peyton

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HISTORY DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Andersen	AP US History	AP US History	Chinese 2	AP US History		Chinese 1	Chinese 1	Chinese 3
Clark		Debate 1	Debate 1	Debate 2	US History		US History	US History
Flinders	US History	US History	US History		US History	US History	US History	
Gladwell	Sociology	Fitness		Conditioning	Sociology	Fitness	Fitness	
Gleaves		US History	US History		Gov & Cit	Gov & Cit	AP Gov't Politics	
Griffith	US History	US History	Student Council		US History	US History	US History	
Harrison		Anc Wld Hist / Mod Wld Hist	Wars	Anc Wld Hist / Wars		AP World History	Anc Wld Hist / Mod Wld Hist	Anc Wld Hist / Mod Wld Hist
Ingersoll		Peer Leaders	US History H	US History H	AP Psychology	Psychology	Psychology	
Meyring	Gov & Cit	Gov & Cit	Gov & Cit	Swim Team				Swim Team
Peyton	Football Wts	Life Activity	Life Activity		Gov & Cit	Gov & Cit		Gov & Cit

History Department

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

The disciplines within social studies are well suited to foster critical thinking, effective communication, and literacy in Lehi High students. We encourage critical thinking through the use of primary source analysis, cause and effect reasoning, and various research techniques. We also design and implement multiple projects that require students to research, analyze, and evaluate information and resources.

In the area of effective communication, we design assignments and assessments that incorporate various communication skills. Some of the projects include class presentations, oral reports, small discussion groups, Socratic Seminars, debates, mock trials, simulations, essay writing, and opinion front-loaders. We also have curricular and extra-curricular offerings that help develop communication skills. These include debate, mock trial, and model UN.

One of the goals of the department is to improve the reading ability of our students. We have tried to achieve this goal through multiple collaborative efforts and practices. As a department, each teacher shared a reading strategy to increase our "bank" of reading strategies. We also brought in a district reading specialist to instruct our department on how to better design and implement reading in our lessons and assessments. Some of the literacy strategies that we use include: word walls, summarizing, reciprocal questioning, and primary document analysis. We also help students develop employable skills by teaching proficient use of technology, such as PowerPoint, Word, and the internet.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

As a department we have spent many collaboration hours "unpacking" the state's core standards for most of our courses. Through this process we have analyzed the state core for each course and identified key learning targets and outcomes. The unpacked standards are used to create common assessments, core alignment, lesson planning, mapping, and pacing. This has proven to be very beneficial to providing consistency for students as they require class transfers and other scheduling accommodations.

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

We have developed common assessments and use the data from those common assessments to identify areas of improvement. We then use collaboration time to develop teaching strategies to address those areas. Each teacher also administers their own unit and chapter tests that incorporate a variety of question types including multiple choice, fill in the blank, short answer, essay, and matching. Teachers within our department also use a variety of performance-based assessments. Examples of these assessments include Cold War interviews, Westward Expansion

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mapping, Revolutionary War interactive notebooks, Civil War newspapers; famous psychologists mix and mingle, 1920s trading cards, New Deal PR campaign, and WWII propaganda posters. These assessments allow students to develop research, communication, critical thinking, and collaboration skills.

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

This is an area of weakness for our department. We are not currently collaborating with any other departments. We have in the past discussed what books the English teachers use and identified many of them as relevant to our core standards. Due to a lack of books, it is not feasible to align the reading with our curriculum map at this time. We have discussed an interdisciplinary American Literature/U.S. History course, but have not proposed it to administration as of yet.

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

In order to meet the needs of all students, members of our department attend and participate in IEP meetings, follow all 504 accommodations, and differentiate instruction. First, we strive to attend IEP meetings as often as possible and participate in those meetings to ensure students' needs are identified and met. Second, we strictly adhere to all 504 accommodations to ensure students receive the necessary provisions. Finally, we differentiate instruction based upon student needs. We accomplish differentiation by adjusting teaching strategies and assessments to meet the various needs of our 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?

Our department's policies, operational procedures, and use of resources are heavily driven by and aligned with the educational agenda of the school. The school's agenda focuses on department collaboration to integrate our DRSLs into the school's culture. Our department has used our mandatory collaboration meetings to identify learning targets in our core standards and design common assessments using those targets. We also use the data from the assessments to adjust assessments and teaching strategies. Our department has been given three mobile computer labs which we use regularly to help students develop competence on assessments and build relevant educational skills and abilities.

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

We meet every Monday for one hour after school to collaborate. During this time we share best practices, align curriculum, discuss remediation, and analyze assessment data. All the members of our department regularly attend professional development courses, workshops, in-services, and seminars. Many of the professional development offerings focus exclusively on the core content of the subjects we teach, which allows us to work on and develop immediately

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applicable strategies and resources that improve student performance. We have several members of our department that have participated in the Teaching American History grant which provided a variety of resources and professional development opportunities.

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

Many members of the department have their own websites with assignments, notes, tests, and other resources that students can access from any computer. Our teachers are also available before and after school hours as well as during lunch. Teachers work hard to be prompt in responding to parent and student communications. Our teachers also work hard to get grades and assignments put into the grading system quickly and accurately so parents, students, counselors, and administrators have accurate up-to-date information. Last year our department also provided a history lab for the last month of each marking period, which allowed students to come in after school for one-on-one teacher help. Supervision of the lab rotated between members of the department on a volunteer basis and was up to three days each week for one hour after school.

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

Our department was given three mobile computer labs with twenty laptops each. The school also provided internet access to each room so the labs could be utilized in all department members' classrooms. The labs are regularly used by teachers on first come first serve sign up basis. Students use the computers to write, research, access internet activities and resources, and create multi-media presentations. The labs are constantly used to provide students with a wide variety of opportunities to develop curriculum competence. The school also provided each member of the department with a large screen, wall-mounted TV that is able to be connected to computers and other media players to display presentations, notes, and videos.

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

All members of the social studies department are certified and highly qualified to teach their courses. All members of the department continue to attend professional development offerings and many of the members have or are working toward advanced degrees. The qualifications of the members of the department allows for any available course to be offered and taught including advanced placement courses.

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

The school's current school improvement goal is to increase graduation by 2% each year. In order to address this goal, members of our department have spent considerable time working on remediation plans. We have identified many viable options for credit deficient students to recover those credits and for failing students to remediate their grades so that they do not become credit deficient. Some examples of how we have done this include history lab, acceptance of late work, test retakes, and a variety of other options.

Mathematics Department



Jessica Alexander



Anna Barton



Merissa Cunningham



Sharon Gourley



Shaun Ha



Brett Hays



Scott Hogan



Leigh Lambert

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MATH DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Alexander	Algebra 1	Math Lab	Math Lab	Financial Literacy	Algebra 2 Co-Taught	Math Lab	Math Lab	
Barton	AP Statistics		Algebra 2	Algebra 2	College Prep Math	Algebra 2	College Prep Math	
Cunningham	College Prep Math	Algebra 2		Algebra 2	Algebra 2		Algebra 2	Algebra 2
Gourley	Precalculus		Precalculus	Precalculus	Precalculus	AP Calculus AB	Precalculus	Geometry Co-Taught
Ha	Algebra 2	Personal Finance	Personal Finance		Algebra 2	Personal Finance	Algebra 1	
Hays	Geometry	Geometry	Calculus	Calculus	Geometry	Geometry	Geometry Co-Taught	
Hogan	Algebra 1 Co-Taught		Geometry	Geometry	Algebra 1	Algebra 1 Co-Taught	Algebra 1	Geometry
Lambert	Algebra 2	Precalculus Honors	Precalculus Honors		Algebra 2		AP Calculus AB	Algebra 2

Mathematics Department

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

EFFECTIVE COMMUNICATOR:

The curriculum of mathematics has its own unique language. Students are taught to communicate the language of mathematics using correct vocabulary, symbols, and notation. We provide opportunities for students to communicate orally, and in writing, to show their mathematical proficiency through formative and summative assessments.

CRITICAL THINKER:

Critical thinking is an integral part of mathematics. On our common assessments, and in our daily instruction, we have incorporated questions written to evaluate different levels of student understanding. Some problems are designed to evaluate basic ideas and some are designed to evaluate higher level critical thinking. In this manner, we can assess the current level of the student's proficiency. We also include problems and activities that mimic real world situations in our instruction.

LITERATE PERSON WITH EMPLOYABLE SKILLS:

Competency in mathematics will increase employment opportunities. Our curriculum and instructional strategies are designed to incorporate problem solving skills that students can use in future employment. We encourage students to take personal responsibility for their learning by meeting deadlines and being proactive in getting help.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

The courses offered at Lehi High School are in alignment with the state core curriculum and national standards. We have recently reviewed our curriculum to verify alignment and to map textbook resources with the revised state core.

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

The math department utilizes a variety of formative assessment tools and strategies to assess student learning including open-ended and selected response questioning on homework, tests, and quizzes. We use oral questioning and informal problem assessment, informal oral presentations by students, individual whiteboard student responses, and group activities.

We also use summative assessments such as common end of unit assessments, common end of semester assessments for Algebra 2 (developed with feeder junior highs), and end of year CRT or final exams.

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

Currently the math department is involved in informal collaboration with other departments. We have materials from other areas integrated into our curriculum. We work with educators from other departments in our collaboration teams.

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

The math department currently offers cooperative teaching classes for Algebra and Geometry. We work with the administration and special education departments to meet 504 accommodations and IEPs. We offer an Algebra 2 lab for students who need help on homework to be successful in that subject. We offer AP Calculus and AP Statistics classes as well as College Prep for college bound students. To meet the needs of our students, teachers use a variety of strategies including peer tutoring, cooperative activities to enhance student discovery, and individual tutoring during class, during Flex time, and before and after school. We focus on fewer objectives, per class, in our basic level classes. We use technology to help students visualize mathematical concepts. We have online notes and resources for students who are absent or need additional information or help.

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

The Educational Agenda of Lehi High School: To integrate the DRSL's and Alpine School District's four essential questions into our school culture. Alpine School District's four essential questions are as follows:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who are not learning?
4. How will we respond when students already know it?

What are the students supposed to learn? Our policy is for all teachers to teach the Utah state mathematics core using the school DRSL's as a foundation. How are we going to know if they get it? We continually administer formative and summative assessments. We have used our Trust Lands Funds to purchase technology resources to enhance learning and informal assessment. What are we going to do if they don't get it? Teachers are available during Flex time and before and after school, and we have implemented a general math lab for additional help as well. We have developed remediation packets for our Algebra 1 and Geometry students. Individual teachers have also created remediation plans for their respective classes. We have developed new classes (Algebra 2 Math Lab, College Prep, and Personal Finance) to address the needs of students. What are we going to do for those who already get it? Using peer tutoring within each class is a powerful tool used in mathematics.

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Once a student understands a concept, it is solidified by teaching others. If a student is too advanced for a particular class, we try to identify them early and enroll them in the appropriate class. Some teachers have included additional discussion for advanced students as well.

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

The Alpine School District early out program provides approximately one hour per week for collaboration. We have been utilizing that time to create common assessments for Geometry, Algebra 2, and Pre-Calculus. We have compared teaching strategies and course mappings. We also informally compare test results and grades. We continually discuss classroom management, lesson plans, and remediation plans. Our teachers are active in professional development through UCTM, NCTM, and Alpine School District. Teachers also attend leadership and math conferences, summer classes, and new teacher meetings.

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

In order to help our students outside the classroom, we have the following student support services: Skyward access to grade information via the internet, textbook websites offering additional help, and teacher websites where students can get notes, sample problems, and class information. Teachers in our department are available before or after school for additional help. We also have after school math lab available. Outside of our department, the Gear Up program from UVU helps at-risk students get ready for college by providing math and other tutoring. Lehi community provides tutoring at the Lehi Legacy Center. Our school refers students, both as tutors and for assistance, to participate after school hours. Remediation plans have been made available for students to make up credit for the Algebra 1 and Geometry classes.

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

Graphing calculators are used in every math class at the school. The majority of our classes also have LCD projectors, Mimio Studio technology, and TI Smart view software. Geometry teachers have Geometer's Sketchpad and Geogebra available to use.

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

The mathematics courses offered at Lehi High School require a level 3 or 4 endorsement in mathematics. Our concurrent enrollment classes require a Master's degree in mathematics. All of our teachers are certified to teach the math classes they are teaching, including concurrent enrollment courses through Utah Valley University. Currently, we feel our class sizes are too large to provide sufficient individual math instruction. Our new principal is addressing this issue for next year.

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

The math department is following the district wide four essential questions. All math teachers align their curriculum to the state core. We have common assessments. We have department remediation plans.

Media Center



Debbie Naylor
School Librarian



Lyn Deglebeck
Library Aide

Media Center

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

Information literacy is a life-long learning skill teaching students to seek out resources to help make informative decisions throughout their lives. Information literacy helps students to communicate information in many forms. Being informed enhances communication. Information literacy teaches students to think critically and ethically about information. It also permits the analysis, synthesis and evaluation of information.

- 2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?**

The State Core is based on the Big 6 Information Seeking Strategies. To facilitate finding information, students need to be able to (1) define the task, (2) information seeking strategies, (3) location and access, (4) use of information, (5) syntheses, and (6) evaluation. Library personnel help students define the task or develop essential questions. We help students locate and research valid, reliable, and educational websites, as well as direct them to print material.

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

The library teacher collaborates with other teachers to assess students. Different rubrics are required for collaborative curriculum. We have a general rubric for information literacy, but most assessment is informal—are students able to access information in print and digital formats and are their literature needs being met?

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

The school librarian teaches collaborative lessons on research strategies, library use, Excel spreadsheets, Power Point presentations, etc. Personnel also assist teachers in information literacy strategies as they use the library for their own research, technology needs and literature needs.

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

Special needs students are given an orientation to the library. They come in every three weeks to check out books and for lessons. Resources are available for reluctant readers. We have world language books and dictionaries. Additional databases, resources, and books are available for gifted and AP students.

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

Materials are analyzed and purchased to help students at all levels. Resources are purchased for enhanced research for the gifted as well as to help at-risk and ELL students. Library personnel work with all students to help them find the best book or resource they need.

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

Personnel read professional journals and online journals to stay abreast of new books and materials. The library teacher attends workshops and professional development classes to stay abreast of new technology. Library personnel belong to the American Library Association and to the Utah Educational Library Media Association and attend state-sponsored workshops.

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

The Media Website includes educational search engines as well as subject search engines. The library catalog is available from home as well as databases purchased by the State and by the school. EBooks are available through the catalog and website. Reference materials, citing, research tools, book lists and teacher resources are available through the website. Personnel are available to help students find resources and good books to read.

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

Thirty MAC computers are available for Internet research and for catalog (book) research. Microsoft Office is available allowing collaboration with teachers to use technology in their curriculum. Power Point presentations, Excel programs, video programs, and blogging are used collaboratively with teachers. The school purchases several databases for student and faculty use.

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

One full-time certified person and one full-time non-certified person is sufficient to meet the library needs without additional responsibilities. Thankfully, student aides help run the day-to-day operation of shelving books and checkout of books to students during busy times.

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

The school goal of a higher graduation rate is being met by teaching students how to locate the information they need for learning. Extended hours and extended year gives students a place to remediate or extend their knowledge. Help is given with registration, accessing grades, scholarship applications, concurrent enrollment applications, proctoring tests for Electronic High School and BYU classes; we also have resources for life-long learning, communication, and employable skills as well as books to help the students become better students and to become more literate.

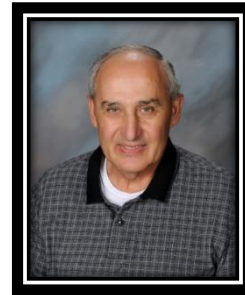
PE/Health/Drivers Education Department



Craig Gladwell



Nicole Hill



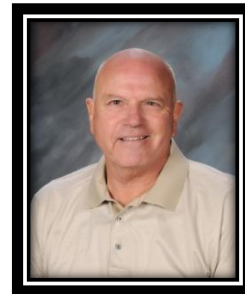
Brent Larsen



Eric Loftin



Susie Lowe



Dennis Meyring



Derrick Peyton



Darcie Pierce



Dan Rice



Angela Roberts



Lynsie Rose



Matt Rowe

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PE/HEALTH/DRIVERS EDUCATION DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Gladwell	Sociology	Fitness		Condition - Male	Sociology	Fitness	Fitness	
Hill					Ballroom Team	Ballroom		
Larsen	Driver Ed	Driver Ed	Driver Ed		Driver Ed	Driver Ed	Health Science / Health	Driver Ed
Loftin	Fitness	Health	Business Management. / Economics	Condition / Baseball, Golf Tennis	Fitness		Health	Health
Lowe					Fitness	Health	Guided Study	Guided Study
Meyring	Gov & Cit	Gov & Cit	Gov & Cit	Swim Team				Swim Team
Peyton	Football Wts	Life Activity	Life Activity		Gov & Cit	Gov & Cit		Gov & Cit
Pierce				Cheerleading				
Rice	Fitness	Sports Medicine	Weight Training	Conditioning	Weight Training	EMS	Weight Training	
Roberts					Life Activity	Life Activity		Conditioning
Rose	Drill Team							
Rowe	Health		Fitness	Health	Health		Health	Conditioning

PE/Health/Drivers Education Department

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

Effective Communicator

Our students are required to develop their communication skills through oral presentations, written assignments on specific activities or fitness topics, and daily journals. Also, class discussions on current events provide opportunities to communicate.

Critical Thinker

Our students are asked to do research on various topics pertaining to healthy lifestyles. They are also required to develop their own personalized fitness plan as well as nutritional plan. Students will need to know and implement various testing procedures (cardiovascular/muscular-fitness/flexibility/endurance). Students are required to self-evaluate and monitor their progress towards improvement.

Literate Person with Employable Skills

Our students participate in career survey and analysis as well as participate with the National Guard and other Armed Forces in interactive activities. Students must also demonstrate the ability to work with others in an activity setting. The students also are taught healthy lifestyles that enable them to contribute to society and their workplace.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

Our current class offerings are as follows: Fitness for life, Aerobics, Lifetime Activities, Weight Training, Advanced Conditioning, Drivers Education and Health. Each of these classes utilizes standardized assessments that test student success at meeting the core objectives. In further attempts to ensure core alignment, our department collaboratively creates a common universal syllabus to ensure uniformity among our course offerings. Visual data includes course pacing guides, as well as common assessment tools and the stated syllabus.

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

In our department, the teachers use a variety of assessment methods. These methods include term projects, article reviews, written tests, quizzes, essay questions, student presentations, performance tests, and journals. Common assessments are used at least once per term. Scores are compared between teachers so that adjustments to instructional practices can be made to maximize student achievement. The common assessment tests that are used are the Fitness-Gram and the Health Common Assessment for term 1 and term 2.

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

Our department uses cross-curricular lesson plans and assignments in Math, English, Family Consumer Science, Psychology, and Biology. This is accomplished through open communication between teachers on current cross-curricular topics that will ensure authentic learning opportunities for the students.

In math, we use formulas for target and max heart rates, and the body mass index formula. In English, we utilize the writing lab for article review and to analyze current research. For family consumer science, we teach the food guide pyramid, human reproduction, marriage roles, and budgeting. For psychology, we teach about mental disorders including eating disorders, and self-esteem. In Biology, we teach genes/heredity and body systems.

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

Teachers regularly assess the needs of the students to ensure their success in the classes. This assessment includes regular IEP reviews, meeting daily 504 accommodations, and the use of peer tutors to assist students. These, and other special arrangements, are frequently made to enable students to achieve success and gain confidence. Our department is ESL endorsed to further accommodate students with language needs.

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

All teachers in the department are to integrate the DRSLs and Alpine School District's four essential questions into our school culture and into our teaching.

- What do we expect students to learn?
- How will we know what students have learned?
- How will we respond to students who are not learning?
- How will we respond when students already know it?

Teachers will provide remediation for students that require additional help through before and after school Fitness Labs.

For growth opportunities within our department, we will update and maintain fitness technology to replace older methods.

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

Our department is participating in departmental collaboration meetings, academic conferences, and professional development days to improve content knowledge and teaching strategies. Our department also meets every Monday to evaluate our teaching progress and share best practices. In addition, most teachers in the department have advanced degrees.

Some areas of growth our department is focusing on are to increase cross-curricular collaboration for improved student engagement and encourage peer evaluation to improve content comprehension.

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

Faculty members are willing to meet with students before and after school to accommodate students' schedules and needs. The department utilizes the following resources: Fitness Lab, Lehi Legacy Center, Jack & Jill's Bowling Center, and Humphrey's Archery. *Fitness for Life* books are available in the library for check-out for makeup and remediation.

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

The department uses a variety of technology to enhance the educational process for our students. This is accomplished through utilizing the following: a Cardio Cinema, Fitness Projectors, fitness video games, bio-impedance testers, and a computer writing lab.

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

All teachers are trained in content areas and have been CPR/First Aid certified. Those teaching specialty programs are endorsed in the appropriate areas through professional organizations. All coaches and drivers education teachers are certified.

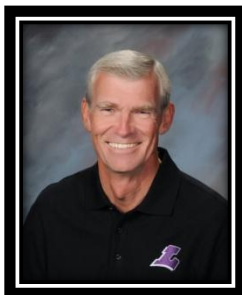
11. How is the department collectively addressing the school's current school improvement goals?

As a department, we are constantly addressing the "Four Questions" and working on ways to meet the needs of our students. We evaluate the data that we obtain and look for ways to improve.

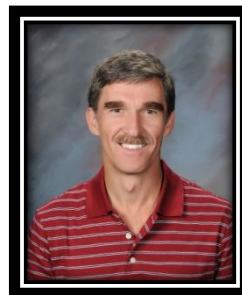
Science Department



Brett Bergholm



John Bromley



Peter Edmondson



Signe Gines



Leah Kinyon



Reva Beth Russell

SCIENCE DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Bergholm	Biology	Biology	Zoology	Zoology	Medical Anatomy and Physiology	Biology	Biology	
Bromley	Chemistry	AP Chemistry	Chemistry	Chemistry		AP Physics	Physics	Physics
Edmonson	Physics w/ Technology		Geology	Physics w/ Technology	Physics w/ Technology	Physics w/ Technology	Physics w/ Technology	Physics w/ Technology
Gines	Chemistry		Astronomy	Astronomy	Chemistry	Chemistry		Chemistry
Kinyon		Chemistry	Chemistry	Biology	Biology		Chemistry	Biology
Russell	Biology	Biology	Biology	Biology	AP Biology	AP Biology		Environmental Technician

Science Department

1. How are the department's curricular and instructional strategies aligned with the school's Desired Results of Student Learning?

The Educational Agenda of Lehi High School is to integrate the DRSLs (Desired Results of Student Learning) and Alpine School District's four essential questions into our school culture. (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 the material?)

In our science department, we develop ***critical thinking*** (a Lehi DRSL) in the classroom, in the labs and in demonstrations. For example, when a potato chip is burned in front of them, students see the smoke and steam as well as oil drops coming off. This leaves the carbon. What does it mean? How does it relate to food chains, macromolecules, photosynthesis, and respiration? The students are required to think and answer the "so whats" of each ILO (Intended Learning Outcomes). This critical thinking is honed in class discussions, current events, and discoveries, as well as laboratory development and write-ups.

Effective communication is stressed through clear and accurate lab write ups, term projects, web site development and others. By stressing correct writing in the labs, we are helping students toward complex thinking about what they are communicating. Verbal communication is modeled and expected.

Our third DRSL, ***creating literate people with employable skills***, is again a natural in the sciences. Students use technology (examples: balances, gel electrophoresis, observations, analysis, computers, and micropipeting and more) to give our students skills they can use in certain jobs. Students use word processing and calculations that are essential in the work place. We also expect integrity, which is greatly needed in the world.

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

We have an array of different courses in the science department. These include a variety of basic core courses, as well as concurrent college enrollment and AP courses for those students who desire a more advanced educational experience. These courses align with their respective college courses. All of our biology, chemistry, and physics courses are aligned with the Utah State Core Curriculum and the national standards. We reference the core regularly on an individual basis as well as in collaboration. This is a continuing process where more time could be used because refinement is an ongoing process.

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

Our science department uses a combination of, but not limited to, the following:

Exams- including online exams with UCUTIPS, unit exams, and collaborative common assessment exams.

Term projects- include binder/notebook checks, posters, technology fair, websites, clay models, a variety of full laboratory (wet) research projects, career shadowing.

Labs- including computer based labs (gizmos, learn genetics, etc). All include lab write ups to reinforce understanding of concepts.

Quizzes- include a variety of types (formative and cumulative), including online and hands-on lab quizzes.

CRT testing- is used in bio, physics, chemistry.

Common rubrics- we share common rubrics for many assessments and building more.

Science fair projects- used occasionally, available at district level and encouraged by the teachers.

We routinely review and revise these assessments. During collaboration, we review assessment data and make changes to specific assessments and instruction strategies. Individual topics are retaught, reformatted, and retested. Using the data from UCUTIPS, a web page that we as teachers use to assess our students, we can compare test scores easier and pinpoint the areas that need to be reemphasized.

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

It is virtually impossible to teach science without the integration of mathematics. We rely on the math department to teach students basic algebraic-variable solving skills necessary for science problem solving.

Within our department, we have specialized subjects that function independently and dependently. Each subject incorporates reading, writing, and history lessons. Understanding science requires the intense learning of science vocabulary, how theories developed from study, research, gathering data, and observing patterns. All of this requires students to be engaged in understanding historical advancements in science.

Content reading is enhanced by guided reading assignments, which are then supplemented by class discussions and lectures.

As a science department, we have advanced our technology usage with the aid of a mobile computer lab. These computers are used to do virtual labs, activities, and research. We also have and use Veiner Probes to collect and analyze laboratory data.

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

Students come in a variety of shapes and sizes; this also includes a variety of learning styles. In order for equitable and universal learning opportunities to exist, a wide variety of learning formats must be offered at school. At Lehi High, there is a dynamic effort to offer a

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large variety of teaching methods and learning opportunities. These efforts are not limited to selected students, but are available to all students.

In order to help the special education students, our department members are all actively committed to attending and following 504 and IEP meetings and accommodations. We all help students after school as needed and provide remediation opportunities for students who have fallen behind or have been absent. In addition, we make appropriate arrangements in our classrooms for students who are wheelchair bound or otherwise are physically impaired. In order to help the gifted students, all of our students have the opportunity to participate in the following activities:

- technology student associations (after school club providing opportunities for physics and technology)

- robotics competition

- science club (after school club providing opportunities for science labs)

- option to do a science fair project

As a department, we understand that evaluating the effectiveness of these programs is necessary. We are able to do this through the use of 504 accommodation data that is kept on file in our classrooms, AP labs, TSA, and robotics projects.

As a department, we realize that there are areas for growth. We are seeking more triaging for our department in ESL and gathering more ESL resources. We have some access to Spanish supplements, but could use more.

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

Towards this goal we teach and model responsible scientific thinking and responsible safety techniques. Our lab activities use low waste practices and we use money and resources for the purposes for which they are intended. We recycle and reuse as much as possible. Teachers in the department have applied for and received grants and donations from the community. These include grants from Target, Wal-Mart, Alpine Foundation, and Intel, as well as others. With land trust money, we are utilizing our computer labs to teach employable skills for the 21st century worker. All of the equipment purchased as a department is aimed to help the student think critically and learn employable skills. We could improve in this area by better aligning our operational procedures and departmental policies to more effectively communicate with our ESL and resource learners.

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

As a science department, we meet together two Monday afternoons each month for approximately one hour to collaborate within the department. This time is spent assessing our progress, establishing individual and departmental goals, designing and evaluating common assessments, and discussing other ways to improve student performance. Twice each year, we meet with the other secondary science teachers in the district for the purpose of professional development. Members of our department are continuing their education by taking college and

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university courses. Also, many of our teachers attend workshops, conferences, and classes to improve our knowledge and understanding of the ever-evolving scientific community and its theories and applications. Some examples of these include: Project Wild, Advanced Placement conferences and seminars, and technology conferences.

All members of the science department are members of the Utah Science Teachers Association (USTA) and some are members of the National Science Teachers Association (NSTA) and National Association of Biological Teachers (NABT). Each year, almost all of our teachers attend the USTA conference, and periodically, some will attend the NSTA and NABT conferences. Most of our teachers subscribe to and regularly read scientific journals and other scientific information and attend science lectures at local universities and elsewhere.

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

Our students live in a community that has many resources. We have the Hutchings Museum that has classes on a variety of subjects, i.e. geology, history, physics, etc. We also have an engaging literacy program which allows students to get help in a variety of areas. We also have the Bean Science Museum, Thanksgiving Point Museum of Ancient History, and The Living Planet Aquarium all within field trip range. Of course, the cost of busing students prohibits this. Not only can students get additional help, but they can also volunteer to be a tutor. There are also opportunities to obtain credit through UVU either on campus, through the ed net program, or by taking concurrent enrollment classes.

Many of our staff stay after school for extended hours, or come in early to help students understand the lesson material and homework.

The administration has created time within the regular school day that allows for students to get additional help in subject material they are having difficulties with. This is called FLEX time. Students can make up missed homework, take quizzes, tests, or just get extra help on homework.

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

Each science classroom has an EIKI projector connected to computers. A couple of these are mounted to the ceiling, and the rest are on movable carts. Each classroom also has DVD players and VCR's available for viewing appropriate media. With the use of these three tools a wide range of multimedia presentations are possible, including Power Point presentations as well as access to internet information. We also have two mobile computer labs, each holding 20 laptops. We also have access to the school's writing lab where there are 78 computers available. We have Computer Based Lab materials that we use in both Biology and Chemistry classes to provide hands-on experiences. Chemistry labs are equipped with tools such as scales, microscopes, fume hoods, incubators, etc. Physics classes utilize appropriate physics technology such as multimeters, oscilloscopes, and van de Graph generators, as well as others. Our main concerns are: that all projectors are mounted to classroom ceilings, and that we have enough equipment to satisfy the large number of students in each of our classes.

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

All science teachers at LHS are certified and endorsed in their specific teaching areas. Four teachers in the department have Masters Degrees. We all attend conferences and workshops throughout the year to stay current and update our skills and knowledge. We also keep current by reading scientific and teaching related literature. Each of us strives to relate our subjects to specific examples of real world applications relevant to our students. We offer a good variety of classes giving students the opportunity to explore different areas of science, as well as fulfill core requirements. Recommendations include continuing to attend conferences and workshops and reading more scientific literature.

Special Education



Kathy Carter



Toni Carter



Jennifer Crane



Stefanie Colledge



Kathryn Curley



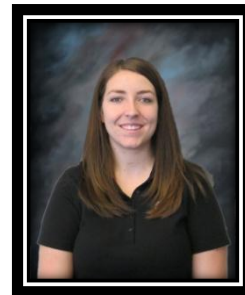
Vickie Freeman



Lisa Hughes



Michelle Holbrook



Ashley Pack



Jamie Peterson



Stephanie Pope



Jonica Rich

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Cathrine Sampson



Janel Tuckett



Steven Wright

SPECIAL EDUCATION DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Crane	Life Skills and Peer Tutor	Life Skills and Peer Tutor	Life Skills and Peer Tutor	Life Skills and Peer Tutor				
Carter	Reading Resource	Reading Resource	Reading Resource		Reading Resource	English 101 Co-Taught		English 101 Co-Taught
Holbrook					Life Skills and Peer Tutor	Life Skills and Peer Tutor	Life Skills and Peer Tutor	Life Skills and Peer Tutor
Hughes	Algebra 1 Co-Taught	Math 12 Resource		Math Resource	Math Resource	Algebra 1 Co-Taught	Geometry Co-Taught	
Pope	English 10 Co-Taught	English 10 Co-Taught	English 12 Resource		English 12 Resource	Reading Resource		Geometry Co-Taught
Tuckett	English 10 Resource	Math Resource		English 10 Resource		English 11 Resource	Algebra 1 Co-Taught	English 11 Resource
Wright	Learning Skills	Learning Skills	Learning Skills	Learning Skills	Learning Skills	Learning Skills	Learning Skills	Learning Skills

Special Education

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

Our curriculum is based on each student's Individual Educational Program (IEP).

EFFECTIVE COMMUNICATOR:

We teach our students through a variety of instructional strategies which include real world application in reading, writing, and math. Programs that we use include the REWARDS Reading program, the Reading Milestones Reading Program, the Step Up to Writing Program, and Monitoring Basic Skills Progress (MBSP).

CRITICAL THINKER:

The instructional strategies used to encourage critical thinking include role playing, using real life situations. In addition, we also use inferential comprehension questions and real world application across our reading, writing, and math curriculum.

LITERATE PERSON WITH EMPLOYABLE SKILLS:

Students at Lehi High in the special education department are developing literate employable skills through the following strategies: students participate in instructional strategies including real world application in math, task analysis, and self monitoring. Specific programs being used are Consumer Math Program, Banking Math Program, and a Special Education department Career Week.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

Students enrolled in our Resource classes incorporate the core within classes. Accommodations and modifications are made to adapt to students' individualized goals. Programs used are Tier III, district approved, researched based programs that align with the core.

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

As teachers we use common assessments for math, reading, and writing. We implement curriculum-based assessments for all subjects and timed writings. Student completion of assessments drives instructional practices. Using a variety of multiple modalities, we monitor and assess student learning outcomes and growth. Students on an IEP are formally assessed every three years to decide eligibility for resource services. Students' progress is measured with pre/post testing throughout the school year.

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

Students in the Special Education department receiving special education services receive accommodations, and teachers are made aware of these on a semester basis through coordination of the LEA, Special Education teachers, and 504 coordinator. We communicate with general education teachers by emailing, IEP attendance, and planning/monitoring of goals. General Education teachers are encouraged to take an active role in the IEP process. The Special Education department meets bi-monthly with the LEA, school psychologist, district teacher leader, speech therapist, and transition specialist.

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

Students in the resource program who qualify in writing or math and have the necessary skills take a co-taught English and/or Math class. Co-taught classes include both a general education teacher and resource teacher in the classroom. In the co-taught setting, both teachers take an equal role in teaching and meeting the needs of all students. This allows students to be served in the Least Restrictive environment. Special Education teachers also work with General education teachers to provide accommodations and modifications as needed and according to the students' IEP.

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

The Educational Agenda of Lehi High School: To integrate the DRSLs and Alpine School District's four essential questions into our school culture. Alpine School District's four essential questions are as follows:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who are not learning?
4. How will we respond when students already know it?

Our Special Education department follows federal, state, and district regulations in implementing individual student IEPs. The team works closely with counselors, administrators, and related services (Occupational Therapist, Speech, Adaptive PE, School Psychologist, Vision and Hearing Specialist) to ensure that students are served in compliance with IEPs.

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

Special education teachers are involved in district training, reading cohorts, and leadership conferences for reading, writing, and math, and monthly district collaboration. Individual team members are continuing to improve their training to meet the needs of the students by implementing and assessing the strategies learned at workshops, conferences and collaboration. Special Education teachers participate in Professional Learning Communities, which increases collaboration, through belonging to NEA, (National Educational Association) CEC (Council for Exceptional Children), UEA (Utah Education Association) NCTE (National Council of Teachers of English), and IRA (International Reading Association).

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

Students in the resource program have access to summer school, math lab, and computer lab to receive additional support. Students have access to the resource department Para-educator, where students can receive one on one help, and have accommodations provided. Work credit can be earned through students' transition plan of IEP as well as having access to job seeking skills. Students and parents have access to Skyward and are encouraged to check grades continually. Students also have the option to make up attendance and assignments during flex time with individual teachers; this allows students to receive more one on one help.

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

Lehi High has a 78 seat computer lab. Students access the lab on a weekly basis. Teachers incorporate the computer lab into lesson plans as often as possible. Through our media center teachers have access to overhead projectors, Elmo projectors, books on tape, and educational media. Our media specialist proactively provides internet links to UEN and other educational curriculum resources available through technology. Alpine School District has provided all special educators with access to the Mecca transitional planning program to provide ongoing assessment and evaluation of transitional skills.

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

Our department has teachers who are certified to meet students with severe disabilities, students with emotional disabilities, and students with mild/moderate disabilities. Teachers are informed of current changes in law, etc. through monthly department meetings to stay current with program and curriculum needs. Teachers access literacy cohorts and are part of professional organizations. These organizations include NEA, (National Educational Association) CEC (Council for Exceptional Children), UEA (Utah Education Association) NCTE, (National Council of Teachers of English) IRA (International Reading Association), and NCTM (National Council of Teaching Mathematics). In addition to membership in these organizations, five out of seven teachers in our department have or are working on Master's degrees. Another teacher has her Master's equivalency.

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

Our department is collectively addressing the school's current improvement goals by using instruction driven by students' IEPs, monitoring of pre/post testing, and modifying curriculum to meet the needs of students. Direct instruction is used to promote generalization of the school's DRSLs including critical thinking, effective communicator, and literate with employable skills. Review and re-teaching of key concepts is done to meet DRSLs and students' IEP objectives. Goals are re-evaluated and modified to reflect student progress. Students are given options of co-taught classes, peer tutoring, and resource classes to meet their goals.

World Languages Department



Aaron Andersen



David Felix



Shannon Magleby



Glenda Schwab



Ted Taylor

WORLD LANGUAGES DEPARTMENT SCHEDULE

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Andersen		AP US History	Chinese 2	AP US History		Chinese 1	Chinese 1	Chinese 3
Felix		Spanish 3	Spanish 3	Spanish 2		AP Spanish Language	Spanish 3	Spanish 3
Magleby					French 3/4		French 2	French 1
Schwab	German 2	German 3/4						
Taylor		Spanish 1	Spanish 2	Law Enforcement	Spanish 2	Spanish 1	Spanish 1	Law Enforcement

World Languages Department

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

Critical Thinkers – Teachers in our department use a variety of instructional strategies to help students retain complex grammar and vocabulary concepts. Analyzing, synthesizing, and applying concepts and ideas are stressed throughout the program. Students are encouraged to compare and contrast the target language with their base language, and apply their conclusions to real-life situations. As students progress in the language, we challenge them to gain discourse-level communication skills through class, group, and individual presentations.

Effective Communicators – In the World Languages Department, effective communication in and out of the target language is the primary goal of our classes. We use the ACTFL standards of interpretive, interpersonal, and presentational communication as a guide to prepare daily activities and projects in the target language. Instead of activities that generate canned responses, we provide real world tasks such as language fairs, restaurant visits, encounters with native speakers, and simulations; all of which develop communication skills that will help students in the world outside of the classroom.

Literate People with Employable Skills – All of our classes focus upon the 5 “C”s of foreign language training: communication, culture, connections, comparisons, and communities. The result is a true world citizen who is culturally and linguistically literate with employable skills. Though each teacher in the department deals with a vastly different language and culture, we have worked to ensure that each teacher addresses the 5 C’s. We have done this by developing a common assessment to be used at the end of cultural units.

2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes?

The state world language core curriculum is comprised of the Association of Teachers of Foreign Language's (ACTFL) 5 C's, which are communication, connections, culture, communities, and comparisons. We include the 5 C's in each of our language courses, and we align our courses with established district benchmarks. Each language teacher creates tasks where students use the language in a real world context such as food soirées, virtual visits, conversations, and information gap activities.

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

Teachers in our department use a wide variety of formative and summative assessments to monitor student progress. These range from pen and paper multiple choice tests to oral assessments to presentations. Other assessments we utilize include teacher-monitored small group interactions, whole class discussions, and information gap activities. Teachers are constantly adjusting their instruction based on student performance, whether through comparing

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the results from a multiple choice common assessment or immediately after seeing students struggle on a formative assessment activity.

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

World Language teachers actively teach about all aspects of school culture, collaborate collectively with other departments, and teach cross-curricular topics in support of other content areas. Often, cultural activities involve us in cooking, art, history, literature, math, and music. English grammar concepts are used to compare and contrast against our target languages.

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

World Language teachers allow for all required accommodations, and in some cases, they go beyond the required accommodations for language students. Advanced and Heritage Learner students are used to help assist in classroom learning as teachers' assistants, language tutors, and as cultural resources.

As teachers, we are willing to offer students with accommodations alternative ways to complete assignments and demonstrate their understanding. Gifted students are provided with extension activities such as additional vocabulary, grammar patterns, and cultural insights. We invite native speakers or gifted learners in our classes to provide additional help to other students.

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

The LHS World Language department has maintained a primary educational focus upon the school's DRSLs and State Core Curriculum, which together comprise our school's educational agenda. Departmental policies are all focused upon the Four Essential Questions. Our teachers require students to read, write, listen, or speak as homework. Our weekly collaborative meetings seek to promote improvement towards better alignment with these concepts.

Teachers within the World Language department currently do not have an allocated budget but use personal, school, and legislative resources as needed to enhance student learning opportunities. As teachers, we continue to look for opportunities to provide extra-curricular activities in support of student learning.

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

The World Language department meets weekly for formal collaboration meetings to discuss student needs, analyze data, improve student learning, and enhance pedagogical methodology in the classroom. We also discuss informally how to improve teaching strategies and enhance student learning. Through Professional Development meetings at the school and district levels,

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we collaborate with other teachers to improve teaching strategies for second language acquisition and enhance student learning. We have also put into practice a school-wide remediation program to help those students who fall behind in learning a second language, as well as providing opportunities for students who learn the language more readily. Members of the department participate in professional organizations as well as subscribe to professional publications.

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

Teachers are in their classrooms both before and after school, frequently beyond contract time, to help students. We are also available during the school's "flex" time to work with students. Students in our concurrent enrollment Spanish classes have access to online university support and the UVU library. French students have licenses to access Rosetta Stone online. We also point students to websites and online resources so that they learn to become more independent in their language study.

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

The World Language department has access to 3 LCD projectors that we use to project WebPages, show video clips, and reinforce grammar principles. This year, we have made use of the school's new ScanTron software to grade assessments and analyze data. When we have an activity or language task that requires the use of computers, we have access to both a mobile laptop lab and the school's writing lab.

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

All of our teachers are certified to teach the languages they currently teach, and student registration numbers have not exceeded the number of sections of foreign language we are able to staff.

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

Our current school-wide improvement plan is to increase our graduation rate by 2%. Our school has made a concerted effort the last two years to improve our in-school remediation to give students more options to recover credit. In our department, we offer packets, computer assignments, and make-up work to allow students to get a passing grade.

Focus Group Reports

In an effort to further look at our school's effectiveness as an entire entity, we used the NSSE Survey of Instructional and Organizational Effectiveness. We established focus groups comprised of teachers, administrators, staff, parents, and students to study the rubrics. The groups determined where we currently are and where we need to go to be more effective. Each focus group was headed by a member of the accreditation team along with another teacher, and the groups met four times to discuss the rubrics and determine the rating for each area. Strengths were identified along with weaknesses, and recommendations were given for each area. The suggestions provided by the focus groups helped us to develop our action plans along with looking at other areas where we could improve.

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Focus Group Report *Leadership for School Improvement*

<u>Group Members</u>	<u>Department</u>
Chase Lindsey	Student
Jennifer Crane	Special Education
Scott Hogan	Math
Stacie Cannon	Student Advocate
Melanie Davidson	Student
Melissa Christensen	Tutorial
Judy Davidson	Parent
Michelle Stott	CTE
Jamie Ingersoll	Social Studies
Justin Harrison	Social Studies
Mary Scharman	Student Advocate
Kathy Rich	Counseling
Jess Christen	Principal
Kaye Collins	Fine Arts
Becky Rhodehouse	Language Arts
Angie Roberts	PE

Principle: Promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning. Level of Performance: 3

- Lehi High School has a mandatory ACT for all 11th graders. We also offer the PLAN test for 10th graders
- Collaboration time is focused on the Core Curriculum
- Remediation opportunities and packets are available to students
- FLEX time is in place for students to receive help from teachers
- The Keys to Success program, Student of the Week, and Student advocates are all in place to recognize student success, employees of the month, and other great things happening in the school
- The Policies and Procedures Handbook is published and given to every student to set school expectations

Principle: Develops school wide plans for improvement focused on student learning. Level of Performance: 3

- Current goal is to increase graduation rate by 2% through following above principle
- Guided study classes are in place to help with credit recovery
- The school improvement plan is in place
- Departments are making changes to align with the new core
- Advocates and counselors track credits and make sure that students are on track for graduation
- SKYWARD program has been adopted and keeps students informed of class progress
- SEOPs take place each year to inform students of graduation progress

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

- We have an elected faculty council and school community council in place
- The school improvement plan is based on areas needing improvement
- Needs assessments are in place in the counseling office; surveys for teachers, students, and parents are given each year
- We have a Pyramid of Interventions in place

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Principle: Monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection. Level of Performance: 3

- FLEX time is in place and used for students to get extra help
- Common assessments are in place in many of the departments
- Collaboration time is used effectively each Monday
- Early tracking of students takes place to keep them from falling behind
- Each department has a remediation plan
- Trackers/student advocates follow the students' progress
- SKYWARD is available to see previous test scores

Principle: Provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective learning environment. Level of Performance: 3

- We administered a test on the school policies through UTips before students could be eligible for FLEX time
- Keys to Success and other programs are in place
- There is a positive, physical proximity among the departments
- FLEX Time
- Safe environment
- Improving cleanliness in school
- Safer environment between parent, student, and teacher relationships
- Functioning SCC group

Strengths:

- Monday collaboration supports teaching and learning
- We have expectations in place
- Policies and procedures handbook
- Student recognition programs: Keys to success, Evening of Excellence, Student of the Week
- We have school goals and action steps (advocates, remediation, credit recovery, and SEOPs)
- Faculty Council is in place
- School Improvement Plan changes with needs of school and students
- We are moving towards research based decisions and using the data to make those decisions
- FLEX time
- Mission Statement and goals are posted
- The school is cleaner
- We had the policies and procedures test

Recommendations:

- Singletons need improvement
- Someone needs to head it all up
- Getting everyone motivated to participate
- Raise expectations school wide
- Have an area of focus: agree on higher expectations
- Administration provide more rules for FLEX time; all teachers should do it the same
- Attendance/Tardies need to be available for teachers to see on SKYWARD

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- Each department could recognize students (bulletin board w/work or names posted in hall, etc.)
- Communication between departments
- Provide students with more info in regards to SKYWARD
- Guidelines for credit recovery provided to teachers, counselors, etc.
- Improve collaboration
- Flow chart of the procedures provided for students and teachers
- Beliefs/mission statement explained to students and how they connect
- Once a month keep everyone in FLEX time to go over mission statement, etc.
- Give more info to teachers for lockdown procedure

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Focus Group Report *Quality Instructional Design*

<u>Group Members</u>	<u>Department</u>
Doug Webb	Assistant Principal
John Bromley	Science
Shaun Ha	Math
Emily Webb	Student
Lyn Degelbeck	Media Center
Anna Barton	Math
Nathan Bushman	CTE/Science
Stephanie Pope	Special Education
Katie Kleinsmith	Student
Rachel Billings	Language Arts
Braiden Shumway	Student
Jenny Nudd	Fine Arts
Brent Larsen	Drivers Ed

Principle: Aligns instruction with the goals and expectations for student learning. Level of Performance: 4

- Lehi High School recently revised our mission statement to make it more appropriate and easier for students and others to understand
- We narrowed our Desired Results for Learning from 6 to 3
- All of the departments that have a state core align their curriculum with the core
- All of the departments also align their instruction with the DRSLs
- New classes are offered for students as the need arises

Principle: Employs data-driven instructional decision making. Level of Performance: 3.5

- Common assessments are in place for the English, Math, and Social Studies departments
- Core test and skills test results are evaluated and used for decisions in all departments
- Fine Arts department uses performance rubrics to help guide instruction
- Lexile scores and teacher lists and recommendations are used to help purchase materials for the media center
- Formative assessments are given school wide
- Entire faculty participates in Professional Development, Collaboration, and sharing of best practices

Principle: Actively engages students in their learning. Level of Performance: 3

- We have a well established attendance policy in place that protects learning time
- Basic instruction (lectures and discussion) takes place in classrooms, but learning is enhanced through hands-on projects throughout the year
- Fine Arts and Math departments include a lot of group work in their curriculum
- Biology classes offer opportunities for hands-on learning
- Media Center teachers students how to solve problems on their own before asking for help
- Internships and Co-op programs are in place for students
- Students are able to approach teachers when needing extra help or additional instruction
- FLEX time is in place for students to receive extra instruction and remediation

Principle: Expands instructional support for student learning. Level of Performance: 3

- FLEX time is in place and operating well
- Teacher's have websites or blogs to help students get additional instruction needs
- Math lab is up and running
- Pioneer Online library is available in the media center
- School has a writing lab in place and several portable computer labs
- Teachers are here before and after school to work with students

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- Field Trips are taken regularly in classes to provide extra instruction
- Some teachers develop and use Podcasts in their classes
- SKYWARD helps to keep students aware of grades and progress
- Remediation packets are in place
- We also offer Guided Study classes, extended year classes, and Gear Up program to help students get credits for graduation

Strengths:

- Collaboration time is being used to unpack standards and discuss best practices
- Standards are specific and well-established
- Online testing is in place and data is more readily available
- The third Monday of the month is used for singletons and others to meet with other schools in the district
- The majority of teachers follow the state core
- Faculty is strongly committed to improving instruction
- FLEX time has been implemented and is being used to help students with learning

Recommendations:

- Analysis of data needs to be implemented
- Collaboration needs to take place regarding common assessments after the assessments have been given
- Instruction needs to be interesting and applicable to students
- We need to more actively teach higher order thinking skills
- Encourage fewer interruptions of instructional time and establish guidelines for interruptions
- Communicate more with parents and community about learning opportunities

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Focus Group Report *Quality Assessment Systems*

<u>Group Members</u>	<u>Department</u>
Steve Wright	Special Education
Marissa Cunningham	Math
Leah Kinyon	Science
Dan Rice	Health/PE
Mike Taylor	CTE
Dave Felix	Foreign Language
Jerime Hooley	Fine Arts
Aaron Andersen	Social Studies
Craig Gladwell	PE
Becky Wells	Language Arts
Sharon Gourley	Math
Mike Taylor	CTE
Maddie Klein	Student
Danette Klein	Parent

Principle: Assessments of student learning are based on clearly articulated and appropriate expectations for student achievement. Level of Performance: 3

- Using state core and district benchmarks
- Assignments are posted on SKYWARD
- Rubrics are used in classrooms to assess student learning
- Teachers post objectives in classroom for students to see

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

- Common assessment data is used by various departments
- Teachers use evaluation assessments to evaluate their own teaching

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

- Teachers are constantly assessing learning

Principle: 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.

Level of Performance: 3

- Multiple opportunities
- Projects and presentations
- State Test results
- Common Assessments

Principle: 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. Level of Performance: 2

- Study guides are used in classes along with review guides
- Models are also given in class for students

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Strengths:

- Expectations for students are posted in the classroom along with class objectives
- Debbie Naylor now serves as a data specialist for the school
- All 11th grade students will be taking the ACT
- English Teachers have Debbie help analyze the CRT results each year
- The Science Department is adjusting common assessments based on CORE test results
- Teachers use a variety of formative assessments
- Collaboration has provided a forum for teachers to exchange assessment ideas
- Study guides, review guides, and models are used in the classrooms to prepare students for assessments

Recommendations:

- Use SKYWARD, visual and verbal reminders, and other ways of communication to share expectations
- Encourage more use of modeling in classroom practice
- Give staff more instruction on how to use the new Scantron machine
- Other departments need to analyze Core Test Results as well
- Teachers need more time during in-service days
- We need to give students enough time to do well
- Give study guides a week ahead of assessments
- Receive IEP accommodations earlier
- Be more accountable for IEPs
- Teachers need to use similar forms between tests

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Focus Group Report

Culture of Continuous Improvement and Learning

Group Members

Lynsie Cox
Phil Clark
Derrick Peyton
Jason Flinders
Chandler Roetker
Cheryl Allgaier
Dennis Bailey
Chris Griesemer
Valerie Grimes
Ted Taylor
Timbre Greenwood
Sherrene Roetker
Wade Lott

Department

Language Arts
Social Studies
Physical Education
Social Studies
Student
Fine Arts
CTE
CTE
CTE
Foreign Language
Language Arts
Parent
Assistant Principal

Principle: Builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement. Level of Performance: 3

- Early out Mondays are used for collaboration time
- Professional Development is taking place despite financial issues
- Opportunities are in place for Conference attendance and involvement; substitutes are provided as well
- Meetings focus on the 4 essential questions from the district
- CTL training is required and subs are provided for the training

Principle: Creates the conditions that support productive change and continuous improvement. Level of Performance: 3

- Remediation packets are in place
- FLEX time is in place
- Newsletter is distributed to stakeholders
- Community Council, PTA, Boosters Club, and STU club meetings take place to support the learning at the school

Strengths:

- Early out Mondays are used for collaboration; good attendance and participation. Teams are established and meetings are focused on the four essential questions
- Professional development is taking place despite financial issues. A survey given to the faculty shows 100% of faculty attending professional development, summer conferences, workshops, and pursuing graduate degrees
- CTL training is required and subs are provided
- Remediation packets are in place
- FLEX time is in place
- Newsletter is distributed to stakeholders
- Community Council, PTA, Booster Clubs and STU club meetings take place to support learning at the school

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Recommendations:

- LHS hasn't identified high-performing schools to imitate for the focus of our content of professional development programs
- Extensive follow-up support, coaching and collegial planning time
- Better communication to students and parents via school website
- FLEX time could be more consistent

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Focus Group Report

Educational Agenda: Shared Vision, Beliefs, Mission and Goals

Group Members

Christian Smith
Doug Larsen
Shannon Magleby
Mindy Nelsen
Heather Burgess
Lisa Hughes
Eric Loftin
Peter Edmondson
Dustin Topham
Kent Bills
Rachele Beck
Tennyson Beck
Patrick Gleaves
Brett Bergholm

Department

Language Arts
Fine Arts
Foreign Language
Fine Arts
Student
Special Education
PE/Health
Science
CTE
Counseling
Parent
Student
Social Studies
Science

Principle: Facilitates a collaborative process to build a shared vision. Level of

Performance: 2.5

- Monday Collaboration takes place in departments
- Faculty Council is in place
- Community Council is in place
- PTA is in place
- Learning communities (PLCs)

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

- DRSLs are in place and on display in the classrooms
- Mission Statement is in place and on display in the classrooms
- Mission and Vision statement are in place and on the school website
- School newsletter and emails are used to communicate the vision, beliefs, and mission

Principle: Defines measurable goals focused on student learning. Level of Performance: 3

- Graduation rate is improving
- Remediation packets are being used
- Departments have benchmarks to measure progress
- End of term assessments are in place
- Attendance has increased
- FLEX time takes place and helps

Strengths:

- A mission and vision have been in place and are reviewed regularly
- We have working goals and objectives for improving student learning; among them are common assessments, remediation plans and working PLCs
- We have established an instructional improvement plan, which will help us as we teach with the DRSLs in mind
- We have created and publish a stakeholder's report that shares results with the community, students, parents, faculty, staff, etc.
- The Counseling Center surveys parents, students, and faculty, and presents the findings of those surveys to the stakeholders
- Increased recognition of students and their achievements which aids in improving community and statewide perceptions of our students

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Recommendations:

- Continual Involvement with stakeholders (PTSA, Booster Club Representatives, Community Council Members, and representatives of the student council) more in the process
- Utilize common data collection device (Scantron, Grade cam, etc.)
- Increase collaboration among stakeholders, as well as within the faculty
- Determine effective means to measure each goal, and implement those means in the future
- Improve knowledge and understanding of Mission, Vision and Belief Statements

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Focus Group Report *Community Building*

Group Members

Brenda Peterson
Michelle Holbrook
Kathy Carter
Brett Hays
Becky White
Janel Tuckett
RevaBeth Russell
Judy Kirkham
Jim O'Connor
Radana Clark
Ryan Nield
Raine Turner
Laura Turner

Department

Language Arts
Special Education
Special Education
Math
CTE
Special Education
Science
Distance Learning
CTE
Language Arts
Assistant Principal
Student
Parent

Principle: Fosters community-building conditions and working relationships within the school. Level of Performance: 3.5

- Regular Monday collaboration takes place for departments at the school and within the district
- FLEX time
- Remediation
- Concurrent Enrollment

Principle: Extends the school community through collaborative networks of support for student learning. Level of Performance: 3.5

- School Community Council
- Parent/Teacher Conferences
- SKYWARD
- PTA and Booster Club

Strengths:

- Regular Monday collaboration takes place within teams and the district
- FLEX time
- Remediation packets, concurrent enrollment
- Annual stakeholders report
- School Community Council
- Parent/Teacher Conferences
- SKYWARD
- PTA and Booster Club
- Mascot Bowl
- Jazz Bear Shopping Day
- Honors Society: Big Brother/Big Sister, Rippy Literacy Center, and Halloween Party at the Legacy Center, Green Eggs and Ham breakfast at the Library
- Resource Department has a career week
- Counseling Center holds a career and college day

Recommendations:

- Better updated web page
- Teacher recognizing student achievements more often
- Getting LHS information in Lehi City Utility Bill and *The Daily Herald*
- Mondays: teachers could go over the 2 week bulletin with their students in class
- Class calendars could be implemented

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- Welcoming Wagon for new teachers
- Teacher Display Case in the front of school with teacher photo, room number, and name

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Focus Group Report *Curriculum Development*

Group Members

Signe Gines
Leigh Lambert
Sarah Bingham
Brett Robertson
Debbie Naylor
Gig Griffith
Bob Barnes
Toni Carter
Brian Kane
Matt Rowe
Michelle Porcelli
Shaunda Hughes

Department

Science
Math
Language Arts
CTE
Media Center
Social Studies
Counseling
Special Education
CTE
PE/Health
Counseling
Student

Principle: Develops a quality curriculum. Level of Performance: 3

- Standards are unpacked
- Review scholarly research
- Describe essential and nonessential material
- Vertical alignment is in place for Math and Social Studies departments

Principle: Ensures effective implementation and articulation of the curriculum.

Level of Performance: 3

- Align tests, assignments, and other assessments to curriculum
- Common assessments are in place
- Associates group is functioning
- Instructional support is given from textbook research
- Research-based teaching strategies are used
- Vertical alignment
- Professional Learning Communities

Principle: Evaluates and renews the curriculum. Level of Performance: 3.5

- CRT: Evaluate and assesses standards
- Standardized tests are used to evaluate in CTE along with the CRTs
- Multiple teaching and assessment strategies are used

Strengths

- Standards have been unpacked and teachers have a scope and sequence they are using throughout the year
- Vertical alignment is in place
- All teachers are open to changes in curriculum
- Vast improvement in remediation
- PLC's are allowing teachers to work together more productively

Recommendations

- Incorporating research-based instruction, materials and research-based teaching strategies to enhance learning
- Additional time and resources as well as training in curriculum
- Provide additional opportunities and strategies for gifted students

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Focus Group Recommendations

Faculty members, students and parents have been meeting throughout the year. After the group meetings, the administration and accreditation team read the reports to analyze the information that was gathered. The following recommendations came from the focus group reports.

Areas of Concern	How We Are Addressing These Concerns
More structure in Flex Time	<ul style="list-style-type: none">▪ Issues identified▪ Actively working with Faculty Council and staff to solve issues.
Singletons use of collaboration time	<ul style="list-style-type: none">▪ Training on individual collaboration with a critical coach.
Skyward	<ul style="list-style-type: none">▪ Working through concerns as they arise.
Instructional time interruptions	<ul style="list-style-type: none">▪ Limit interruptions and eliminate unnecessary intercom announcements.
Communication between home and school	<ul style="list-style-type: none">▪ School Newsletter▪ Skyward▪ School Website▪ Calling Tree
Datalink Training	<ul style="list-style-type: none">▪ Continue professional development of faculty and staff.
School Website improvement	<ul style="list-style-type: none">▪ Talked with district officials▪ Continues to be improved
Celebrations and Teacher recognition	<ul style="list-style-type: none">▪ “Spirit of the Pioneer” teacher award, selected by peers▪ Recognition on school website, school newsletter, Pride TV, meetings▪ Teacher honored each month, picture in display case.
Classroom assignments	<ul style="list-style-type: none">▪ Nameplates on doors▪ Working on getting teacher photographs to display with nameplate at classroom door.

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Developing the Action Plans

After studying our departmental reports, focus group reports, and analyzing school data, we have identified some areas of focus for our action plans at Lehi High School.

- Creating a school wide rubric for oral presentations.
- Creating and analyzing common formative assessments to monitor student learning.
- Working with our faculty and students to teach and incorporate the Six Trait Writing process throughout all departments.
- Implementing the ACT Test throughout all grade levels.
- Implementing “My Access” throughout the school.
- Continuing collaboration in PLC’s in our curriculum areas that lead to successful student learning.
- Building collegial and supportive relationships with each other and the community.
- Focusing on Effective Communicator for the DRSL.

Each of these areas was presented to the School Community Council, Implementation Team, and Department Chairs. We discussed the importance of each area and the positive impacts toward student learning. We have aligned our focus within the PLC framework regarding the four essential questions of student learning.

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

We believe we can successfully work together to accomplish our goals through collaboration in our PLCs. In order to narrow our goals into action plans, we asked ourselves, **“Which of these areas will help us close the achievement gap for students?”** With this question in mind, we have refined our areas of focus to the following:

Action Plan #1

Creating and using common formative assessments and analyzing the data to monitor student learning and teacher effectiveness.

Action Plan #2

Learn and Incorporate the Six Trait Writing Process

Action Plan #3

Develop and incorporate a school wide rubric for student oral presentations.

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Action Plan #1

Problem: Through collaboration in our PLCs, we need to establish a more effective and efficient way to gather and analyze student data to improve student learning.

Goal: Collaboratively develop and incorporate the use of department common formative assessments to be given and analyzed four times each year (1 per quarter) to meet individual student needs.

Rational: Effective data collection and analysis will help teachers adjust instruction and provide intervention to individual students in all subject areas.

Action Steps	Persons Responsible	Time Line	Communication with Stakeholders	Evaluation: Baseline Measure and Improvements
1. Continue Monday collaboration.	Faculty	'11-'12 School Year	F/D/T Meetings	F/D/T Reports
2. Unpack department standards and identify essential student learning objectives.	Faculty/Departments	'11-'12 School Year	F/D/T Meetings	
3. Each department calendar when each of four CFA's given during semester.	Faculty/Departments	'11-'12 School Year	F/D/T Meetings	
4. Collaboratively develop department CFA's on essential learning objectives.	Faculty/Departments	'11-'12 School Year	F/D/T Meetings	
5. Collaboratively develop criteria for students demonstrating proficiency/intervention.	Faculty/Departments	'11-'12 School Year	F/D/T Meetings	
6. Collaboratively develop department CFA's and administer on specified date.	Faculty/Departments	'11-'12 School Year	F/D/T Meetings	
7. Teacher's analyze class data according to criteria and identify students as proficient/intervention.	Faculty	'11-'16 School Year	Faculty	Analyze student work to evaluate improvement.
8. Teacher's collaborate to discuss areas of student/teacher improvement	Faculty/Departments	'11-'12 School Year		Continue to analyze student work for improvement

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Action Plan #2

Problem: We see a need across all departments to help students become more proficient in their writing skills.

Goal: Implementation of the 6 Trait Writing Program across all departments to increase students' written communication skills.

Rationale: Increased focus on writing skills and strategies that help students become more effective in written communication through high school and beyond.

Action Steps	Persons Responsible	Time Line	Communication With Stakeholders	Evaluation: Baseline Measures and Improvement
1. Identify a content literacy coach (department head) in each department.	Faculty/Department heads/Admin.	'13-'14 School Year	F/T/D Meetings	FTD Reports
2. Department collaboration time analyzing current school writing data and identify areas of concern.	Department Heads/Faculty	13-'14 School Year	F/T/D Meetings	F/T/D/ Reports
3. Faculty/Staff trained in 6 Trait Writing.	D.O. Literacy Specialist/CLC's	'13-'14 School Year	F/T/ D Meeting	F/T/D Reports
4. English Depart. receives professional development training to incorporate 6 Trait writing into student instruction.	English Department/CLC Implementation Team	'13-'14 School Year	F/T/D Meeting School Community Council	F/T/D Reports
5. English Department collaboratively calendars specific time when traits taught	Faculty Implementation Team	14-'15 School Year	F/T/D Meeting	Analysis of student work
6. English Dept. implements Trait 1 into writing curriculum.	Faculty Implementation Team			Analyze student writing to evaluate improvement.
7. Collaboration and PLC's continue to focus on improving student writing skills	Faculty	'14-'15 School Year		Continue to analyze student writing to evaluate improvement
8. Continue Implementation of Trait 2-6 at determined times.	Faculty			
9. Collaboration and PLC's continue focus on improving student writing skills.	Faculty			

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Action Plan #3

Problem: We do not currently have a school wide rubric to measure student oral presentations.

Goal: Develop and incorporate a school wide rubric to measure student oral presentations.

Rationale: The faculty will develop a rubric that will be used as an assessment tool throughout the school. It will be used to guide instruction in teaching students the expectations associated with oral presentations and their representative score.

Action Steps	Persons Responsible	Time Line	Communication with Stakeholders	Evaluation: Baseline Measures and Improvement
1. Form a team to gather input about what should be included in rubric.	Faculty/Department heads/Administration	'12-'13 School Year	Faculty/Teams Department Meetings	Faculty/Team Department Reports
2. Establish indicators and criteria for the rubric.	Department Heads/Faculty	'12-'13 School Year	Faculty/Teams Department Meetings	Faculty/Team Department Reports
3. Develop lines of evidence that will be used as measures for student progress toward rubric goals.	Department Heads/Faculty	'12-'13 School Year	Faculty/Teams Department Head Meetings	Faculty/Team Department Reports
4. Department heads train faculty on the rubric and scoring criteria.	Department Heads/Faculty Implementation Team	'13-'14 School Year	F/T/D Meetings School Community Council	Faculty/Team Department Reports
5. Implementation of the rubric school wide.	Faculty/Implementation Team	'13-'14 School Year		
6. Work with teachers to analyze student data and adjust instruction to meet student needs.	Faculty/Implementation Team	'13-'14 School Year		
7. Report results.	Faculty	Yearly		Analyze student data