WESTLAKE ACCREDITATION

GUEST-FEATURING

THE CAPTAIN

VOLUME: 1
ISSUE: 1
2012-13
LUX ET VIRTUS
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August 6, 2012

Dear Accreditation Team,

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

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

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

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

Sincerely,

Fred Openshaw
Principal, Westlake High School
Shine and Stand Out

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

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

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

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

We are Westlake.
Here’s the win!

Lux et Virtus

We are mighty thunder!!!

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

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

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

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

From Ms. Johnson’s 10th grade English classes
(Woohoo!!)
Listed from back-to-front, left-to-right

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

DISTRICT OFFICE ADMINISTRATION

Vernon M. Henshaw ........................................................................................................... Superintendent
Robert W. Smith .............................................................................................................. Assistant Superintendent of Business Services
Sam Jarman ....................................................................................................................... Assistant Superintendent K-12
Rhonda Bromley .............................................................................................................. Administrator Public Relations
John Spencer ...................................................................................................................... Administrator Human Resources
Barry Graff ........................................................................................................................ Administrator Educational Services K-12
Paul Rasband .................................................................................................................... Director Student Services
Kay Clark ............................................................................................................................ Director Special Education
SCHOOL IMPROVEMENT PLAN
WHIS MISSION, VISION, VALUES, AND DRSL’S

SCHOOL ADMINISTRATION DECISION-MAKING TEAM

SCHOOL COMMUNITY COUNCIL & PARENT TEACHER STUDENT ASSOCIATION

COMMUNITY AND PARENTS
LOCAL BUSINESSES

STUDENT GOVERNMENT
STUDENT BODY

STUDENT CLUBS & ORGANIZATIONS

CURRICULUM TEAM LEADERS (FACULTY COUNCIL)
COUNSELING AND STAFF DEVELOPMENT

SCHOOL IMPROVEMENT STEERING COMMITTEE

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

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

Westlake’s Curriculum Team Leaders/Department Chairs guide Monday collaboration meetings in their respective departments. These meetings focus on the District’s 4 Essential Questions and their departments’ SMART goals. Curriculum Team Leaders/Department Chairs meet monthly with Administration; in addition, there are quarterly leadership seminars with Curriculum Team Leaders/Department Chairs and Administration in order to help build leadership capacity. Also, there are monthly opportunities for Curriculum Team Leaders/Department Chairs to meet with District Leaders and other school’s Curriculum Team Leaders/Department Chairs.
Senior Officers
Pablo Ribaldi .................................. President
Mauro Figueroa ................................. Vice President
Azalia Bocanegra ............................... Secretary
Jen Miller ........................................ Advisor
Travis Reynolds ................................. Advisor

Junior Officers
Michael McConkie ............................... President
Hannah Honey .................................. Vice President
Ryan Fish ....................................... Secretary
Josh Peay ....................................... Advisor

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

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

Student Body Officers
Brenden Garrett ................................ President
Dillon Gleed ................................... Vice President
Lauren Moir ................................... Secretary
Arianna Hone .................................. Assemblies
Eric Wilcox ..................................... Student Life
Brandon Francom .............................. Publicity
Rebekah Blackburn ............................. Senior Assemblies
Bailey Bowman ............................... Senior Assemblies
Eric Beecher .................................. Junior Assemblies
Sabrina Maxwell ............................. Junior Assemblies
Lexie Treu ..................................... Sophomore Assemblies
Hannah Price ................................. Freshman Assemblies
Cambria Zebley ............................... Service
McKenna O’Connor ............................ Service
Mariah Woodfield ............................ Historian
Sierra Phillips ................................. School Spirit
Kaden Daley .................................... Athletic Rep
Aubrey Landvatter ............................ Athletic Rep
Shae Anderson ............................... Art Director
Courtney Bird ................................. Art Director
Mike Dunn .................................. Advisor
Mike O’Connor ............................... Administration
Kristin Packer ............................... Administration
## 2012-2013 WHS PTSA BOARD

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<tr>
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<th>Position</th>
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<tbody>
<tr>
<td>Kim Moir</td>
<td>President</td>
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<tr>
<td>TBA</td>
<td>President-Elect</td>
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<tr>
<td>Carlie DeJesus</td>
<td>Secretary</td>
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<tr>
<td>Bea Twede</td>
<td>Treasurer</td>
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<tr>
<td>Deedee Partridge</td>
<td>Community Involvement</td>
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<tr>
<td>Marcela Gonzalez</td>
<td>Leadership VP</td>
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<tr>
<td>Tani Ireland</td>
<td>Legislative VP</td>
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<td>Michelle Webb</td>
<td>Membership</td>
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<td>Sarah Johnson</td>
<td>Reflections</td>
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<td>Tiffany Ferrer</td>
<td>Teacher Appreciation</td>
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<td>Dillon Gleed</td>
<td>Student Representative</td>
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<tr>
<td>Lauren Moir</td>
<td>Student Representative</td>
</tr>
<tr>
<td>Mike Mills</td>
<td>Teacher Representative</td>
</tr>
<tr>
<td>TBA</td>
<td>Blogger</td>
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<tr>
<td>Debbie Clegg</td>
<td>Volunteer Coordinator</td>
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<tr>
<td>Kelly Woodrum</td>
<td>Fundraiser</td>
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## 2012-2013 WHS COMMUNITY COUNCIL

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<tr>
<th>Name</th>
<th>School/Position</th>
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<tbody>
<tr>
<td>Todd Abney</td>
<td>Saratoga Springs</td>
</tr>
<tr>
<td>Audrey Barton</td>
<td>District Representative</td>
</tr>
<tr>
<td>Rita Bowers</td>
<td>Cedar Fort/Fairfield–Cedar Valley Elementary</td>
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<td>Natalie Clark</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kim Moir</td>
<td>PTSA President</td>
</tr>
<tr>
<td>John Festin</td>
<td>Saratoga Springs–Sage Hills Elementary</td>
</tr>
<tr>
<td>Nicolette Fike</td>
<td>Saratoga Springs–Thunder Ridge Elementary</td>
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<tr>
<td>Tani Ireland</td>
<td>Eagle Mountain–Mountain Trails Elementary</td>
</tr>
<tr>
<td>Leslie Jones</td>
<td>Eagle Mountain–Hidden Hollow Elementary</td>
</tr>
<tr>
<td>Becky Jones</td>
<td>Eagle Mountain–Eagle Valley Elementary</td>
</tr>
<tr>
<td>Scott Mansfield</td>
<td>Faculty Member</td>
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<tr>
<td>Caleb Miller</td>
<td>Faculty Member</td>
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<tr>
<td>Fred Openshaw</td>
<td>Principal</td>
</tr>
<tr>
<td>Kristen Turner</td>
<td>Saratoga Springs–Harvest Elementary</td>
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<tr>
<td>Ryan Tyson</td>
<td>Eagle Mountain–Pony Express Elementary</td>
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<tr>
<td>Franci Warner</td>
<td>Saratoga Springs–Saratoga Shores Elementary</td>
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Westlake High School draws from three communities: Saratoga Springs, Eagle Mountain, and Cedar Valley. Historically, this area has been rural with a rich tradition of agriculture; however, recently the community has transitioned into a more-suburban area. These areas have seen tremendous growth over the last decade. Economic development is still in its early stages; hence, the typical worker residing in these areas has a longer than average commute. In 2010, Pioneer Crossing opened, increasing accessibility to the west end of Utah County. The population mainly consists of young families in affordable first homes.

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

**Saratoga Springs**

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

**Eagle Mountain**

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

**Cedar Fort**

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

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

• April, 2010: Mission Statement is made a permanent message on the marquee.

• August, 2010: Formation of New Accreditation Committee (many members of previous committee transferred to other schools, Scott Mansfield, Don Bastian, Amy Schlauder, Kristin Packer still remain) New Committee: Don Bastian (Science), Scott Mansfield (World Lang), Amy Schlauder (History), Brian Taylor (Spec Ed, English), Mike Mills (Vis Art, CTE), Troy Jones (Math), Kim Moore (PE), Stephanie Cottam (Counseling), Kristin Packer (Admin), Wade Tischner (CTE, Science)

• August 24, 2010: Presentation to 2010-11 Faculty the Mission, Vision, Values and Goals. Obtained ongoing approval.

• August 2010: Westlake Mission, Belief Statements, and DRSLs printed on the back of student activity card.
• October 8, 2010: Accreditation State Training (sent a committee, Schlauder, Mills, Tischner, Cottam, Taylor)

• November 3, 2010: Committee met to talk about State Training and the information gained from the training. Mike Mills presented to entire committee the accreditation process. Subcommittees were formed to begin looking at the required material for Westlake’s Accreditation. (Data: Mansfield, Bastian, Tischner, Bennion; Surveys: Cottam, Moore; Focus Groups: Schlauder, Taylor; Presentation: Mills; Departmental Analysis: Jones, Packer)

• January 6, 2011: Committee met to review student, parent, and staff survey questions. Also discussed Departmental Analysis Collaboration dates for all 12 departments. Checked progress for Data Collection for departments to use for Departmental Analysis.

• February 3, 2011: Committee met to finalize Departmental Analysis agendas and goals for the collaboration time. Schlauder sent out the faculty demographic information for teachers to respond for the accreditation handbook. Mills is receiving information to start compiling the accreditation handbook format. Surveys were put on the Westlake website and English classes are planning a day in the computer lab to complete.

• February 2-February 23, 2011: Departments meeting (7:15-10:40am) to answer the Departmental Analysis questions (11) and list Department Strengths and Weaknesses including data. This will be an event that will occur yearly.

• February 9, 2011: State Accreditation Representative (John Childs) visit checking accreditation progress. Positive feedback for what we are doing so far. Recommendation to change the name of the Accreditation Committee to School Improvement Steering Committee. Scheduled for Full Accreditation Team visit for Fall of 2012.

• February 10, 2011: Renaming Accreditation Committee to School Improvement Steering Committee.

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

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

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

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

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

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

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

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

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

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

- May 3, 2012: Created School Improvement Plan for final approval. Included in the School Improvement Steering Committee, John Feston, our School Community Counsel President.

- May 23, 2012: Finalized School Improvement Plan to propose to School Administration

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

- August 15, 2012: Presented Accreditation Book to CTL/Department Chairs for approval and to have them suggest edits.
• August 16, 2012: Presented Accreditation Book to teachers for approval and to have them suggest edits.

• August 20, 2012: Presented Accreditation Book to stakeholders (faculty, staff, parents) for approval and to have them suggest edits

• September 6, 2012: Presented Accreditation Book to School Community Council for approval and to have them suggest edits (4th presentation for approval)

• 2012-13 FIRST FULL-TEAM ON-SITE ACCREDITATION VISIT: October 24-25, 2012
<table>
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<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
<th>Colleges Attended</th>
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<tr>
<td>Openshaw, Fred</td>
<td>Administration</td>
<td>Principal</td>
<td>Brigham Young University</td>
<td>Bachelor of Science and Master's of Education Degree</td>
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<td>Broadhead, John</td>
<td>Administration</td>
<td>Assistant Principal</td>
<td>Brigham Young University</td>
<td>B.A. in Spanish Teaching and a M.Ed. in Educational Leadership</td>
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<td>Packer, Kristin</td>
<td>Administration</td>
<td>Assistant Principal</td>
<td>Brigham Young University (BFA), University of Utah (MEd)</td>
<td>Bachelor of Fine Arts/Painting, Art History, Educational Leadership and Policy</td>
<td>Gifted and Talented</td>
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<td>Salmans, Stacy</td>
<td>Administration</td>
<td>Assistant Principal</td>
<td>Southern Utah University and Utah State University</td>
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<td>Wilson, Chad</td>
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<td>Ricks College, Brigham Young University, San Diego State University</td>
<td>B.S. Sports Medicine, N.A. Exercise Science, California Teaching Credential Admin, Cft, and Post Masters</td>
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Counseling
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<td>Barnes, Rusty</td>
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<td>Cottam, Stephanie</td>
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<td>B.S. in Elementary Education, Early Childhood, MAED</td>
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<td>Davis, Erin</td>
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<td>BYU and University of Phoenix</td>
<td>Bachelors and Masters of School Counseling</td>
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<td>Miller, Caleb</td>
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<td>Utah Valley University and the University of Phoenix</td>
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<td>Ag Mechanics, Ag Biology, Equine Science, Natural Resource Science, Ag Science</td>
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<td>Wrestling Coach</td>
<td>Woodworking, Cabinetmaking and Furniture Design</td>
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<td>Student Council/Thundervision, SkillsUSA</td>
<td>Video Production</td>
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<td>Animal Science, Equine Science, Natural Resource Science, Floral Greenhouses and Floral Design</td>
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<td>Interior Design 1 &amp; 2, Clothing 1 &amp; 2, Foods and Nutrition, and Financial Literacy</td>
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<td>Robots &amp; Automation, Pre-Engineering, Advanced Technology and Physics with Technology</td>
<td>Utah Valley University and Brigham Young University</td>
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| **McAffee, Craig** | CTE        | Accounting, Computer Tech., Internship and WBL | 27                   | 3                            |
|                    |            | Colleges Attended: Brigham Young University and Utah State University |                      |                              |
|                    |            | Degrees Earned: B.A. and a Master's Degree |                      |                              |
|                    |            | Endorsements: Business and P.E. |                      |                              |

| **Omer, Shanna**   | CTE        | Teen Living, Child Development, Early Childhood Education 1 & 2 and Financial Literacy | 7                    | 3                            |
|                    |            | Colleges Attended: Utah Valley State College (UVU) and Utah State University |                      |                              |
|                    |            | Degrees Earned: B.S. in Family and Consumer Science Education |                      |                              |
|                    |            | Endorsements: |                      |                              |

| **Page, Geary**    | CTE        | DECA and Storn Center (School Store) | 9                    | 3                            |
|                    |            | Marketing, Leadership (UVU Con.), Retailing and Computer Technology |                      |                              |
|                    |            | Colleges Attended: Dixie, Southern Utah University and Western Governors University |                      |                              |
|                    |            | Degrees Earned: Business Administration/Marketing and a Masters of Business Administration and Technology |                      |                              |
|                    |            | Endorsements: Marketing, Business and Technology |                      |                              |

| **Scoville, Derek** | CTE        | Computer Tech, Financial Literacy and Entrepreneurship | First Year | 3                            |
|                     |            | Colleges Attended: BYU-Hawaii, Utah State |                      |                              |
|                     |            | Degrees Earned: Finance, Economics |                      |                              |
|                     |            | Endorsements: Business Core, Banking/Finance, IC3 |                      |                              |

<p>| <strong>Taylor, Michael</strong> | CTE        | SkillsUSA Advisor | 14                   | 3                            |
|                     |            | Basic Drafting, CAD, Architecture and Engineering Drafting |                      |                              |
|                     |            | Colleges Attended: Dixie, Utah Valley University, Salt Lake Community College, B.Y.U. |                      |                              |
|                     |            | Degrees Earned: Associate’s Degree, B. S. and a Masters from Brigham Young University |                      |                              |
|                     |            | Endorsements: Drafting, Auto Collision Repair, Building Construction and IG3 Endorsement (Computer Tech.) |                      |                              |</p>
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<td>Queens College in New York City and Long Island University</td>
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<td>Unified Studies, Drawing 1 and 2 and Yearbook</td>
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<td>Honors English 10, Film Literature and AP English</td>
<td>Brigham Young University and Utah Valley State College (now UVU)</td>
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<td>Brigham Young University</td>
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<td>University of Utah</td>
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<td>M.A. in Mathematics Education and a B.A. in Spanish Teaching/Matematics Teaching</td>
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<td>Geometry CT, Algebra 2 CT, Algebra 2 and Algebra 2 Max 30</td>
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<td>BA in Dance with Ballroom Emphasis</td>
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<td>Cappella Choir, Madrigals, Men’s Choir, Women’s Choir, 9th Grade Concert Choir and General Choir</td>
<td>Brigham Young University, Boise State University and the University of Utah</td>
<td>Bachelor of Music, Graduate Work in Music Education and a Master of Music in Choral Conducting</td>
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<td>Director of Bands</td>
<td>Symphonic, Chamber, Winds, Jazz, Percussion, Band, Music Theory and Music Study</td>
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<td>Drama 1, 2, 3, 4, Musical Theatre and Stage Crew</td>
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<td>B.A. in Theatre Secondary Education</td>
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<tr>
<td>Years at Westlake High School: 4</td>
<td></td>
</tr>
</tbody>
</table>
Special Education
## Special Education

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

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

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

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

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

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

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

**Edwards, Darrin**

Department: Media Center & CTE  
Position: Media Specialist  
Subjects Taught: Digital Photography  
Colleges Attended: Southern Utah University  
Degrees Earned: Bachelors of Art in German and Library Sciences  
Endorsements: German  
Years as an Educator: 12  
Years at Westlake High School: 4

**Johnson, Erin**

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

**Jorgenson, Luke**

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

**Mills, Michael**

Department: Visual Arts & CTE  
Position: SkillsUSA and Key Club Advisor  
Subjects Taught: Commercial Art, Drawing, Art Foundations II and Digital Photography 1  
Colleges Attended: University of Utah and the University of Phoenix  
Degrees Earned: B.F.A in Painting/Drawing and a Masters of Education Degree  
Endorsements: Gifted and Talented, Commercial Art, Photography and Art  
Years as an Educator: 7  
Years at Westlake High School: 3
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<tr>
<th>Name</th>
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<th>Position</th>
<th>Subjects Taught</th>
<th>Colleges Attended</th>
<th>Degrees Earned</th>
<th>Endorsements</th>
<th>Years as an Educator</th>
<th>Years at Westlake High School</th>
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<td>Adkinson, Christian</td>
<td>World Languages</td>
<td>Driver's Ed</td>
<td>Spanish 1,2,3,4/AP</td>
<td>Brigham Young University and Utah Valley University</td>
<td>Bachelor of the Arts (Spanish)</td>
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<td>Chronister, Jordan</td>
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<td>VHMS track coach</td>
<td>Chinese, Mandarin</td>
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<td>Spanish 2.3.4 (concurrent enrollment)</td>
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<td>BA (BYU); Master's (GCU)</td>
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<td>Magleby, Shannon</td>
<td>Foreign Language</td>
<td>French Club Advisor</td>
<td>French 1, 2, 3 and 4</td>
<td>Brigham Young University</td>
<td>Bachelor of Arts in English, secondary education and French</td>
<td>English as a Second Language</td>
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<tr>
<td>Mansfield, Scott</td>
<td>World Languages</td>
<td>Department Chair of World Languages</td>
<td>Debata 1 &amp; 2, German 1, 2 and 3</td>
<td>Yale University/Brigham Young University/Utah Valley University/University of Utah</td>
<td>Bachelors of Arts in German/Bachelor of Science/Political Science/Masters of Educational Leadership and Policy</td>
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<td>Waters, Samuel</td>
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<td></td>
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<td><strong>Department:</strong></td>
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</tr>
<tr>
<td><strong>Position:</strong></td>
<td>Statermore girls basketball coach, statermore student council advisor</td>
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<td></td>
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<tr>
<td><strong>Subjects Taught:</strong></td>
<td>Spanish 1 and 2</td>
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<tr>
<td><strong>Degrees Earned:</strong></td>
<td>Spanish teaching major &amp; bi lingual teaching english as a second language minor, (TESOL)</td>
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<td><strong>Years at Westlake High School:</strong></td>
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</table>
The development of the school profile was a collaborative task which included administrators, counselors, staff, and teachers. Demographic, attendance, and achievement data were reviewed and analyzed by the leadership team, faculty, and school community council. It was also shared with the PTA and students. In addition, AYP, CRT, AP, and survey data was provided to departments, focus groups and other stake holders.

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

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

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

Westlake Average Yearly Tardies Per Student
NON-RESIDENT, FEE WAIVER, & FREE & REDUCED LUNCH

NON-RESIDENT STUDENTS ATTENDING WESTLAKE

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>OUT-OF-AREA STUDENTS</th>
</tr>
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<tbody>
<tr>
<td>2009-2010</td>
<td>*</td>
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<td>2010-2011</td>
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</tr>
<tr>
<td>2011-2012</td>
<td>*</td>
</tr>
<tr>
<td>2012-2013</td>
<td>98</td>
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</tbody>
</table>

NUMBER OF FEE WAIVERS PER SCHOOL YEAR

![Bar chart showing number of fee waivers per school year](chart)

PERCENTAGE OF FREE & REDUCED LUNCH

![Pie chart showing percentage of free & reduced lunch by school](chart)

<table>
<thead>
<tr>
<th>School Name</th>
<th>% Free/Red.</th>
<th>Student Count</th>
<th>Test % Correct</th>
<th>Scaled Score</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>LONE PEAK HIGH</td>
<td>6.7</td>
<td>3,734</td>
<td>78.7</td>
<td>168.6</td>
<td>82.7%</td>
</tr>
<tr>
<td>PLEASANT GROVE HIGH</td>
<td>19.0</td>
<td>3,326</td>
<td>77.2</td>
<td>168.2</td>
<td>82.4%</td>
</tr>
<tr>
<td>TIMPANOLOS HIGH</td>
<td>27.4</td>
<td>2,203</td>
<td>75.9</td>
<td>167.0</td>
<td>79.3%</td>
</tr>
<tr>
<td>WESTLAKE HIGH</td>
<td>31.7</td>
<td>4,744</td>
<td>76.1</td>
<td>167.6</td>
<td>79.2%</td>
</tr>
<tr>
<td>AMERICAN FORK HIGH</td>
<td>18.7</td>
<td>3,469</td>
<td>76.0</td>
<td>167.3</td>
<td>77.6%</td>
</tr>
<tr>
<td>LEHI HIGH</td>
<td>20.7</td>
<td>3,325</td>
<td>73.4</td>
<td>165.7</td>
<td>74.4%</td>
</tr>
<tr>
<td>MOUNTAIN VIEW HIGH</td>
<td>37.7</td>
<td>2,315</td>
<td>73.4</td>
<td>165.6</td>
<td>74.3%</td>
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<tr>
<td>OREM HIGH</td>
<td>28.9</td>
<td>1,903</td>
<td>74.2</td>
<td>166.0</td>
<td>73.5%</td>
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<tr>
<td>Summary</td>
<td>23.8</td>
<td>25,019</td>
<td>75.9</td>
<td>167.2</td>
<td>78.4%</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>BOARD-RELEASED STUDENTS</th>
<th>EXPELLED STUDENTS</th>
<th>DROP OUT STUDENTS</th>
<th>10-DAY DROP STUDENTS</th>
<th>STUDENTS WHO RECEIVED GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>2010-2011</td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>2011-2012</td>
<td>13</td>
<td>2</td>
<td>10</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>2012-2013</td>
<td>YEAR IN-PROGRESS</td>
<td>YEAR IN-PROGRESS</td>
<td>YEAR IN-PROGRESS</td>
<td>YEAR IN-PROGRESS</td>
<td>YEAR IN-PROGRESS</td>
</tr>
</tbody>
</table>

*With the school’s and districts transfer of SIS systems from AS400 to Skyward, some previous years’ data was not able to be retrieved. Westlake acknowledges that the tracking of this data is an area in which the school needs to improve; the school will work in conjunction with the district to receive adequate training to track this data. The data from the 2012-2013 school year will be compiled at the conclusion of the school year.
Latinos in Action is a service learning class, where students are trained in mentoring techniques, primarily in reading, using the Cross Age Tutoring program. These mentoring techniques are applied as the students go to elementary schools throughout Eagle Mountain and Saratoga Springs to assist teachers by mentoring ESL students in their classrooms. Students also volunteer their services in a variety of situations outside of normal class time (e.g. Parent Teacher conferences at several schools, and other service opportunities as chosen by the students).

**LANGUAGES SPOKEN BY WESTLAKE STAFF MEMBERS**

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

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

- **French**
  - Brian Jones
  - Erin Johnson
  - Shannon Magleby
  - Media Burton

- **German**
  - Darrin Edwards
  - Mike Mills
  - Jared Huff
  - Scott Mansfield
  - Don Bastian

- **Russian**
  - Shanna Omer
  - Mike Dunn

- **Tagalog**
  - Drew Robinson
  - Caleb Miller

- **Czech**
  - Aaron Robison

- **Slovak**
  - Aaron Robison

- **Navajo**
  - Mike Dunn

- **Croatian**
  - Mike Dunn

- **Serbian**
  - Mike Dunn

- **Slovenian**
  - Mike Dunn

- **Albanian**
  - Mike Dunn

- **Romanian**
  - Angie Irion

- **Mandarin Chinese**
  - Jordan Chronister

- **ASL**
  - Shannon Magleby
  - Trevor Schramm
SPECIAL EDUCATION SERVICES OFFERED AT WESTLAKE

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

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

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

#### 2009

<table>
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<tr>
<th>Month</th>
<th>Totals</th>
<th>Checked-Out</th>
<th>Items Renewed</th>
<th>Checked-In</th>
<th>Hold Requests</th>
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<tbody>
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<td>August</td>
<td>947</td>
<td>626</td>
<td>9</td>
<td>312</td>
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<td>825</td>
<td>0</td>
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<tr>
<td>October</td>
<td>1902</td>
<td>918</td>
<td>139</td>
<td>845</td>
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<tr>
<td>November</td>
<td>1868</td>
<td>889</td>
<td>145</td>
<td>797</td>
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<tr>
<td>December</td>
<td>1664</td>
<td>790</td>
<td>142</td>
<td>702</td>
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#### 2011

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<td>1273</td>
<td>231</td>
<td>1320</td>
<td>92</td>
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<td>3325</td>
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<td>2709</td>
<td>1255</td>
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<tr>
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<td>84</td>
<td>977</td>
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<td>66</td>
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<td>1548</td>
<td>299</td>
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<td>December</td>
<td>2327</td>
<td>1018</td>
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#### 2010

<table>
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#### 2012

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CRT TEST RESULTS AND AYP DATA

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

## Westlake CRT Overview

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## Westlake Male Students CRT Overview

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CRT TEST RESULTS AND AYP DATA

2010 Overall Student CRT Proficiency

2011 Overall Student CRT Proficiency

2010 Female Student CRT Proficiency

2011 Female Student CRT Proficiency

2010 Male Student CRT Proficiency

2011 Male Student CRT Proficiency
CRT TEST RESULTS AND AYP DATA

2010 Caucasian Student CRT Proficiency

![2010 CRT % Proficient for WESTLAKE HIGH](image1)

2011 Caucasian Student CRT Proficiency

![2011 CRT % Proficient for WESTLAKE HIGH](image2)

2010 Hispanic Student CRT Proficiency

![2010 CRT % Proficient for WESTLAKE HIGH](image3)

2011 Hispanic Student CRT Proficiency

![2011 CRT % Proficient for WESTLAKE HIGH](image4)

2010 Pacific Islander Student CRT Proficiency

![2010 CRT % Proficient for WESTLAKE HIGH](image5)

2011 Pacific Islander Student CRT Proficiency

![2011 CRT % Proficient for WESTLAKE HIGH](image6)
CRT TEST RESULTS AND AYP DATA

2012 Overall Student CRT Proficiency

Overall Student CRT Profiency Over Time

2012 Female Student CRT Proficiency

2012 Male Student CRT Proficiency

2012 African American Student CRT Proficiency

2012 American Indian Student CRT Proficiency

ACHIEVEMENT DATA: CRT TEST RESULTS AND AYP DATA 3-9-6
AP Courses Offered at Westlake High School
(18 total classes)

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

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

Foreign Languages
- German Language
- Spanish Language

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

Math/Comp Science
- Calculus AB
- Calculus BC
- Statistics

English Language Arts
- English Language and Composition

Westlake AP Overview
AP TEST RESULTS

AP English Pass Rates

AP Fine Arts Pass Rates

AP Foreign Language Pass Rates

AP Math Pass Rates

AP Natural Sciences Pass Rates

AP Social Studies Pass Rates
Westlake ACT Composite Scores

Westlake 2010 ACT Composite Scores

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Westlake 2011 ACT Composite Scores

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## CTE Test and Skills Certification Results

### Westlake High School Skills Testing Results 2012

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<td>3</td>
<td>3</td>
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<tr>
<td>524</td>
<td>Cabinetmaking (524)</td>
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<tr>
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<td>60</td>
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<td>43</td>
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<tr>
<td>535</td>
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<td>537</td>
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<td>540</td>
<td>Technical Design I (540)</td>
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<td>570</td>
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<tr>
<td>592</td>
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<td>57</td>
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<td>30%</td>
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<tr>
<td>542b</td>
<td>Architectural Design I (542b)</td>
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<td>2</td>
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<td>610</td>
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<td>19</td>
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<td>30%</td>
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<tr>
<td>250E</td>
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<td>WestLake High</td>
<td>630</td>
<td>48</td>
<td>538</td>
<td>538</td>
<td>86%</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Industry Exams**

- 931: ProStart I Approved July 2012
  - Westlake: 14
- 932: ProStart II Approved July 2012
  - Westlake: 13
- 961: Physics with Technology (CRT)
  - Westlake

---

** Achievement Data: CTE Test Results**  

3-12-1
Westlake Graduation Report 2009-2010

Federal 4yr Graduation Rate: 78%

Comparison to State Rate

Subgroup Graduation Rates

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Grad #</th>
<th>Total</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>192</td>
<td>248</td>
<td>78%</td>
</tr>
<tr>
<td>African/Black American</td>
<td>1</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Caucasian</td>
<td>168</td>
<td>208</td>
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<tr>
<td>Hispanic</td>
<td>15</td>
<td>24</td>
<td>62%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>4</td>
<td>75%</td>
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<tr>
<td>ELL</td>
<td>1</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>SWD</td>
<td>13</td>
<td>21</td>
<td>62%</td>
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<tr>
<td>SES</td>
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<td>85</td>
<td>73%</td>
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<tr>
<td>Mobile</td>
<td>101</td>
<td>144</td>
<td>70%</td>
</tr>
</tbody>
</table>
Westlake Graduation Report 2010-2011

Westlake High

Graduation Rate: 79%

Comparison to State Rate

Subgroup Graduation Rates

<table>
<thead>
<tr>
<th>Subgroup Description</th>
<th>Grad #</th>
<th>Total</th>
<th>Grad Rate</th>
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<tbody>
<tr>
<td>All Students</td>
<td>282</td>
<td>356</td>
<td>79%</td>
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<tr>
<td>African/Black American</td>
<td>8</td>
<td>7</td>
<td>86%</td>
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<tr>
<td>American Indian</td>
<td>1</td>
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</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>10</td>
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<tr>
<td>Caucasian</td>
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<td>254</td>
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<td>Hispanic</td>
<td>19</td>
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<tr>
<td>Pacific Islander</td>
<td>9</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>ELL</td>
<td>2</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>SWD</td>
<td>15</td>
<td>26</td>
<td>58%</td>
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<tr>
<td>SES</td>
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<td>82%</td>
</tr>
<tr>
<td>Mobile</td>
<td>113</td>
<td>151</td>
<td>70%</td>
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</tbody>
</table>
Alpine School District Graduation Report 2010-2011

ALPINE DISTRICT

Federal Code: Long Name, State Code: Long Name
- Graduate, Graduate
- Non-Graduate, Dropout
- Non-Graduate, Cond.
- Non-Graduate, Other

<table>
<thead>
<tr>
<th>Federal Designation</th>
<th>Graduation Categories</th>
<th>Number of Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Graduate</td>
<td>Graduate</td>
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<td>76%</td>
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<tr>
<td>Non-Graduate</td>
<td>Dropout</td>
<td>691</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Continuing Student</td>
<td>402</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Other Completer</td>
<td>6</td>
<td>0%</td>
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Graduation Rates:
- Grad Rate: 76%

Comparison to State Rate:
- 2008: 73%
- 2009: 75%
- 2010: 75%
- 2011: 76%

Subgroup Graduation Rates:

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Grad #</th>
<th>Total</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>3,450</td>
<td>4,589</td>
<td>76%</td>
</tr>
<tr>
<td>African/Black American</td>
<td>29</td>
<td>36</td>
<td>76%</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>27</td>
<td>46%</td>
</tr>
<tr>
<td>Asian</td>
<td>80</td>
<td>83</td>
<td>72%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>3,087</td>
<td>3,084</td>
<td>79%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>225</td>
<td>466</td>
<td>55%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>44</td>
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<td>61%</td>
</tr>
<tr>
<td>ELL</td>
<td>50</td>
<td>103</td>
<td>49%</td>
</tr>
<tr>
<td>SWD</td>
<td>31</td>
<td>355</td>
<td>46%</td>
</tr>
<tr>
<td>SES</td>
<td>618</td>
<td>548</td>
<td>65%</td>
</tr>
<tr>
<td>Mobile</td>
<td>754</td>
<td>9,448</td>
<td>53%</td>
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</table>
When Westlake High School opened for the 2009-2010 school year, it was important to develop and adopt a unifying mission statement that would help all school stakeholders have a common purpose. The school steering committee maintained that the mission and belief statements should be simple, easy to remember, useable, and summative.

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

In order to help promote our mission and beliefs, we created a video in which faculty, students, and other stakeholders describe their interpretations of Light and Excellence. This video can be accessed on the Westlake’s website under the tab “About Us.”
The mission statement of Alpine School District:

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

### VISION

*Becoming a Professional Learning Community that Exemplifies these Characteristics*

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

### VALUES

*Grounded in the Moral Dimensions of Education*

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

### GOALS

Articulated by the Board of Education

### AREAS OF FOCUS

- Teacher Quality
- Student Achievement
- Community Relations
- Comprehensive Curriculum
- School and District Culture
- Leadership

- Resources
- Technology
- Safety
The mission statement of Westlake High School:

**LUX ET VIRTUS**

**“LIGHT AND EXCELLENCE”**

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

**LIGHT**

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

**EXCELLENCE**

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

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

BELIEF STATEMENTS

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

ESSENTIAL QUESTIONS

• What do we expect students to learn?
• How will we know what students have learned?
• How will we respond to students who aren’t learning?
• How will we respond to students who already know?
The development of the Desired Results for Student Learning (DRSL) was approved by the original stakeholders and revisited over the last three years. As we went through the process, we not only solicited opinions from parents, staff, students but we also studied recommendations from institutions of higher education.

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

## Rationale for Westlake’s DRSL’s:

### We want to create a place of:
- **Excellence**
- Filled with humble internal pride

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

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

### With a mission that is:
- Simple to remember
- Motivating for everyone
- Useable in the classroom
- Developed with strong initial tradition and school spirit
- Created with opportunity
- A decision making guide

### Implying:
- Realistic Goals that are implementable

A Preparatory (Prep) School Concept - A focus on an educated future
A Graduate of Westlake High School will be:

Charged with Knowledge, Ingrained with Skill, and Infused with Creativity.
Desired Results for Student Learning:

**A Graduate of Westlake High School will be:**

**Charged with Knowledge,**

**Ingrained with Skill,**

**and Infused with Creativity.**

<table>
<thead>
<tr>
<th>Desired Results for Student Learning</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Charged with Knowledge**           | • Common Assessments  
• TMU’s  
• CRT’s  
• AP Exams  
• ACT Scores  
• In-Class Formative and Summative Assessments |
| **Ingrained with Skill**             | • Assessments of Performance, Works, Shows and Competitions  
• Career and Technical Education Certifications  
• Sports Events  
• Concerts  
• Art and Trade Shows  
• Academic and Speech Competitions |
| **Infused with Creativity**          | • Rubrics  
• Critiques  
• Discussion  
• Writing and Speech  
• Comparisons  
• Awards and Recognition |
Pairing our weekly PLC collaboration with our yearly departmental analyses, allows for an honest evaluation of each department. The administration has allotted time each year for departments to collaborate and conduct the departmental analyses. The resulting information has been used to direct change and growth within each department.

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

School strengths and recommendations from the departmental analyses were taken into account when the leadership team developed the action plan. All in all, the departmental analyses have helped us understand our school better and have been a key part of our self-study process.
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

- Curriculum and Counseling Guidance follow the Utah Comprehensive Counseling Guidance Program. We had and passed our formal review in 2010.

- Class Placement-Students are placed each year in the appropriate math, science and English classes.

- Students gain information on careers through SEOP’s, UtahFutures.org presentations, career fairs, multicultural presentations, Post High School Tour, and collaboration with CTE department.

- For our At-Risk students we have multiple interventions, such as Why Try, student advocates, weekly collaboration with Counseling, Administration and Student Advocates, and on-site credit remediation through East Shore High School.

- Graduation--counselors, student advocates, and administration meet with seniors routinely to check credits, quarterly graduation progress reports are mailed home, individual SEOP’s are held with student and parents in the fall to check graduation progress.

- Counselors provide information for students regarding scholarships, financial aid, NCAA, careers, registration, graduation, college preparation, college applications, concurrent enrollment, and MATC.

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

- Our counseling department aligns with the USOE Comprehensive Counseling and Guidance Program model: self review each year, formal review every six years, and an interim review every three years.

- We collaborate with other departments to determine the curriculum they teach, and counselors supplement teachers’ curriculum with class presentations to implement the USOE Student Outcomes: Standards and Competencies.

- Counselors also complete two data projects each year, for which they collect and analyze data to determine the effectiveness of the guidance program.

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

- During individual SEOP’s with juniors and seniors each year, graduation progress is evaluated using student graduation progress reports from our SIS.

- Counselors help to coordinate/assist/administer the ACT, Plan, Explore, PSAT, ASVAB, Student Strength Inventory, SHARPS, AP tests, and accreditation surveys.
• Counselors also evaluate student’s grades, attendance, and test and homework scores to address the needs of students on an individual basis.

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

• Collaboration with other departments to evaluate what curriculum they teach and the counselor supplement their curriculum with class presentations, to implement the USOE Student Outcomes: Standards and Competencies.

• Counselors meet weekly with administration and other faculty to address student issues, concerns, parent concerns, school issues, and upcoming events.

• Counselors meet and correlate with department chair personal to coordinate calendars and curriculum to be taught.

• Placement of students into alternate classes like internships, apprenticeships, Unified studies and East Shore.

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

• Students are equally divided between counselors

• Collaboration takes place between counselors and special education, administration, school psychologist, school hearing pathologists, ESL coordinator, and other outside recourses

• Standardized information packets have been created and are distributed to all students during SEOP conferences.

• Peer tutors can be assigned to students with special needs.

• Westlake also has Honors and AP classes to accommodate gifted students.

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

• Westlake Counseling has developed a counseling website the contains information on: NCAA, registration, ACT, counselor information, course descriptions and information, credit make up, graduation requirements, higher education, Utah and private scholarships, and links to the colleges in Utah.

• Parents have access to current attendance, grades, and assignments through Skyward, the district student information system. There are also student advocates that work with students and parents to track students.

• 80% of counselor time is spent on direct student services as per counselor guidelines.
• We provide evening presentations on career information, scholarships, financial aid, parent information, information for multicultural students, and Utah Futures.

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

• Each year counselors attend multiple conferences through UACTE, USCA, USOE, CTE, UHEAA and monthly district in-service meetings.

• Representatives have also been sent to conference on specific issues such as: suicide awareness and prevention, ACT, Job Corp, youth in custody, Why Try, Marine Corp. education outreach, leadership, UCCG basic training, university articulation conferences, Utah Futures, AI/AN trainings, ESL trainings, and gang training.

• One of our counselors is ESL endorsed

• New counselors attend district new counselor trainings every other month.

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

• Counselors have been trained and offer Why Try classes for students

• Time is available before and after school and by appointment for students and parents to meet with counselors. During parent/teacher conferences counselors are also available to meet with parents and students. Counselor emails are also available on the school website.

• Proctoring for BYU independent study and Electronic High School is provided. East Shore High School is also available on campus to assist students in credit remediation.

• ACT prep classes are provided.

• Multiple after school and evening presentations are provided for students, these have been address in previous sections.

• Home and Hospital, student advocates, and our credit recovery programs are available to help assist students beyond the classroom.

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

• SEOP presentations utilize power points that are then available on line for students to review.

• The school has many portable computer labs that students and teachers can use.

• The counseling website has information for students as stated in previous sections.

• Students have full access to Skyward, the district SIS, which provide them access to grades, atten-
dance, missing assignments, teacher contact information and registration information.

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

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

- Westlake is staffed with four full time counselors and two interns. There is a full time registrar and a full time secretary, assisted by two part time secretaries. All full time counselors have finished the comprehensive guidance basic training. Currently we are in need of a career center specialist to assist in career presentations.

- With a student body of about 2100, we currently have a student counselor ratio of 1/350.

- Counselors have also obtained other trainings such as: Why Try, ESL, AI/AN, Suicide Prevention and Prevention Dimensions.

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

- Counselors assist and recommend students to attendance school and community service to remediate their attendance issues. We also provide attendance remediation through attendance to counselor provided afterschool groups and activities.

- Counselors help with placement of students in their core classes to assist in improving CRT scores.

- Weekly At-Risk meetings are attended by counselors

- Counselors also track student’s graduation credits and work with students to earn credit for graduation. Quarterly we check and update our senior’s graduation credits and track them.

<table>
<thead>
<tr>
<th><strong>Departments Areas of Strength and Recommendations for Growth</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>STRENGTHS</strong></th>
<th><strong>EVIDENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• #1 Ratio of 1/350</td>
<td>• #1 2100 students / 6 counselors</td>
</tr>
<tr>
<td>• #2 Staff</td>
<td>• #2 Secretaries and volunteer staff</td>
</tr>
<tr>
<td>• #3 Facilities</td>
<td>• #3 Warm and inviting atmosphere</td>
</tr>
<tr>
<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• #1 weekly meeting</td>
<td>• #1 set, plan, follow through, evaluate</td>
</tr>
<tr>
<td>• #2 Pyramid of Intervention</td>
<td>• #2 Admin/Counseling meeting to set and discuss the goals.</td>
</tr>
<tr>
<td>• #3 Deficient Career Center &amp; Specialists</td>
<td>• #3 hire a career specialist and utilize the career center.</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   Filled with knowledge

   • Each sub-department’s curriculum is aligned with the state core.

   • We offer a wide variety of career-related courses.

   • Career pathways lead to high-demand, high-paying careers.

   Engrained with skill

   • Students are given opportunities to develop skills through the hands-on use of technology, including tools, machinery, and computer applications.

   • Students are taught writing, research, and higher-level thinking skills through research and projects; such skills will be necessary in future educational and occupational pursuits.

   • Students are assessed on skill-based performance objectives through state Skills Tests.

   Infused with creativity

   • Students are provided with opportunities to create a variety of projects, posters, media presentations, and simulations as well as opportunities to participate in debates, role-plays and cooperative learning activities.

   • Students are involved in the creative process as they use their skills to create their own projects, independently solve problems, and build confidence in their own ideas and abilities.

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

   • Our CTE program curriculum is designed through advisory committees and state professionals.

   • We are aligned with the Utah State Office of Education and National course curriculum, standards, and objectives.

   • Our funding for these programs is based upon following state and national guidelines that are evaluated through student performance and the CTE skill certification tests.

   • Differentiated instructional strategies are used to completely cover all standards and objectives.

   • Career and Technical Student Organizations (DECA, FFA, FCCLA, SkillsUSA, TSA, & HOSA) are an inte-
3. To what extent does the department utilize a variety of instruments to monitor student achievement and adjust instructional practices?

• According to our policy regarding Thunder Mastery Units, students must master content at 80% proficiency before moving on to new content.

• CTE Skills Testing is based on state standards and objectives.

• Project evaluations include portfolios, peer-to-peer review, self evaluation, instructor evaluation, hands-on projects, and grading.

• Industry evaluations include Industry tests (i.e. IC3, ServSafe, CPR certification), business questioners, competition results, industry support and competitions.

• Competitions (Regional, State, National) include showcase, displays, presentations, and role-plays.

• We use daily quizzes or self-starters that assess students’ understanding of the previous day’s content.

• Common projects with common rubrics are created between sub-departments and district collaboration.

• We have websites where students can access assignments, blogs, and assessments.

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

• The broad nature of the skills taught in the CTE classes leads students to be able to make cross-curricular connections with the guidance of focused and involved teachers.

• Through math and CTE collaboration, CTE teachers and math teachers create common curriculum-based lessons to enhance the math that is already in the CTE content.

• All sub-groups in the department meet with other teachers in the district to develop curriculum maps which incorporates writing, math, computer usage, and science in order to produce highly-trained students.

• The Visual Arts sub-group participates in vertical alignment with the Middle School.

• The psychology classes create application projects with the Early Childhood Education classes. These projects allow students to practice the curriculum they study in class.

• Computer Technology has an Integrated Project that teaches cross curricular learning.
5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

• For students who need additional help we offer peer tutors, built-in remediation time, alternate assessments, and seating chart modification based on assessment.

• A CTE tutorial math course is offered concurrently with a regular math class to practice basic math skills and strengthen newly learned skills. This class is offered for students who scored 3 or less on the state CRT.

• For students who already know the material we offer Concurrent enrollment, individual differentiation, and CTSO competitions.

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

• Westlake High School’s educational agenda includes a pass rate of 80% and is embedded into our department’s curriculum and assessed at the end of each course with a state skills certification test which requires a pass rate of 80%.

• Each teacher in the department uses a current manual and online tools with school policies, procedures, and resources that are available at the school.

• As a department we have reviewed all school policies and procedures with the intent of using them as a guide for our classrooms.

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

• 100% of CTE educators at Westlake participate in the Mid-Winter and Summer professional development conferences to learn new information and tools from industry professionals, plan new activities, integrate more varied curriculum, and gain new strategies for improving student achievement and understanding.

• Teachers attend conferences and continuing education classes to deepen content knowledge, develop curriculum, increase pass rates, improve student learning, better assess understanding, and foster meaningful, memorable, and valuable experiences.

• Teachers adhere to the district collaboration schedule to develop professional learning communities and focus on improving student performance.

• The CTE Department discusses readings from research-based texts at collaboration meetings.

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

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

- Work-based and service learning programs offer students an opportunity to learn beyond the classroom and bring their experiences back to the classroom.

- Concurrent enrollment allows students to gain college credit with minimal costs.

- Students can work in many of the lab facilities and the school store before school, after school, and during lunch. Most of our teachers stay at the school before and after contract hours.

- All full-time teachers maintain class websites that include assignments, notes, Powerpoints and support materials.

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

- Teachers require student interaction with the following technology:
  - CNC machine, laser engraver, and welding equipment
  - CAD Software and 3D Printer
  - HD digital video production
  - Online editions of textbooks
  - Various other equipment related to the specific content areas

- Each teacher has projectors and access to portable computer labs that provide students with the ability to complete technology-based projects, web based activities, and to enhance student centered learning.

- Teachers in our department utilize and maintain their own websites or blogs to incorporate technology into their daily curriculum, while communicating with students and parents.

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

- All teachers in the Career and Technical Education department are properly endorsed and licensed by the State of Utah.

- All teachers attend conferences to deepen their knowledge of subject material, improve their teaching strategies, and gain credit for certification renewal.

- As growth continues to increase within the Westlake CTE community, more teachers will be required to help meet the growing needs of the students.

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

- The CTE department supports Westlake High School’s attendance policy by keeping attendance accurate, working with students with excessive attendance issues, and providing timely feedback to parents and administration.
• The CTE department supports our school’s policy on Thunder Mastery Units by weighting our grades accordingly.

• Teachers are involved in creating and implementing sub-department district advisory committees to provide a framework for real-world application; give teachers feedback on community needs; gain legislative and financial support; set up guest speakers; evaluate equipment, software, and facilities against industry standards; and aid in student recruitment and placement in the work force.

• We are continually working to help students improve their CRT and State Skills Certification test scores by engaging in the following actions:
  • Aligning all course work to state standards and objectives
  • Providing built-in advisory time to give feedback and assistance to students
  • Developing effective review materials and practice tests

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<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
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Departments Areas of Strength and Recommendations for Growth
• Students are offered a wide variety of courses through the Career and Technical Education department that prepare them for the work force immediately after graduation.

• We utilize technology on a daily basis that provides ample opportunity for students to use it in the workforce.


• Technologies that we use as a department include Apple computer lab with industry standard software, CNC machines, digitized sewing technology, empathy belly, large format printer, 3-D printer, laser engraver, robotics, HD digital video, digital and film single lens reflex cameras, SMART boards, graphics tablets and scanners, iPads, mounted projection, document cameras, lamination, Rizo & Cricut machines, and PC portable labs.

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<tr>
<th>WEAKNESSES</th>
<th>SOLUTIONS</th>
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<tr>
<td>• Because of our diversity, collaboration between the sub-departments can be challenging.</td>
<td>• During collaboration, focus on general teaching strategies and professional development/teacher improvement.</td>
</tr>
<tr>
<td>• Large class sizes negatively affect individualized student support.</td>
<td>• To compensate for the lack of content specific collaboration, teachers attend district-wide collaboration and focus on vertical alignment with feeder schools.</td>
</tr>
<tr>
<td>•</td>
<td>• Involve parent volunteers in the classroom, utilize more para-professionals, and encourage peer-to-peer interaction to support individual needs.</td>
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ENGLISH LANGUAGE ARTS DEPARTMENT ANALYSIS

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

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

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

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

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

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

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

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

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

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

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

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

- Department policies and procedures are aligned with those of the school as a whole.
- Grading is divided up into two general categories: assignments and common assessments.
• As a department, each grade level is developing TMU (Thunder Mastery Unit) assessments based on the Language Arts State Core Curriculum.

• Students must prove mastery of all core concepts in order to receive a passing grade. Those who fail to do so are assigned an “I” (incomplete) grade until mastery is achieved.

• Attendance School is provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)

• Advisory time is specific to each class period.

• Resources for students include online textbooks, audio books, Gmail accounts, and Google Docs. Community guest presenters are regularly used in the classroom.

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

• As a faculty, we have read professional development material. In 2011, we read The Art and Science of Teaching by Robert J. Marzano. In 2012, we read Seven Strategies of Assessment for Learning by Jan Chappuis. We devoted 15-20 minutes of department collaboration meetings to discussing the books and ways to implement the ideas into our teaching.

• Additionally, 9 of 11 of the teachers in our department have read professional development material on their own, such as Readicide by Kelly Gallagher; Strategic Reading by Jeff Wilhelm; and The Book Whisperer by Donalyn Miller.

• Every member of the department has attended an optional professional conference including the Wilhelm Secondary Literacy Institute, the Central Utah Writing Project, Technical and Professional Writing, the Digital Learning Conference, the UCTE conference, College Conference and Composition, AP Literature and Language Conferences, and various webinars.

• Furthermore, our department excels in collaborating, both formally on Mondays, and informally during the rest of the week. We often meet during lunches or preparation periods to discuss assignments, resources, and solutions to problems.

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

• Our school has at least one co-taught class per grade level. These classes pair an English teacher with a special education teacher. This set up not only encourages collaboration between departments, but also provides an additional resource for students.

• English Tutorial offers additional support to under performing students.

• Teachers are available before and after school, and during lunch to meet with students on an individual basis.
• Students are able to find further support through online forums specific to their class (edmodo.com, e-mail, and class websites).

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

• A mobile computer lab is devoted specifically to our department. An online calendar is used to schedule the labs.

• Students use technology in their projects and presentations, including unique Web 2.0 applications. Our students have completed projects and presentations using Prezi, Tumblr, blogs, Google Docs (and other back channel collaborative forums), Voice Thread, Animoto, and Poll Everywhere.

• Teachers frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music with projectors, sound systems, and document cameras.

• Teachers create assignments that allow students to demonstrate their learning with technology. The use of technology is meant to show mastery of concepts in real-world contexts.

• All students have access to online editions of our classroom textbooks.

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

• All department members are licensed by the State of Utah to teach Language Arts.

• Three department members have obtained master’s degrees. (2 MA English, 1 MA ESL)

• One department member is National Board Certified in Adolescence and Young Adulthood ELA.

• Our department includes five provisional teachers who bring new strategies and perspectives to teaching.

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

• Our department supports Westlake High School’s attendance policy by keeping attendance accurate, working with students with excessive attendance issues, and providing feedback to the administration.

• The English Department supports school policy on unit mastery tests by weighting our grades accordingly.

• Our SMART goal this year was based on information gained from previous years’ CRT scores.

• Advisory has been implemented to help students remediate.
### Departments Areas of Strength and Recommendations for Growth

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<thead>
<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>• Collaboration as a department and with vertical teams</td>
<td>• Common assessments, notes provided to other faculty members, train each other in areas of needs, share resources, share successes and struggles.</td>
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<tr>
<td>• Use of and implementation of technology</td>
<td>• Edmodo, online text books, web applications, Skyward, mobile computer carts</td>
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<tr>
<td>• Strong ESL and SPED program and liaisons</td>
<td>• Ongoing training and useful strategies are discussed and implemented. Liaisons are actively involved in meeting the needs of students.</td>
</tr>
<tr>
<td>• Committed to help ALL students succeed</td>
<td>• Differentiated learning, number of students passing both AP Literature and AP Language tests are increasing each year. CRT scores have continually increased each year.</td>
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<table>
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<tr>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td>• Class sizes</td>
<td>• Hire more teachers; work with counseling department to help balance class sizes</td>
</tr>
<tr>
<td>• Specific department policies and procedures</td>
<td>• Create, agree upon, and implement department standards</td>
</tr>
<tr>
<td>• Lack of collaboration across curriculum</td>
<td>• Schedule times on PLC days to meet with other departments (invite history, science, and other departments to meet with us)</td>
</tr>
<tr>
<td>• Lack of access, at times, to computers</td>
<td>• Create small, permanent computer lab (2-5 computers) in each classroom; possible second mobile lab</td>
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</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   • Department content is aligned with Utah State Core Standards for Secondary Mathematics and knowledge gained is assessed by CRT scores and AP pass rates.

   • Common assessments and TMU pass rates are used to test student knowledge, skill and creativity in the classroom.

   • Students are offered a variety of class options to accommodate their abilities: CTE Math, Secondary Math 1, Algebra 2A and 2B, Algebra 2 Honors, College Prep, AP Statistics, Non-AP Calculus, AP Calculus AB and BC, in addition to standard math classes.

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

   • Within our department, curriculum and vertical teams meet to develop curriculum maps, write common assessments, and correlate textbook material to align with state standards for all mathematics courses.

   • Our Algebra 2A and 2B classes align with the State Core Curriculum for Algebra 2. These two courses are designed to teach the curriculum for Algebra 2 over a 2 year period.

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

   • We will improve by analyzing the effectiveness of student performance on each TMU, and make any alterations in instruction or assessments that may be necessary for next year.

   • We discuss various topics and lesson plans in our department meetings and one-on-one to adjust our instructional practices.

   • We will observe teachers within our department to improve our instructional practices.

   • As a department we are monitoring homework completion for Secondary Math 1, Algebra 2 and Geometry.

   • These are the instruments we use to monitor student achievement:

     • Common TMU assessment for each class, each term
     • Student progress reports on Skyward
     • UTIPS for assessing student performance
     • Quizzes as formative assessments
     • Cognos and AP data to redesign instruction
4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

- This is an area that we are working on. We realize we could do more to collaborate with other departments, but as a new school, we have not yet implemented these practices. We have taken small steps towards achieving this goal:

- Notes are taken in Monday’s Professional Learning Community (PLC) meetings as a department. These minutes are sent out to the entire faculty in order to inform all departments of what is occurring in each department.

- One area of strength is the Math Department’s collaboration with the Special Education Department. We have co-taught classes where a Math teacher and a Special Education teacher work together to plan and meet the needs of students with IEP’s.

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

- We collaborate with the mathematics department at our feeder middle school to better prepare students for high school math courses.

- We will begin collaborating with the Science Department.

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

- Advisory time is built into the last 15 minutes of class to work with students that struggle or have missed mathematical concepts.

- Co-taught classes are offered to focus instruction on students with 504’s and IEP’s. We currently offer two co-taught Secondary Math 1 classes, two co-taught Geometry classes, and one co-taught Algebra 2 class.

- A Pre-Algebra Resource class is offered for students with IEP’s and low math skills.

- A CTE Tutorial Secondary Math 1 and Geometry course are offered concurrently with a regular math class to practice basic math skills and strengthen newly learned skills. This class is offered for students who scored 3 or lower on the state CRT.

- An Algebra 2 Honors course is offered for gifted students. Additionally, AP Calculus AB, AP Calculus BC, and AP Statistics courses are offered.

- This year we started a Math Club to work with students who want to participate in state and national math contests, as well as explore topics in mathematics.
• Algebra and Geometry sections are offered, which include freshman only.

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

• Our department’s policies and procedures are aligned with those of the school as a whole.

• As a department, teams have developed common TMU (Thunder Mastery Unit) assessments for Secondary Math 1, Geometry and Algebra 2. These assessments are based on the Math State Core Curriculum. This year a team is developing common assessments for Precalculus.

• Students must demonstrate mastery of all state core math concepts in order to receive a passing grade. Those who fail to do so are assigned an “I” (incomplete) grade until mastery is achieved. As a department, we work with individual students to help them relearn and practice the material. Students then retake tests or do additional learning activities until they reach mastery.

• Attendance School is provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)

• Additional sections of Algebra 1 were put into the schedule to reduce class sizes for this course.

• Advisory time is used each class period.

• Teaching assignments are altered each year so that each teacher stays current with all course material and so that students have options to take classes from different teachers.

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

• Last year we read and discussed The Art and Science of Teaching by Robert J. Marzano. This year we will be reading Assessment for Learning by Rick DuFours. We devote 10-15 minutes of department collaboration meetings to discuss the book and ways to implement the ideas into our teaching.

• Our department members attend NCTM, UCTM, state in-service courses, New Teacher Academy, etc. Department members present at NCTM, UCTM, and Park City Math Institute. We all attend the Alpine District Math Content Day.

• We share best practices about twice a month in our collaboration meetings, including integration of technology. We also informally collaborate during the week.

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

• We have daily tutoring sessions before and after school. The daily morning sessions start at 6:45 AM and run until school starts at 7:45 AM. The after-school sessions are Tuesday through Friday from 2:15 PM until 3:30 PM.
Online help is offered through our textbooks which students can access from home or the computer lab at the school. Members of our department are available beyond contract time to communicate with students regarding class work.

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

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

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

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

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

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

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<thead>
<tr>
<th>STRENGTHS</th>
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<tbody>
<tr>
<td>• Preparing students for unit and CRT exams.</td>
<td>• CRT pass levels have increased by 8% from 2010.</td>
</tr>
<tr>
<td>• Highly trained and qualified faculty</td>
<td>• All but two teachers have a Level 4 endorsement. Seven teachers have a master’s degree.</td>
</tr>
<tr>
<td>• Wide variety of course offerings</td>
<td>• CTE Math, Secondary Math 1, Geometry, Algebra 2A and 2B, Algebra 2 Honors, College Prep, AP Statistics, Non-AP Calculus, AP Calculus AB and AP Calculus BC, in addition to standard math classes.</td>
</tr>
<tr>
<td>• Common assessments</td>
<td>• We all use the same tests for each unit in each class to compare data.</td>
</tr>
<tr>
<td>• Before and after school tutoring</td>
<td>• At least two teachers tutor before and after school every day.</td>
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<td>• Options of different teachers for each class</td>
<td>• Multiple teachers teach each course.</td>
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<tr>
<td>• Vertical teaming</td>
<td>• We have a good rapport with the middle school that feeds into our school.</td>
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<tr>
<td>• Class sizes</td>
<td>• Secondary Math 1 average: 25 students</td>
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<tr>
<td>• Homework completion</td>
<td>• High percentage of homework is completed.</td>
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<td>• Class placement</td>
<td>• Closer collaboration with the middle school and with the counselors.</td>
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<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
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<tr>
<td>• Class sizes</td>
<td>• We have hired more teachers this year and are going to hire more next year.</td>
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<td></td>
<td>• Geometry average: 35-40 students</td>
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<td></td>
<td>• Precalculus average: 40 students</td>
</tr>
<tr>
<td>• Collaborating with other departments</td>
<td>• Once a month collaborate with other departments.</td>
</tr>
<tr>
<td>• Reviewing common assessment results</td>
<td>• Bring our test results to our Monday meetings and discuss them. Planning can be done outside of our meetings.</td>
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<tr>
<td>• Department collaboration</td>
<td>• Make more effective use of collaboration time and plan and follow agenda. Follow group norms closer to accomplish goals.</td>
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<tr>
<td>• Use of technology</td>
<td>• Create additional teacher websites with links to content podcasts and other content links.</td>
</tr>
<tr>
<td>• AP passing rates</td>
<td>• Improve student preparation and classroom instruction to follow AP curriculum closer.</td>
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</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   • Department content is aligned with the Utah State Core Standards for Secondary Performing Arts. The knowledge gained is assessed through formative assessments and performances (summative).

   • Higher-order thinking skills are developed through critiquing performances. We invite both professional and local performers and clinicians to work with our students. We participate in region/state festivals and competitions.

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

   • The state core is used as a base for planning, implementing, and assessing student performances.

   • Each department aligns its curriculum with state, district, and national core standards and benchmarks its achievements from those standards. Each individual department uses state-sanctioned activities (i.e. festivals and competitions) to improve student performance to meet those standards.

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

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

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

   • We encourage our students to participate in academic, athletic, and activities-based programs (i.e., pep band at sporting events, national anthem performers, etc.)

   • We require students to maintain a high academic standard in order to participate in elite performance groups such as Dance Company, Ballroom, etc.

   • We provide performance groups for assemblies, athletics, and other special events in the school and in the community.

   • Stage crew students provide technical support for all departments that use the auditorium as well as assist the student body officers during rallies in the main gym.
5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, Special Education, gifted, etc.)?

- All students may participate in our programs, regardless of their learning abilities.

- Curriculum is activity-based, which allows those with limited English, learning disabilities, and physical disabilities to participate and interact with other students.

- We modify assignments, modify delivery, extend deadlines, scaffold instruction, and use peer tutors in the classroom.

- Independent study in music is available to students who study privately and would like time to improve the skills in their discipline.

- We attend IEP meetings as needed.

- Exceptional students are given additional opportunities and responsibilities (i.e., leadership, peer tutor, section leader, directing, choreographing, technical directing, stage managing, etc.).

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

- Advisory time is allocated to the discretion of each individual teacher.

- Advisory time is used to work with students who have fallen behind and for those who would like to get ahead.

- Our department strictly adheres to the school’s attendance policy and performing arts classes have an additional attendance TMU which requires students to have 80% attendance in the class in order to receive credit per term.

- Resources include student materials, supplies, music, upgraded equipment, and increased technology.

- We keep careful record of all finances and expenditures to ensure our resources are used properly.

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

- We participate in district-wide professional development days in performing arts.

- All members of the performing arts department are consistently involved with professional development growth through attending outside educator workshops, conferences, and professional projects.

- Teachers are involved in completing master’s degrees and special endorsements.
8. How do students have access to additional support beyond the classroom?

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• #1 Highly trained faculty</td>
<td>• #1 Master’s degrees, industry experience, and ongoing professional development</td>
</tr>
<tr>
<td>• #2 Wide variety of class offerings</td>
<td>• #2 Concert Orchestra, Chamber Orchestra, Dance 1-3, Dance Company, Alliance, Symphonic Band, Wind Symphony, Beg. Jazz Band, Adv. Jazz band, Marching Band, Percussion Ensemble, Drama 1-4, Musical Theatre, Stage Crew, 5 Choirs, AP Music Theory, Ballroom 1,2 and 3, Ballroom Dance Company, Music Appreciation, Independent Music Study, Symphonic Orchestra, Concert Band, and 6 Choirs</td>
</tr>
<tr>
<td>• #3 High level of collaboration among teachers</td>
<td>• #3 Weekly team meetings as well as daily communication among faculty. Combined performances and district collaboration.</td>
</tr>
</tbody>
</table>
## Weaknesses

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Inadequate Technology</td>
<td>#1 Training, funding, research, space, computer labs</td>
</tr>
<tr>
<td>#2 Inadequate community and parental support</td>
<td>#2 Community Outreach, Publicity, Perseverance</td>
</tr>
<tr>
<td>#3 Inadequate Funding</td>
<td>#3 Collaboration with the district, administration, and community to increase funding and district allocations. Seeking grants and donations.</td>
</tr>
<tr>
<td>#4 Insufficient enrollment in programs</td>
<td>#4 School Publicity, Community Outreach, Vertical Collaboration with Feeders, Perseverance. We currently have 34% of the student population in our programs. We would like to increase that to 40% over the next 2 years.</td>
</tr>
<tr>
<td>#5 Departments without websites.</td>
<td>#5 Website training during Monday Collaboration time.</td>
</tr>
<tr>
<td>#6 Lettering in all performing art courses.</td>
<td>#6 Work together as a group and as singletons to create lettering requirements.</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

• Department curriculum cultivates students’ skills to be lifelong learners, and to develop lifetime fitness goals.

• Each class focuses on students being physically fit throughout their life, while balancing physical, spiritual, social, emotional and mental health.

• As instructors, we emphasize the importance of creativity through personal fitness plans for each student, which will prepare students to construct individualized fitness programs on their own for a lifetime.

• Daily attendance and participation is emphasized to mature students’ reliability, organizational, social and study skills that employers often need.

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

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

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

• Students are evaluated on their level of skill during assigned activity by testing, observation, off campus activities/field trips, and peer and self-assessment. They are also evaluated through FitnessGram, standardized graphs, competition and individualized assessments.

• Students are evaluated through personal skill assessment in various activities.

• Students participate in pre-tests that provide the teacher with data about what the students do and do not understand pertaining to the objectives that will be taught that semester. Students will then follow up with a post test to provide the teacher with the data needed to evaluate student learning.

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

• The Physical Education Department spends extensive time enforcing the principles of general education in the following ways:

• Teaching the history of various sports and the roles they have played in the history of the U.S.
• Teaching basic math formulas, such as calculating target heart rate zones, and standard scoring in an assortment of sports and activities.

• Including the basic principles of exercise science through anatomy, physiology, biomechanics, kinesiology, motor development and sports medicine.

• Collaborating with the health department in the following areas: body image, the five components of health and five components of fitness.

• Using computer labs to enhance students’ ability to use technology and writing skills by creating papers related to the lifetime activities and fitness principles.

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

• We welcome and include everyone in the physical education department.

• Accommodations are made for special education students as we review IEPs’ and develop specific fitness plans with the special education and resource departments. Additionally, we meet with the Adaptive PE teacher once a month to discuss student progress.

• We modify assignments and instruction, extend deadlines, differentiate instruction, and use peer tutors.

• We attend IEP meetings.

• Gifted students are offered enrichment activities.

• Higher learning assessments are offered such as advanced weight training.

• We assist in peer assessments.

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

• Advisory time is allocated to the discretion of each teacher.

• Advisory time is used to work with students who have not met TMU or classroom standards.

• Our department follows the school attendance policy.

• Department resources are inventoried annually. Equipment and supplies are kept in the best of condition for the safety of students.

7. How does the department collaborate and engage in ongoing professional development growth for the purpose of improving student performance?
• As a department we have read professional development material. In 2010, we read *The Art and Science of Teaching* by Robert J. Marzano. In 2011, we are studying *Seven Strategies of Assessment for Learning* by Jan Chappuis.

• We devoted 15 to 20 minutes of department collaboration meetings to discuss the book and ways to implement the ideas into our teaching and our classrooms.

• We continually participate in district-wide professional development days and training done at our school, e.g., archery certification.

• Teachers have attended the annual UAPEHRD conferences to increase content knowledge.

• During the summer of 2011, we participated in the Alpine School District summer collaboration grant in which we accomplished the following: student assessments, common assessments, alignment of core curriculum into SMART goals, and yearly calendar of activities and events.

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

• The PE department offers extended help in the following areas:

• Teachers are available before and after school

• UCUTIPS website

• PE/Health department website

• Online textbook for Fitness for Life is available to students

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

• Students are tested through the UCUTIPS website for study guides, pre tests, unit tests and post tests.

• Students use the computer labs to write essays for each unit.

• Pedometers and heart rate monitors are used to set fitness goals and monitor cardiovascular improvement.

• Popular gaming systems are used to engage students in physical activity.

• Access to the computer lab is available until 4 pm daily.

• The student FitnessGram portal is available to the students to track fitness improvement.

• Cell phones, iPods, iPads and personal computers are used in class for review games, study guides and completing assessments.
10. How does current staffing and certification meet current program needs?

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

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

- Our department supports the school’s attendance policy.

- The PE department’s TMU requires students to have 80% attendance average, per quarter, which is higher than the school’s requirement. Students who fall below the 80% requirement are provided with remediation time during advisory, or before and after school.

- 60% of a student’s daily grade is based on participation.

- Students are provided an opportunity to make up class participation outside of school in a sport/fitness related activity.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>#1 Professional staff with deep experience level.</td>
<td>#1 Well disciplined classes in which very few students do not participate or pass.</td>
</tr>
<tr>
<td>#2 Wide variety of classes offered</td>
<td>#2 PE Skills, Fitness For Life, Lifetime Activities, Aerobics, Weight Training and Conditioning</td>
</tr>
<tr>
<td>#3 High level of collaboration among teachers</td>
<td>#3 Common assessments developed in each class</td>
</tr>
<tr>
<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• #1 Enrichment activities for students who have mastered the material</td>
<td>• #1 Create lessons to enhance extended learning through the use of technology, independent study with evidence of participation</td>
</tr>
<tr>
<td>• #2 Cross-curricular collaboration</td>
<td>• #2 Set up summer collaboration incentive plan to begin cross-curricular learning activities</td>
</tr>
<tr>
<td>• #3 Improved coordination of gym space and equipment use.</td>
<td>• #3 Create a Gmail calendar for each PE teacher to input and edit unit plans and equipment needs</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   *Filled with knowledge*

   • Our department consistently aligns our curriculum with that of the state core. We have strengthened our Professional Learning Community (PLC) by having a common curriculum and common assessments. We were awarded a summer grant to help us align ILO’s more tightly between tiered groups.

   • A variety of science elective courses are offered to engage student interest.

   *Engrained with skill*

   • Students are provided with opportunities to develop critical thinking skills that will benefit all aspects of their lives. Students use authentic data to apply the scientific method in real-life situations.

   • We help students develop scientific literacy so they can survive in a technological world. Students are required to complete individual science projects.

   • Students are given the opportunity to practice science skills.

   • Skills are honed through laboratory experiences in all science courses.

   *Infused with creativity*

   • We have inquiry labs.

   • Real-world problems are discussed in class with current content.

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

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

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

   • We use both formative and summative assessment data. A variety of assessment strategies are used to determine student mastery.

   • Quizzes are used for instant formative data of student understanding.

   • UTIPS provides students with homework that has instant feedback.
• Skyward grade breakdown graphs are used to chart students’ individual progress. See Figure 2.

• Gizmo, PHET, and other online interactive labs give students the opportunity to manipulate and interpret various types of data.

• COGNOS provides summative data of previous years’ performance and gives insight about necessary shifts in focus for the coming year in order to improve student progress.

• Labs include performance assessments that show students’ level of unit mastery.

• Common assessments are core driven and developed by PLC’s.

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

• Chemistry and physics continually collaborate with the math department to align science and math classes to improve student understanding and performance.

• We collaborate among our own subgroups of different science specialties, so students develop and build upon transferable science skills each year.

• Weekly collaborative work is summarized and shared with the rest of the faculty.

• We received a summer grant to increase our collaboration time. We incorporated the ILO’s in our instruction in a tiered fashion.

• We offer a Unified Studies program that integrates botany, zoology, photography, English and art.

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

• We continually provide differentiated instruction for students with different needs.

• We follow the school’s LUX program, which provides class time for remediation.

• Tests, study guides, and assignments are modified to assist students.

• We collaborate with the Special Education Department to best meet the needs of students.

• We offer AP classes for students who are accelerated.

• We offer a variety of core and elective science classes to meet the needs of all students.

• Our department has two fluent Spanish speakers.
6. To what degree are the department’s policies, operational procedures, allocation and use of re-
sources aligned with the educational agenda of the school?

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

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

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

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

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

• After-school tutoring is available in every classroom in the department.

• Three teachers in our department received UStar grant funds, which allow us to provide increased teacher-student face time.

• Additional inquiry opportunities are available through science fair participation.

• Online interactive labs are available for students who miss labs or class time.

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

• A variety of technology tools are used regularly in our department.

• A classroom set of laptop computers is used daily within our department to give students access to online learning tools.

• Vernier probes allow students to record and analyze real-time data to gain insight on scientific principles.

• Our department uses computers, projectors and a Promethean board.

• Tools used in our classes are varied, but include microscopes, scales, incubators, centrifuge, telescopes, and other science specific technology related to our individual courses.

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

• 100% of our staff is certified to teach their content area.

• 38% of our department has a master’s degree.

• The remainder of our department is working towards obtaining a master’s degree. Elective science credit offerings are reflective of individual teacher experience and interests.

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

• We are remediating students from previous quarters and years so that they can obtain the credit they need in order to graduate.

• Our department is actively working toward our SMART goals.

• As a department, we actively support the school’s mastery program by using remediation time through a variety of pre-test preparation, post-test remediation time, and in-class work time.
# Departments Areas of Strength and Recommendations for Growth

<table>
<thead>
<tr>
<th><strong>STRENGTHS</strong></th>
<th><strong>EVIDENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboration within the department</td>
<td>• Correlation of CRT data shows high interdepartmental collaboration (insert chart). Common assessments.</td>
</tr>
<tr>
<td>• High quality instruction</td>
<td>• Scoring above district average on CRT’s</td>
</tr>
<tr>
<td>• Prevalence of technology and hands-on experiences</td>
<td>• Labs, Gizmos, Inquiry, use of computer carts, guest speakers, telescopes</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>WEAKNESSES</strong></th>
<th><strong>SOLUTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis and use of data</td>
<td>• Use of Monday collaborative time to analyze data from common assessments.</td>
</tr>
<tr>
<td>• Interdepartmental collaboration</td>
<td>• Develop meeting time with teachers from other departments school wide.</td>
</tr>
<tr>
<td>• We lack proficiency in challenging students who already know the material.</td>
<td>• Implement an after-school Science Club</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   **Filled with knowledge**

   - We design common mastery assessments built around the state core curriculum. These common mastery assessments are used to outline specific learning outcomes and prepare assignments, projects, and formative assessments.

   - We offer additional levels of courses for students, including Honors Geography and World Civilization and a wide variety of AP courses- U.S. Government and Politics, U.S. History, World History, Psychology, Human Geography. In the future, we hope to offer additional courses such as Comparative Politics and Economics.

   - We also offer electives that provide students the opportunity to delve deeper into particular topics and/or areas of study, such as Modern and Ancient World History, Current Issues, and Psychology.

   **Engrained with skill**

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

   **Infused with creativity**

   - Students are provided opportunities to engage their skill sets through a variety of projects, debates, skits, songs, posters, movies, and simulations.

   - At the beginning of each school year, we establish curriculum maps with pacing guides for each course based on backward design and aligned with the state core. Teachers instructing the same courses ensure intradepartmental alignment.

   - We establish SMART goals for each course, highlighting core completion and higher levels of understanding.

   - We create common mastery assessments with the subject of each question aligned directly to state core standards.

   - We establish vertical alignments with U.S. history teachers at our feeder school, Vista Heights Middle School.

2. How does each course offering align with the State’s Core Curriculum, which prescribes content and course-specific intended learning outcomes?
• At the beginning of the school year, we established curriculum maps with pacing guides for each course based on backward design aligned to the state core.

• We established SMART goals for each course, including goals for completion.

• We created common mastery assessments with each question aligned directly to state core standards.

• We established vertical alignments with U.S. History teachers at our feeder school, Vista Heights Middle School.

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

• We use common unit tests to analyze the effectiveness of instruction and student learning. We meet in our department meetings to analyze the data from those exams to improve teaching and assessments.

• We give daily quizzes or self-starters that assess the previous day’s understanding.

• Our sub-departments create common projects with common rubrics.

• Students are taught to analyze political cartoons, propaganda, news articles, maps and charts, expanding their thinking and reasoning skills.

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

• Psychology creates application projects with science classes, including a dissection project. These projects allow students to practice the curriculum they study in class.

• U.S. History continually communicates with the English department seeking to align our schedules with the literature that they are reading in their classes. This enriches students’ experiences in their history class by providing schema that enriches their reading experience and gives greater relevance to their history curriculum. One key example is providing a framework for World War II and the Holocaust before students read books such as Night by Elie Wiesel.

• Our collaboration with the science department has lead to our department using more graphs, charts, and primary source analysis to help develop those skills for class and CRT preparation.

• Geography teachers have collaborated with Earth Systems teachers to emphasize curriculum covered both in the geography state core and the Earth Systems CRT.

• Classes such as U.S. History and Ancient World History work with English teachers to find material for research projects.
• Financial Literacy works with CTE teachers to share plans and lessons.

• AP social studies teachers communicate with AP teachers in other departments to plan and implement strategies to prepare students for the rigor of AP courses and tests.

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

• As a department, we continue to stress the importance of creating learning atmospheres in our classrooms that are conducive to all types of learners. To accomplish this goal we have determined three areas of focus for developing strategies. The first area of focus is diversity, the second area is differentiation, and the third area is assessment.

• As a department we understand that students learn in very different ways. To address this disparity between students, our department is committed to creating and sharing new strategies to meet the needs of diverse learners. Our department motto is “if we want our students to be creative, we need to be creative with them!”

• We understand that differentiated instruction is a powerful tool for including all types of learners. Some students (ESL, special education, gifted, etc.) will need more than generic lessons to become successful. Some of our strategies include:
  • Peer partnerships
  • Guided notes
  • Using sign language translators
  • Higher-level information
  • Varied testing methods
  • Cooperative learning groups

• For our department to grow and improve, we feel it is important to assess the effectiveness of our teaching strategies. We work as a team to assess what strategies work and what strategies need adjusting.

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

• Our department is committed to understanding and implementing Westlake High School’s educational agenda into our curriculum.

• All teachers in the department have updated manuals with school policies, procedures, and resources that are available at the school.

• Policies and procedures are continually reviewed by our department with the intent of using them as a guide for our classrooms.

7. How does the department collaborate and engage in ongoing professional development growth for the purpose of improving student performance?
• As a department, we set goals for ourselves to attend a variety of professional development seminars to gather new information and tools, plan new activities, integrate more varied curriculum, and gain new strategies for improving student achievement and understanding.

• To deepen content knowledge, develop curriculum, and increase pass rates, AP teachers attend conferences on a regular basis.

• We share valuable information about educational programs and help each other find and register for these.

• We use the strategies from these professional development opportunities to improve teaching, create new activities, develop new assessment techniques for the purposes of improving student learning, better assessing their learning, and making their experience more meaningful and memorable.

• We discuss readings from *Seven Strategies of Assessment for Learning* by Jan Chappuis at weekly department meetings.

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

• Teachers are available before school, after school, and during lunch. Most of our teachers stay at the school before and after contract hours.

• 70% of our teachers maintain class websites that include assignments, notes, Powerpoints and support materials. We also allow access to taking tests, so teachers and students have immediate results and feedback on student progress.

• Our department met with the librarian and ordered materials specific to our content for students to access in order to expand or enhance their learning.

• Students have access to extra review materials to help deepen their learning and ensure their understanding of the subject matter.

• We have purchased textbooks with online access.

• The media center and computer labs are available to students before and after school.

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

• Students have access to a state of the art computer lab with access to the Internet before school, after school, and during school hours. Wi-Fi is also available to the students throughout the school.

• Our department has acquired its own set of two portable computer labs with 20 laptop computers each. The teachers have made these available to the students for various research activities and projects.

• Each teacher has an LCD projector and computer in their room that provides students with many op-
tions for technology-based projects, web based activities, and research projects.

- Students also have access to digital cameras and camcorders to enhance their opportunity to use technology. Teachers in our department have created projects to ensure the students become familiar with the use of this technology and can use their own creativity.

- 70% of teachers in our department maintain websites or blogs to incorporate technology into their daily curriculum, while communicating with students and parents.

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

- All teachers in the social studies department are licensed by the State of Utah to teach history or social studies. Four teachers hold secondary social studies composite certifications and six teachers hold secondary history certifications.

- One teacher in our department has 32 years of teaching experience, and another teacher in our department has 39 years of teaching experience. Our department has a total of 106 years of combined teaching experience.

- Four AP teachers in our department have attended AP conferences to deepen their knowledge of subject material, improve their teaching strategies, and increase their students’ AP test pass rates.

- Some of our teachers that have participated in the TAH grant and Larry H. Miller’s Driven to Teach. These programs provide materials, strategies and content which enhance student learning and experience.

- The Social Studies department is unique in that eight of our teachers coach sports at Westlake, three are advisors to the student body officers, and one teacher started a Model UN club at the school. Our teachers’ involvement in extra curricular activities helps foster positive classroom environments and positive relationships with more students.

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

- Our current school improvement plan is to increase the graduation rate by 1%.

- The first step of the current school improvement plan is to utilize the Advisory schedule. Each teacher in the department uses the Advisory time to instruct students beyond the curriculum, review of information, and individually conference with students to assess needs and build individualized plans for success.

- The second step of the school improvement plan is to build unit mastery tests, including sliding scales for passing rates. Each teacher within the department has utilized collaboration time to revise unit tests and build common assessments. The department has also aligned their grade scales to match the school’s sliding scale for pass rates.

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

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

**Departments Areas of Strength and Recommendations for Growth**

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<tr>
<th>STRENGTHS</th>
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<tbody>
<tr>
<td>• #2 Common Assessments</td>
<td>• #2 Subjects being taught by multiple teachers share common assessments to ensure all students are learning the same core. Data collected from common assessments also helps teachers collaborate on areas of concern. Students who have transferred from one teacher to another easily transition.</td>
</tr>
<tr>
<td>• #3 Curriculum Mapping</td>
<td>• #3 Teachers map out their courses in collaboration with those teaching the same course. Curriculum mapping helps with pacing and guarantees complete coverage of the core.</td>
</tr>
<tr>
<td>• #4 Student Interaction</td>
<td>• #4 Teachers in our department are involved in many extracurricular activities (coaching, clubs, student council, advisory) which gives them greater opportunities for positive interaction with students both inside and outside of the classroom. A stronger relationship with the students has led to better performance in the classroom.</td>
</tr>
<tr>
<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
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<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• #1 Using data collected from common assessments</td>
<td>• #1 We have improved in collecting data from our assessments but now look to better use the data to analyze strengths and weaknesses in weekly collaboration meetings.</td>
</tr>
<tr>
<td>• #2 Creating opportunities for increased depth of learning</td>
<td>• #2 We will provide students with advanced understanding the opportunity to study and research materials beyond the curriculum, including utilizing resources in the media center.</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

- Department content is aligned with State Standards and Individualized Education Plans (IEP’s) and knowledge gained is assessed by CRT scores, UAA, and measured against Special Education Progress-Monitoring tools, such as the Brigance Inventory, Curriculum based measurement, and curriculum based assessment.

- As part of the IEP process we are transition-oriented; we develop a plan to help the student access higher education, the workforce, or to live independently. These are life skills that we want every student to have before they leave Westlake High School.

- We hold students to high but achievable expectations in order for them to reach their personal goals and become leaders and model citizens in the community.

- Because of the characteristics of our learners, it is necessary to re-teach essential concepts; accordingly, as a staff we create new and energizing ways to teach the same materials. Because of this, students are exposed to a variety of instructional methods and learning styles.

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

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

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

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

- Brigance Comprehensive Inventory of Basic Skills (Revised)
- Curriculum-Based Measurements and progress monitoring in Reading Oral Fluency, Written Expression, Mathematics Calculation and Reasoning, and Functional Skills
- Woodcock Johnson III Tests of Academic Achievement
- Common Assessments--Thunder Mastery Units (TMU’s)
- Behavior Checklist
- I.Q. Tests and Adaptive Assessments administered by the school psychologist
4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?

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

- During Monday’s Professional Learning Community (PLC) special educators meet with the language, science, and mathematics departments.

- At the start of each semester, and whenever we update a student’s IEP, we notify all of the student’s teachers of his/her accommodations and goals.

- We utilize para-educators in the student’s general education setting to help with accommodations and to help the student access the general education curriculum.

- Tracking forms to monitor students’ behavior and academic progress, are supported by the entire faculty.

- We also attend the following meetings within the professional learning community: beginning-of-the-year faculty training, focus groups, faculty council, accreditation meetings, and IEP meetings.

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

- Westlake High School offers 6 co-taught math classes and 5 small-group resource math classes.

- Westlake High School offers 6 co-taught English classes and 4 small-group resource English classes.

- Westlake High School offers 6 small-group resource reading classes.

- Westlake High School offers life skills classes with para-educator and peer tutor support; in addition, para-educator and peer tutor support is available in general education classes.

- Each special education teacher is assigned a caseload of students for whom they are responsible to develop and implement an IEP in each student’s least-restrictive environment.

- The special education department has 6 para-educators and 1 transition specialist to help students access curriculum in their least-restrictive environment.

- Peer tutors are utilized to encourage special education students to associate with general education students, and vice-versa.
• Special education teachers work cooperatively with their co-teachers to develop, or modify, instruction and materials to meet the needs of all students in the class. This includes incorporating cooperative learning activities, developing alternative activities to reach multiple intelligences (oral presentations, PowerPoint presentations, pictorial representation of key ideas, creating movies, etc.), the use of grading rubrics and graphic organizers, and applying the concept of universal design to the classroom and instructional materials.

• Advisory time is built in to the last 15 minutes of class to have individual conferences with students where teacher and student can discuss and adjust learning to facilitate student progress.

• Special education students can participate in Westlake High School’s Unified Studies Program, which provides specific course credits in an alternative classroom setting.

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

• Our department policies and procedures are aligned with those of the school as a whole.

• Grading is divided into two general categories: assignments and common assessments; Life Skills uses a Pass/Fail system.

• The department has implemented, as part of our SMART goal this year, a curriculum-based progress-monitoring data collection tool.

• Students must prove mastery of all core concepts in order to receive a passing grade. Those who fail to do so are assigned an “I” (incomplete) grade until mastery is achieved.

• Attendance School and make-up opportunities are provided for those students who have deficiencies in attendance. (Please refer to WHS Attendance Policy.)

• Advisory time specific to each class period.

• We have implemented a positive behavior support system (Genius Parties and Activities) that provides incentives for students who are earning credit and making progress toward their IEP goals; conversely, those students who are not earning credit receive additional advisory time and organizational lessons taught by the school psychologist.

• The special education department has 6 para-educators and 1 transition specialist to help facilitate students access curriculum in their least-restrictive environment.

• As far as resources for students, we have a full-time transition specialist. We also have student classroom computers, online textbooks, audio books, Edmodo, Gmail accounts and Google Docs, Elmo Document Cameras, SMART Boards, MECA, hands-on manipulatives, assistive technology, and community guest presenters who are regularly used in the classroom.

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

• In 2011 we read The Art and Science of Teaching by Robert J. Marzano. We devoted 15-20 minutes during department collaboration meetings to discussing the book and ways to implement the ideas into our teaching.

• In 2012, as a department and faculty, we have read and studied Pearson’s Seven Strategies of Assessment for Learning. We devoted 15-20 minutes during department collaboration meetings to discussing the book and ways to implement the ideas into our teaching.

• 3 special educators are actively engaged in a district SPED Literacy Cohort.
• 3 special educators are actively engaged in a district SPED Math Cohort.
• 3 special educators are actively engaged in a district New Teacher Cohort.
• 2 special educators are actively engaged in a district Life Skills Teacher Cohort.

• Each month we are trained in Proactive Measures by a district representative to increase compliance with district, state and federal policy.

• Special educators take on-going district professional development classes during the summer (goal banks and general education math common assessments, curriculum maps, and pacing guides.)

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

• The special education department supports the school’s math lab; in addition, on A-Days, a special educator runs a separate math lab for students with IEP’s.

• The special education department has an open-door policy for tutoring. Many students come in before and after school, and during lunch.

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

• The special education department’s para-educators are available to tutor and provide accommodations (such as reading tests aloud, acting as a scribe, etc.)

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

• One of our main objectives as a new school has been to utilize the technology available to us. The special education department has access to a mobile computer lab. We have iPads, iPods, Flip Video, ELMO’s, and Smart Boards.

• We encourage our students to use technology in their projects and presentations, including unique Web 2.0 applications. Our students have completed projects and presentations using Prezi, Tumblr, blogs, Google Docs (and other back channel collaborative forums), Voice Thread, Animoto, and Poll Everywhere.
• We frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music
with projectors, digital cameras, Flip video, voice recorders, SMART Board, sound systems, Clicker 5, Boardmaker, Notebook, My Own Bookshelf, Geometry Sketchpad and Elmo document cameras into our lesson plans.

- We create assignments that allow students to demonstrate their learning with technology. The use of technology is meant to show mastery of concepts in real-world contexts.

- We use technology to provide extensions and application activities to our lesson plans.

- Students are also taught how to use technology, which is an essential life skill.

- All students have access to online editions of our classroom textbooks.

- Technology is used with individuals to strengthen IEP goals and provide practice time.

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

- 100% of department members are licensed by the State of Utah to teach special education.

- 71% of our department is Level II endorsed, and 29% of our department is Level I endorsed.

- 14% of our department has their master’s degree. 14% of our department is currently working on their master’s degree.

- 50% of our department members have multiple certifications, including physical education, elementary education, administration, and math.

- Our department is made up of 57% first- through third-year teachers who bring new strategies and perspectives to teaching.

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

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

- We support our school’s policy on unit mastery tests by weighting our grades accordingly.

- We see a need to continue to help our students improve their CRT scores.

- Advisory has been implemented to help students remediate. Weekly at-risk meetings of students are held to track their academics and attendance; attendees include an administrator, school psychologist and general education teachers as needed.

- We hold “Genius Parties” twice a term to encourage students to have good grades and turn in their assignments. Students with good grades attend the party while students who do not meet grade re-
quirements, then get specialized instruction during that time.

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

**Departments Areas of Strength and Recommendations for Growth**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>• We are compliant with all State and Federal Rules pertaining to the IEP.</td>
<td>• We received 9 out of 10 as a district from our State Audit regarding federal compliance and state statutes.</td>
</tr>
<tr>
<td>• Collaboration within our department, with other departments, with the District, and business partners.</td>
<td>• We attend science, math, and English Monday PLC meetings. We have a weekly Wednesday special education team meeting at 7:00 AM; the District sends a representative once a month to this meeting. With business partners we do enclaves. We work with higher education (universities and trade schools) to help our students transition. We attend Literacy Cohort, New Teacher Cohorts, Life Skills Cohort, and Math Cohort.</td>
</tr>
<tr>
<td>• Use of and implementation of technology</td>
<td>• We frequently incorporate visual and audio elements, such as video clips, PowerPoint, and music with projectors, digital cameras, voice recorders, SMART Board, sound systems, Clicker 5, Boardmaker, Notebook, My Own Bookshelf, Geometry Sketchpad and Elmo document cameras.</td>
</tr>
<tr>
<td>• Committed to help ALL students succeed</td>
<td>• IEPs focus on academics and transition skills and goals.</td>
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<tr>
<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
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<tr>
<td>• Lack of TMU’s</td>
<td>• Create TMU’s for special education classes.</td>
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<tr>
<td>• Lack of access, at times, to computers and printers</td>
<td>• Create small, permanent computer lab (2-5 computers) in each classroom; possible second mobile lab, possibly have a special education-only copier and shredder.</td>
</tr>
<tr>
<td>• Need to be more proactive in general education settings</td>
<td>• More initial dialogue and training with general education teachers, we need to focus on additional departments.</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

- Department content is aligned with the Utah state core standards for Secondary Visual Arts and knowledge gained is assessed through CTE Test Scores and AP pass rates.

- Common assessments (district and department wide) and TMU pass rates are used to test student knowledge and skill in the classroom.

- We focus on higher-order thinking skills involved in creative thinking through critiquing professional artwork, inviting local artists to discuss the creative process, and semi-annual field trips.

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

- The state core is used as a base for planning, implementing, and assessing student artwork.

- Lesson plan objectives are aligned with state core.

- In 2010-2011 during weekly departmental meetings, we analyzed the state core and interpreted critical concepts.

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

- Our department uses a variety of assessment tools.

- Formative assessments include peer evaluations, checking for understanding, and process critique.

- Summative assessments include department and district aligned rubrics, formal performance critiques, self-evaluations, and portfolio reviews.

- We use graphs and tables (data) based on assessment results to evaluate best teaching practices.

- Students receive outside evaluations by entering juried art shows such as the semi-annual school art show, district art show, and Utah All-State Art Show at the Springville Museum of Art.

- Westlake High School Fall Art Show 2009

- Westlake High School Spring Art Show 2010

- Westlake High School Fall Art Show 2010

- Westlake High School Spring Show 2011
• Alpine School District Art Show 2010

• Utah Art Show at Springville Museum of Art

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

• Visual arts teachers collaborate monthly with CTE teachers.

• We attend monthly collaboration with both CTE and visual arts. We have improved our attendance from 2009-2010.

• As a department, we submitted a proposal to attend UAEA’s winter conference.

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

• The visual arts department classes have approximately 15% of students with accommodations.

• We modify assignments and delivery, extend deadlines, scaffold instruction, and use peer tutors in the classroom.

• We attend IEP (Individual Education Plan) meetings.

• Gifted and Talented students are offered telescoping and enrichment activities.

• Gifted and Talented students are highly encouraged to take AP art classes.

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

• Advisory time allocated to the discretion of each individual teacher.

• Advisory time is used to work with students who have fallen behind.

• Our department strictly adheres to the school’s attendance policy.

• Use of resources includes student materials and supplies, upgrading of vital equipment, and increasing technology.

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

• Digital Photography and Commercial Art teachers attend the summer and winter CTE conferences (Johnson and Mills, 2009-2011).
• Visual arts participates in district-wide professional development days.

• Teachers are currently completing master’s degrees and special endorsements (Jorgenson, MA 2010, Johnson, MA, current, Mills, gifted/talented endorsement, 2011, Mills, TELL, current, Mills, WIDA, current)

• In 2010-2011, we read and discussed The Art and Science of Teaching by Robert J. Marzano.

• We are currently reading Seven Strategies of Assessment for Learning by Jan Chappuis

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

• We have department websites: www.simplifiedart.com and http://web.me.com/auenland/digital_photography.

• Teachers are available in classrooms before and after school.

• Students receive information regarding outside course work opportunities such as community art classes through UVU, Visual Arts Institute in Sandy, and the Bridge in Provo.

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

• The art department has a fully functioning Mac lab exclusively for art students.

• We have access to the PC lab until 3:30pm.

• We have new digital cameras and dark room technology.

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

• All teachers are Level II certified.

• All teachers are certified in their content area.

• As of 2010, two of our teachers have their master’s degree. Three out of five teachers have or are working on their master’s degree in 2011.

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

• We are taking steps to improve attendance by building scores into attendance and class participation.

• Implementing Thunder Mastery Unit Tests (TMU’s) has increased student completion of homework and assignments.

• Pass rates have increased among visual art classes.
### Departments Areas of Strength and Recommendations for Growth

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>• #1 Highly trained art faculty and working artists</td>
<td>• #1 Master’s degrees, industry experience, and ongoing professional development</td>
</tr>
<tr>
<td>• #2 Wide variety of class offerings</td>
<td>• #2 Added AP 3D in 2011-2012. Other course offerings: Art II Foundations, Drawing I, Drawing II, Photo I, Photo II, Ceramics I, Ceramics II, Commercial Art, Painting, AP Drawing, AP 2-D.</td>
</tr>
<tr>
<td>• #3 High level of collaboration among teachers</td>
<td>• #3 Weekly team meetings and monthly district meetings as well as daily communication among faculty.</td>
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<tr>
<th>WEAKNESSES</th>
<th>SOLUTIONS</th>
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<tbody>
<tr>
<td>• #1 Cross-curricular collaboration</td>
<td>• #1 Update 2011: Improvement through monthly curriculum team development</td>
</tr>
<tr>
<td>• #2 Student involvement in art shows outside of school</td>
<td>• #2 Informational monthly newsletter and promotion of involvement with high level students beginning 2012-13 school year</td>
</tr>
<tr>
<td>• #3 CTE Skills testing pass rates</td>
<td>• #2 Update 2011: Add bulletin boards with lists of art shows</td>
</tr>
<tr>
<td></td>
<td>• #2 Update 2011: Improve participation in Utah All-State Show (Springville Museum) student art work to be kept until the conclusion of course to ensure best work is being submitted</td>
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<tr>
<td></td>
<td>• #3 SMART Goal to increase pass rate by 5% through multi-teacher collaboration for each unit</td>
</tr>
</tbody>
</table>
1. How are the department’s curriculum and instructional strategies aligned with the school’s desired results for student learning (DRSLs)?

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

   - The Westlake High School World Languages Department focuses upon the Utah State World Languages Core Curriculum with the 5 C’s of language acquisition:
     - The first C is ‘Communication’ in languages other than English and is the primary focus of our department.
     - The second C is for gaining knowledge and understanding about other ‘Cultures’.
     - The third C is for ‘Connecting’ with other disciplines and acquiring information.
     - The fourth C is for ‘Comparisons’ by developing insight into the nature of language and culture.
     - The fifth C is for participating in multilingual ‘Communities’ at home and around the world.

   - By definition, we aim to teach the KNOWLEDGE and SKILLS necessary for the successful interaction and ‘Communication’ with people from ‘Cultures’ around the world. Learning to speak a foreign language epitomizes the type of knowledge and skill desired of a Westlake High School student.

   - Finally, one of the real strengths of our department is the CREATIVE manner in which we engage students in the learning process. Every teacher in our department uses a wide variety of creative and fun activities to help language acquisition and retention and to insure participation.

   - Essentially, all that we do is teach and practice KNOWLEDGE and SKILL and we do it in a very CREATIVE and interactive ways.

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

   - As previously stated, all Westlake World Languages course content is derived from the Utah State World Languages Core Curriculum.

   - Our department has a primary focus on the first standard which is the knowledge and skill necessary to Communicate in the target language.

   - We also incorporate the other 4 standards into every unit.

   - All summative unit exams, units, formative assessments and lesson plans focus upon teaching the students to learn to speak, listen, read and write in the target language.

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

   - Our department utilizes daily quizzes as summative and formative assessments of student learning.

   - Our department uses rubrics, oral responses, unit examinations, and a very large variety of in and out of class assignments and activities to track student learning.
• Our teacher’s regularly interact with all students in the target language as a mode of formative assessment.

• Our department will make daily adjustments to their lesson and curriculum plans depending upon student learning and comprehension.

• Our department uses Rosetta Stone Language Acquisition software as a tool measuring practice and one on one engagement in the target language. The software enables each instructor to track every student’s participation and learning accomplishments. The students in our department will use nearly 15,000 hours of one on one language interaction over the 2010-2011 school year. We were informed by the Rosetta Stone Corporation that our students, per student, have completed more time utilizing the software than any other school in Utah.

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

• The Westlake World Language Department has occasionally collaborated with the Social Science Department regarding studies about the other world cultures.

• The French classes work with the foods classes at least 5 times a year to create authentic cuisine. The World Language Department sponsors an international food day for the school and presents an international holiday sing-in in the target languages in the commons area.

• Our department has thematic units related to math, language arts and social studies.

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

• The Westlake World Languages Department is a place of opportunity for ESL students.

• Nearly one third of the students in the Spanish AP program are heritage speakers.

• The department provides Rosetta Stone Software for the entire school population including all ESL students, gifted and talented learners and Special Education students.

• The department offers Concurrent Enrollment and Advanced Placement classes for advanced and gifted learners.

• Students representing every ethnic group and academic level take classes in the World Languages Department.

• Teachers provide weekly remediation time and extra-curricular remediation opportunities for All students in need.

• Special needs students participate in each language taught at Westlake.
Westlake currently offers Spanish, German, French as well as ASL and will add Chinese beginning 2012-13 school year.

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

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

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

- The Westlake World Languages Department engages in a wide variety of professional development opportunities.
- The department meets weekly to focus on the four essential questions of student learning (What are the students supposed to know?, How are we going to know if they have learned it?, What are we going to do if they have not learned it?, and What do we do for those who already get it?)
• Department members are involved with the UDCA (Utah Debate Coaches Association, UFLA (Utah Foreign Language Association) and have attended many conferences and training activities.

• The department has researched the works of a number of education experts including texts from Marzano, Stiggins, Gardner, Palmer, and Blaine Ray.

• Each teacher in the department is or has been very recently enrolled in post-graduate or teacher education college programs and continues to seek out high levels of education.

• All members regularly participate in school and district professional development learning opportunities.

• Two department members serve on the Alpine School District World Languages Professional Development Leadership Committee.

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

• As previously mentioned, every student has access to Rosetta Stone Software from home or any other location with internet access.

• Teachers provide websites with lesson and instructional materials.

• Students have been shown and taught about many additional internet resources.

• Teachers are available daily before and after school for individual remediation and instruction time.

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

• As mentioned several times already, the Westlake World Languages has a special focus upon using advanced technology as a very useful tool along with traditional teaching methods.

• Technology is used in every world language classroom nearly every single day and students have direct access to technology improving their ability to learn the target language.

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

• 100% of the World Languages teachers are certified in their target language.

• 60% are Level II Certified.

• 60% have their Master’s Degree or equivalent and the remaining are pursuing advanced degrees.

• Every language course offered is near or above capacity.

• The World Languages Department teaches nearly 50% of the Westlake student population.
• Teachers in our department also are certified to teach English, ESL, social studies, debate, drivers ed., cheer, and coach baseball and basketball.

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

• We use Smart Goals to enhance student learning and improve educational outcomes.

• Goals include achieving 15,000 hours of Rosetta Stone Software and creating year long curriculum derived from the Utah State World Languages Standards.

• We support the Desired Results of Student Learning (DRSLs) by Creatively helping students obtain the Knowledge and Skills necessary to Communicate and interact with other Cultures in foreign languages.

• We fully support the school’s mission statement of Lux et Virtus by promoting student success and in preparation to be contributing citizens to our democracy.

• The Westlake World Languages Department is committed to collaborating in professional development communities around the school to improve student achievement.

Departments Areas of Strength and Recommendations for Growth

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>• The World Language Department collaborates effectively every week in productive and useful sessions</td>
<td>• The meetings have been held and summarized via weekly minutes.</td>
</tr>
<tr>
<td>• The members of the department are all certified and trained in their target languages and subjects and continue to further their education.</td>
<td>• We all have appropriate licenses, certificates and education.</td>
</tr>
<tr>
<td>• Our students are succeeding in learning target languages and our department is playing a very important role at Westlake High.</td>
<td>• Westlake Students will use 15,000 hours of Rosetta Stone software and we teach more than 1,000 students (nearly 50%) in 27 sections of language classes with an average enrollment of more than 35.</td>
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<tr>
<td>WEAKNESSES</td>
<td>SOLUTIONS</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>• Our department could do a much better job collaborating with other</td>
<td>• It would be useful to organize some professional development time with</td>
</tr>
<tr>
<td>departments and curriculums from across the school.</td>
<td>other departments.</td>
</tr>
<tr>
<td>• Our department could do a better job at horizontally aligning our</td>
<td>• It is already one of our SMART goals to create year long unit outlines</td>
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<tr>
<td>curriculum so that we are all</td>
<td>derived from the standard and in conjunction with the DRSLS. We hope</td>
</tr>
<tr>
<td>on the same page at a given point of time.</td>
<td>to have this accomplished by early next fall 2012.</td>
</tr>
<tr>
<td>• Our department could better utilize data on individual students to</td>
<td>• Develop a series of both formative and summative assessments that</td>
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<tr>
<td>promote student achievement on an academic level.</td>
<td>enable the department to look at individual achievements and</td>
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<tr>
<td></td>
<td>struggles. (This relates to the SMART goal mentioned above.)</td>
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Focus Groups were an essential part of Westlake High School’s self-evaluation process. Stakeholders representing the faculty, staff, parents, students, and community members used the NSSE Rubrics for Instructional and Organizational Effectiveness to consider research-based principles and indicators of quality schools. Each group carefully studied its Focus Group principles, evaluating their the effectiveness and assigning a score to each one. The seven Focus Group categories were Curriculum Development, Instructional Strategies, Assessment of Student Learning, Educational Agenda: Vision, Beliefs, Mission and Goals, Leadership for School Improvement, Community Building, and Culture of Continuous Improvement and Learning.

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

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

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

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

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

Focus group’s ranking of WHS for principle 1: 3.2

Evidence:

• Assessments in the school are centered on the CRT standards as outlined in the state core curriculum. This provides a clear definition of the type of achievement to be assessed.

• Math and Science departments use common assessments within the different focuses/subjects. Units are developed by backwards design to ensure assessment methods match the class instruction.

• English Department uses common testing rubrics although each class may be studying a different novel. These rubrics are developed by their professional learning community.

• The school has a common student mastery program employed in each class to ensure understanding of a topic is obtained.
• Teachers throughout the school are still developing models and exemplars so parents and students know what good performance is.

• Departments can provide examples of common assessments and rubrics upon request.

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

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

**Evidence:**

• Thunder Mastery Tests (TMUs) are developed by departments to ensure that there is consistency in each grade level of the material tested. These common assessments are developed through collaborative processes unique to each department.

• Thunder Mastery Unit tests are used by every teacher at Westlake, and are based on the Utah State Subject Core. If students do not show mastery, teachers have a unique plan to remediate students.

• In our Westlake handbook and in each teacher’s disclosure document the purpose and process of TMUs are clearly defined. Teachers also communicate with students and parents directly to make sure the purpose of each assessment is understood.

• The results of assessments are clearly communicated with parents and guardians by teachers updating their grades weekly, failure notices and report cards being sent home and direct communication (phone, email) with parents and guardians.

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

**Focus group’s ranking of WHS for principle 3: 3.7**

**Evidence:**

• In weekly Professional Learning Communities (PLCs), teachers develop and/or revise common assessments (Thunder Mastery Unit Tests) for each subject, which are aligned to the Utah Core Curriculum and based on instructional methods.

• Teachers utilize backward design to create specific assessments based on desired learning outcomes.

• Classroom instruction closely follows these desired learning outcomes, and classroom learning activities involve a variety of methods to reach these goals and to allow students to perform and think at each level of Bloom’s taxonomy.

• Teachers use the levels of expected student cognition provided by the state core to design assess-
ments that test various levels of student understanding.

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

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

**Focus group’s ranking of WHS for principle 4: 3.5**

**Evidence:**

- The TMU system requires students to complete and pass 60% of classroom participation, homework and classwork before Unit Tests can be taken. The unit tests are designated as Thunder Mastery Units (TMU.) Mastery for a unit is obtained when a student has earned % 160 between coursework and the assessment. The purpose of the TMU is to ensure that students learn state core materials.

- Students are assessed up to three times a quarter using a variety of methods to prove mastery.

- Our school departments are Professional Learning Communities. They work together to use common assessments and unit plans to create a unified assessment matrix. Rubrics are used to give students a good understanding of teacher and course expectations.

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

**Focus group’s ranking of WHS for principle 5: 3.1**

**Evidence:**

- 100% of our teachers use a variety of testing methods (i.e. portfolios, projects, quizzes, tests, presentations, and essays) to maintain a fair and equitable assessment practices.

- Teachers, counselors, and administrators work closely with special educators to ensure accommodations are met during assessments.
QUALITY ASSESSMENT SYSTEMS

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

Areas of Strength:

1. As a school, we are willing to adapt our assessment policies to student needs.

2. The purpose of assessments is communicated in a variety of ways to parents and students through the school website, the student handbook, teacher’s disclosure documents, and teacher instruction.

3. Our school’s strengths include the high quality of our teacher’s professional backgrounds and practices.

4. The school’s professional learning communities provide an environment where teachers collaborate and create common assessments and units aligned with the state core.

5. There is a wide variety of methods of assessments (both formative and summative) used to reflect intended performance standards.

6. Teachers, counselors, and administrators work closely with special educators to ensure accommodations are met during assessments.

Recommendations for Growth:

1. A process needs to be developed to guarantee students understand the content and the purpose of the assessment, and how the results can be used to improve their learning.

2. Teachers will provide models and exemplars of what good performance looks like for students and parents.

3. Our school will better inform parents on the rigor/benefits of assessments dependent on the class type (AP, Honors, vs regular).

4. Our school will incorporate more formative assessments as a part of the assessment portfolio.

5. Teachers need to work to review testing results to analyze the reliability and validity of each assessment given.
Group Members:

Chair: Shantel Peaden (CTE)
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John Broadhead (ADM)
Tracy Clark (OFFICE)
Erin Davis (COUN)
Cindy Greer (COUN)
York Hill (SPEC)
Ann Hilliard (OFFICE)
Luke Jorgenson (VIS)
Brek Mangelson (PERF)
Sharon Mardesich (ATH)
Dennis Meyring (SOC)
Aaron Robison (PE)
Natasha Call (PARENT)
Chris Kirkham (PARENT)
Jen Miller (PARENT)
Rachel Holley (STUDENT)
Alayna Malloary (STUDENT)
Megan Shurman (STUDENT)

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

Focus group’s ranking of WHS for principle 1: 3

Evidence:

Clubs and Programs:

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

Service Rendered by Clubs and Programs:

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

• Cleaning parks
• Sewing
  • Made dolls for Primary Children’s

• French Club
  • Cleaned the school

• Volleyball
  • Breast cancer awareness fundraiser; raised over $1000

• Band
  • Swamp Clean up-New Orleans

• Ballroom
  • Performed at two rest homes
  • Community Fund Raiser in Parawon
  • Service project in Bryce Canyon

• Football
  • Sandbagged flooded houses

• National Honor Society
  • Volunteered at an animal rescue center in Eagle Mountain
  • Visited a rest home and provided a musical program
  • Made centerpieces to donate to another rest home
  • Volunteered at the Utah Food Bank
  • Made baby hats to donate to a hospital
  • Wrote thank you letters to veterans
  • And, we’re currently raising money for a microloan to help entrepreneurs

• Clothing 1 & 2
  • Created 125 Santas for Festival of Trees

• Student Council
  • Canned food drive
  • Cleaned school grounds
  • Raised money for Taylor Davis who has cancer
  • Raised money for Utah County homeless shelters
  • Served at retirement centers
  • Raised money for the family who lost their mother and 2 children from Eagle Mountain
  • Organized blood drives for the school
  • Wrote letters and made care packages for soldiers serving outside the United States from Saratoga Springs and Eagle Mountain
  • Helped Keifer’s Memorial Debate Tournament
  • Served at the Ranches Golf Course
  • Participated in Polar Plunge for Saratoga Springs Police Department
• Helped with the 2012 Education Expo
• Helped host Career Day at Westlake High School

• Boys Basketball
  • Helped families move

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

• Foods
  • Participated in The Great American Bake Sale

• FCCLA
  • Raised over $2000 for families in the community for Christmas

• Recognition for Success:

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

Areas that Need Improvement:

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

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

Focus group’s ranking of WHS for principle 2: 3.5

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

Evidence:

• Parental Partnerships:

• Currently parents are patrolling the hallways before school and during lunches in an effort to enforce dress code and clean language, as per the decision of the community council. Parents primarily make up our athletic, drama and fine arts booster organizations helping to regulate rules and procedures, raise funds, support student and coaches or directors and the running of events. Teachers communicate with parents via email and class websites mostly. Most do not utilize parent help inside the classroom. The following are events sponsored by WHS for parent/student education:

  • Skyward Training  4 per year
  • Scholarship training 6 per year
  • Parent Teacher Conference  4 per year
  • Financial Aid Training, Back to school night, Parent Education Night, Multi-Cultural Night, Career Night each 1 per year

• School newsletter and media:

  • Westlake High School uses social networking sites, school newsletters email, and text messaging to communicate with the parents and people of the community.
  • School Newsletter is sent out to parents
  • Text messaging is sent out to parents
  • Westlake Website http://www.westlake.alpinedistrict.org
  • Westlake Facebook page
  • Westlake Twitter
  • Clubs/Organizations with Facebook pages
  • Teacher Websites: 43 Total Teachers

• Relationships with Colleges, Universities, Military:

• College, Universities: College Day yearly with all Utah State Universities for all Seniors and parents; yearly conferences and campus visits for counselors at individual college campuses; lunch and greet visits from Universities throughout the year; financial aid night and scholarship night provided by college campus ambassadors; multicultural college days for multicultural students; music department and fine arts departments participates in music, drama and dance festivals at local college campuses; students participate in science, engineering and math conferences at local college campuses

• Military: all branches of service take turns with weekly lunch and greets (Tues., Wed., Thurs.); mili-
tary branches meet with counseling department on a yearly basis to provide counseling with the latest recruitment information
  • Community Guest Involvement:
    • Westlake High School has constant community involvement throughout the year with local businesses as well as large business chains.
    • Over 25 teachers have guest speakers visit their classes/teams/organizations throughout the year.
    • We have between 25-30 businesses that sponsor our school’s teams and organizations both through financial support and physical representation.
    • Local businesses are invited to lunchtime activities, pep rallies and assemblies
    • Military representatives come during lunch to speak with students about future possibilities in different branches

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

    • P.E. Departments collaborate so all fitness principles and other PE principles are being taught 7th-10th grade
    • Music departments are at the Jr. High daily
    • Art department meets quarterly with Jr. High department

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

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

    • Cheer and Dance Company have clinics quarterly

    • The Jr. High comes to Westlake yearly to visit and learn about clubs, programs and other organizations
Group Members:

Mindy Hinckley (SCI)
Hillary Bastian (SPEC)
Jeanna Brill (OFFICE)
Ben Byrd (SOC)
Rebecca Dajany (VIS)
Chad Durham (ENG)
Thomas Foster (MATH)
Susan Gordon (SPEC)
Mike Gowans (CTE)
Christine Holt (CTE)
Ximena Johnson (OFFICE)
Kim Moore (PE)
Justice Overy (SCI)
Gail Pittard (COUN)
BJ Roberts (MATH)
Cheryl Rogers (ENG)
Stacy Salmans (ADM)
Tim Slider (OFFICE)
Candace Wilson (CTE)
Mindy Butters (PARENT)
Karen Gilson (PARENT)
Kami Romie (PARENT)
Meagan Butters (STUDENT)
Mary Gilson (STUDENT)
Sarah Holley (STUDENT)
Sadie Monson (STUDENT)
Cameron Romie (STUDENT)

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

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

Evidence:

- *Our school’s organizational system and culture stress the commitment to continuous improvement and provide strong support for school improvement and professional development.*

- On these points, we rated our school a 4. The reasons for this include:

  - Our Professional learning Communities have purpose. Administration attends the meetings to oversee their effectiveness and answer questions. Every department reports on what was discussed/learned to hold themselves accountable. We have seen that this saves us from wasting time and keeps
us moving forward as educators.

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

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

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

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

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

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

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

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

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

• At our department collaboration meetings, we break into groups to coach, support, and plan. In these groups we plan curriculum and assessments, share effective ideas, and align our instruction from grade to grade. As previously mentioned, many teachers attend outside conferences and cohorts as a way to
acquire new knowledge and discover new practices and effective activities. Many of these conferences have yielded highly successful classroom curriculum ideas (Fantastic Fifty Challenge, reverse classroom, podcasts, etc.).

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

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

Evidence:

• Westlake High fosters communication between parents and students when changes are implemented in the school.

• We rated ourselves a 2.5 for the following reasons:

• Department Chairs meet with staff on early out Mondays implemented (2010-2011) to collaborate on classroom issues, professional development, and how to communicate with parents and stakeholders through class websites, blogs, and wikis. Other professional development opportunities at Westlake are AP Institutes and Conferences, UVU professional development for concurrent enrollment instructors, administrative conferences, UCTE, Larry Miller Driving to Teach, The Literacy Promise, Central Utah Writing Project, Counseling Conferences, Summer Collaboration Grants, University of Utah Professional Development classes, monthly cohorts for Special Education and new teacher conferences.

• The Westlake School website provides access to teacher websites where students and parents may get important information about class assignments, tests, quizzes, powerpoints, imovies, reading lists, syllabi, videos, podcasts, UTIPs, TMUs (term mastery tests), online textbooks, and other curriculum related items.

• Skyward is an online tool to assist students and parents to become accountable for their grades, assignments, and attendance.

• Department Chairs meet not only in their monthly meetings with the administration but with Alpine District CTL focus groups. Our school representative to the Westlake Cluster Group works with representatives from all feeder schools to ensure communication between the community and the schools.

• Westlake High School provides comprehensive and ongoing support for the work of individuals and groups responsible for implementing school improvement initiatives.

• We rated ourselves 3.5 for the following reasons:

• We are required to submit Smart Goals as a department to parents and administration. We base our Smart Goals on previous data from CRTs, and TMUs.

• The school sustains the commitment to continuous improvement and renewal.
• We rated ourselves a 4 for the following reasons:

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

**Recommendations for Growth:**

1. Give teachers more time in the classroom to implement new ideas and procedures.

2. As a new school, we initially didn’t have past data to study to find ways to improve. As we grow older, we can use past years’ data to improve our content and professional development focus.

3. We can implement the moral dimensions of teaching more in our everyday practice.

4. Communication needs to be improved among parents and students about the TMU process, attendance policy changes and who can and should attend community council meetings.

5. Information needs to be easily accessed and easy to find for parents. Parents also need assistance in defining educational jargon.
**Group Members:**

Chair: Whitney Childs (ENG)
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Mike Dunn (CTE)
Jake Gordon (SCI)
Sid Hatch (SCI)
Randen Heywood (PERF)
Sarah Johnson (ENG)
Troy Jones (MATH)
Gary Page (CTE)
Jennifer Ralston (SOC)
Dave Robinson (PE)
McKenzie Stowell (HEA)
Brian Taylor (SPEC)
Samuel Waters (LANG)
Jane Pate (Office)
Tani Ireland (PARENT)
Rebecca Blackburn (STUDENT)

**Principle 1: Develops a Quality Curriculum**

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

**Evidence:**

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

• The curriculum also addresses diverse learning needs through CTSOs and the practical application of that curriculum, Latinos in Action, Title 9 push to be implemented and the Unified Studies Courses.

• Strengths:
  • The Administration supports curriculum development and implementation through use of teacher collaboration time, mastery units, and tests, which are aligned with the state core curriculum.
  • Advisory time is implemented in all classes in order to help students who are not meeting mastery standards, as well as to extend and deepen meaning for students who have already demonstrated mastery of essential concepts.
  • Departments spend time evaluating and updating curriculum during the summer months and through weekly collaboration meetings.

• Weaknesses:
  • The Honors and Regular tracks for student schedules need to be updated in order to align with the upcoming Common Core implementation.
  • Only 25 students are taking advantage of ACT preparation courses when such preparation should be addressed throughout the school within classroom curriculum and extra after school practice.
  • We should provide more enhancement learning opportunities for advancing students to further challenge themselves.

Principle 2: Ensures Effective Implementation and Articulation of the Curriculum

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

Evidence:

• Westlake High School ensures the alignment of teaching strategies and learning activities, instructional support and resources and assessments of student learning with the curriculum. This is seen through the websites and blogs teachers have. Approximately 90% of teachers use a website. Each department has a curriculum for the courses taught. Every class has a website, disclosure document, or syllabus with information regarding the curriculum.

• There is support for effective use of research based practices as is seen in our PD days, including minimal days and principal/stipend day at the beginning of the year. Almost every teacher has attended a conference outside of the district to learn new research based practices. Conferences include UCTE, Literacy, AP, Central Utah Writing Project, Foundation for Teaching Economics, ACTE, UACTE, UCTM, CTM, UHSFF, UHPERD, UFLA, USTA, and HEAU. Within our school district, teachers regularly meet on minimal day with district leadership in the various departments. CTE and Art meet with teachers from other schools in their areas. Social Studies AP teachers meet with their counterparts in other schools as well. Teachers also meet on Mondays in our departments. Part of that time is to research based texts, including: Seven Strategies of Assessment for Learning, and The Art and Science of Teach-
ing. PE, Health, Math, and Science have received grants for collaboration time in the summer.

- The selection of material and resources are proven to be effective and aligned with content data. The foreign language department uses Rosetta Stone. Other departments use Explore learning, Science and Math use USTAR grant for Math and Science Labs.

- The curriculum is coordinated across grade levels through ongoing dialogue among teachers to establish a shared vision for student learning. This is evidenced through the scaffolding in departments and grade levels and test scores. There is a diversity of class choice for every type of student. We also have many co-taught classes including Language Arts.

- The essential knowledge and skills for learning are effectively communicated to parents and the community through a variety of media. Teachers have websites or blogs where they post curriculum. All parents and students have access to Skyward, which shows how well students are learning the curriculum. Teachers are required to update Skyward once a week. During Parent/Teacher conferences, the teachers set up appointments with parents of 5-8 students who are struggling to discuss areas for improvement. Westlake has implemented a mass text program to keep parents informed regarding testing, preparation for higher education, and SEOPs. There is also a weekly mass e-mail newsletter sent out. We have a monthly community council meeting where curriculum is discussed.

- Strengths:
  - Strong alignment to state and national cores where applicable
  - Effective use of technology in classroom via computer labs, software etc.
  - Curriculum articulated through websites/blogs
  - Actively involved in keeping current in teaching the curriculum and delivery strategies
  - Active use of District Professional development for curriculum alignment

- Weaknesses:
  - Communication with parents
  - Website/blog being updated, per unit, about class timelines and submission dates and exams dates

**Principle 3: Evaluates and Renews the Curriculum**

**Focus group’s ranking of WHS for principle 3: 3**

**Evidence:**

- Each department has an ongoing process in place for evaluating curriculum. All teachers are required to give several unit mastery assessments, which have been developed by each department, based on state core curriculum standards each term. In addition to unit mastery assessments, we also use CRT, AP, CTE, FitnessGram, and ACT test data to evaluate our curriculum. The data from those assessments is then analyzed by department to evaluate student learning.

- The curriculum is updated and modified as needed. In order to meet student needs, dated, irrelevant, ineffective, and/or non-research based aspects of the curriculum are eliminated. At weekly collab-
oration meetings, all departments regularly review TMU test questions to ensure students are learning, and they are meeting state core standards. They use the data from previous tests to evaluate the curriculum. Each department creates SMART goals based on an analysis of department assessment data.

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

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

- **Weaknesses:**
  - Lack of accountability for evaluating the curriculum
  - Curriculum changes are not thoroughly piloted before adoption
Group Members:

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Andrew Fresques (PE)
Shari Gleed (OFFICE)
Kim Jex (SOC)
Scott Mansfield (LANG)
Katherine Mitchell (MATH)
Amy Morrey (PERF)
Steven Nelson (ENG)
Kristin Packer (ADM)
Mike Taylor (CTE)
Kayla Walker (SOC)
Joe Wiederhold (ENG)
Tracey Wilkinson (OFFICE)
Angela Webb (PARENT)
Alex Webb (PARENT)
Kathryn Bynton (STUDENT)
Eileen Muhlesteen (STUDENT)

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

Focus group’s ranking of WHS for principle 1: 2.5

Evidence:

• Positives
  • We have early out Monday collaboration weekly
  • Focused on 4 essential questions
  • Everyone sends out their department meeting notes to the entire faculty
  • 90% Participated in school wide collaboration incentive
  • The Mission, Vision, Values, and Goals are presented at the beginning of every school year
  • CTL meetings (Collaborative Team Leader). Meet and discuss monthly
  • Mission, Vision, Values, and Goals are all posted in every classroom
  • SMART goals
  • School Steering Committee meets once a month to discuss the accreditation process
  • Good administrative support of our mission
  • 80% of teachers incorporate the school mission statement into classroom lessons

• Negatives
  • We do very little cross curricular collaboration
  • Departments need to address this on a more regular basis throughout the year
  • Keep pushing getting the mission out to the public and out to the students
  • We could create a mini power point to remind students who we are and what we stand for
EDUCATIONAL AGENDA

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

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

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

Evidence:

- Positives
  - Mission, Vision, Values, and Goals are all posted in every classroom
  - It is on the back of student ID cards
  - It is on school gear
  - We are having an academic booster club (Lettering/Academics/Ect..) Excellence
  - THERE ARE SO MANY INDIVIDUAL EXCELLENCES HAPPENING ALL OVER WESTLAKE (Cheer, volleyball, musical theater, etc..)
  - Senior night of excellence (the number is growing)
  - Underclassman night of excellence
  - Thunder athletic awards

- Negatives
  - Not all of our kids could tell you what our mission, vision, values, and goals
  - There is a conflict in TMU we are more jaded and our ability
  - TMU’s don’t necessarily allow for light and excellence it is more of just getting the bare minimum
  - Require all students to be members of some club
  - Offer incentives for student support of programs
  - Keep calendars accurate, current, easily accessible
  - Consider using “Caller” to get games and info out
  - Allowing for that time to establish traditions. We can’t fast track everything
  - Encouraging coaches to get local papers to push the news out.
  - Gather data about parent use of Skyward/ how many parents attend SEOP’s

Principle 3: Defines measurable goals focused on student learning

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

Evidence:

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

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

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

• Number of students taking the ACT and AP tests
  • In 2010, 195 students took the AP exam
  • In 2011, 293 students took it

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

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

• 2011- 1.5 million awarded (Gear-up Scholarships)
Group Members:

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

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

Focus group’s ranking of WHS for principle 1: 4

Evidence:

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

• Each department strictly follows the national standards as they are set for individual subjects.

Principle 2: Employs data-driven instructional decision making.

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

Evidence:

• Teachers must update grades continually (at least every Friday) to give a clear picture of how effective the weekly lessons are. Most departments offer at least two major assessments per term to gauge whether students have shown mastery of core concepts or not

• Use of formative and summative assessment methods Common assessments across common content
• Similar test questions to gauge teacher effectiveness/strategies

• Remediation day for students who don’t meet learning benchmarks, and time spent during collaboration to create new remediation methods. We are working on gathering data, but could improve on reviewing assessments of student learning

Principle 3: Actively engages students in their learning.

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

Evidence:

• Physical Education: Pre and post test thru UTIPS with data showing prior learning and progress. Before a unit the students are given instructions on how to complete a task and are given time to practice. At the end of the unit the students are graded on their ability to complete the task.

• Science: Use labs and instructional demos to further student understanding. Units are supplemented with hands-on activities so the students learn scientific principles. The Unified program allows students to do real-world learning outside of the classroom on field trips and science projects. Several of our science students competed and placed in the district science fair.

• CTE: Students come up with projects that are judged, and many students have won awards for their projects. They are allowed to construct projects to master the skills learned in welding. In equine science they are taught how to pick out a healthy horse and how to properly care for animals including illnesses and nutrition.

• Foreign Language: Using real world situations and peer evaluations to ensure student learning. Pre and post tests measure student success and learning prior to the unit and after. The peer tutoring aspect ensures that students are able to communicate with one another in a foreign language. They score each other based on accuracy and clarity. The above departments each use technology in the classroom to cater to different learning styles. There is a wide use of rubrics and performance assessment.

Principle #4: Expands instructional support for student learning.

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

Evidence:

• Math Lab provides exceptional support for students who struggle with math

• Each teacher is mandated to provide advisory time averaging 10 minutes a class period to work with students on remediation

• We offer a peer tutoring program
• Students who qualify for IEPs are provided with a variety of accommodations
• If requested by students or parents or recommended by the counseling office, students are placed on a tracking program that monitors daily work and attendance.

• We offer a variety of AP and honors class

• Students are provided opportunities to participate in the state science fair

• Our school has a well established Sterling Scholar program

• Our school has a wide variety of academic clubs We offer ACT Preparation classes

• Our foreign language department uses the Rosetta Stone program

• The majority of our faculty staff has class websites

• The school facility has a computer lab, and half a dozen mobile computer carts and Wifi is available throughout the building.

• We use Skyward grading system that allows students and parents to access assignments, grades, calendars, and other pertinent information at anytime.
Group Members:

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

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

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

Evidence:

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

• Accomplishments of students and staff are recognized and celebrated:
  • Thunder Alley
• Candy bars for honor roll
• Lightning Strike of the Week
• Keys to Success
• Sterling Scholars
• Faculty- Thor Award

Improvement Suggestions:

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

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

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

Evidence:

• Each department sets a SMART goal at the beginning of the school year.

• There is a school improvement plan that is updated every year, but most people on our committee were not aware of what was on the plan.

• The school improvement plan is incomplete.

Improvement Suggestions:

• More consistency with the school improvement plan: make everyone aware of the plan, keep the plan focused and concise, touch base on improvement of the specific aspects of the plan throughout the year.

• The improvement plan needs to have more specific action steps and timelines for improvement.

• Department SMART goals should be directly aligned to the school improvement plan instead of only partially aligned.

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

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

Evidence:

• Department chairs meet regularly with administration and then share the information with the members of their department.
• Parents are involved in regular school community council meetings.

Improvement Suggestions:

• As more data becomes available, we will be able to make changes to school programs and policies that will be informed by data specific to our school.

• Data needs to be recorded in a standard way and made available to all relevant parties.

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

**Focus group’s ranking of WHS for principle 4: 3**

Evidence:

• All courses have common assessments (TMU) that are designed to align with the core.

• Teachers meet together to compare scores and and teaching strategies on common assessments, but we all agree we could do it more.

• As a school, we read and discussed Seven Strategies of Assessment to help us improve assessment in our classrooms.

Improvement Suggestions:

• Analyze the wording of questions on TMUs.

• Meet to analyze common assessments and reflect on the effectiveness of instruction.

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

**Focus group’s ranking of WHS for principle 5: 3.5**

Evidence:

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

Improvement Suggestions:

• Set up AP budgets to help with purchasing materials to improve test scores.
Westlake High School’s Action Plan was developed collaboratively as the stakeholders went through the self-study process. This included surveys, Focus Groups, Departmental Analyses, and stakeholder input.

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

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

Goal #1:

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

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

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

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<th>TIMELINE</th>
<th>RESOURCES REQUIRED</th>
<th>MEANS OF EVALUATION</th>
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<tbody>
<tr>
<td>Skyward will be promoted to help students and parents track graduation status</td>
<td>Counselors Faculty Members Parents and Students</td>
<td>2012-2013 school year (Primarily educate and train during 1st semester)</td>
<td>Skyward podcast trainings Parent-Teacher Conferences SEOP’s</td>
<td>Parent and student Skyward login data report Exit card at SEOP’s</td>
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<tr>
<td>Juniors and Seniors will receive quarterly graduation status reports</td>
<td>Administrators Counselors Faculty Members</td>
<td>Quarterly during the 2012-2013 school year</td>
<td>Printed Skyward graduation status reports Parent-Teacher Conferences</td>
<td>Percentage of reports delivered Parent and student feedback</td>
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<td>Credit recovery options will be advertised and promoted to the student body</td>
<td>Administrators Counselors Faculty Members</td>
<td>2012-2013 school year (Primarily educate and train during 1st semester and SEOP’s)</td>
<td>Current credit recovery option promotional materials (East Shore packets, electronic high school, summer school, etc.)</td>
<td>Number of credits made-up due to credit recovery</td>
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<td>Advisory time will be used effectively in all classes (to help student stay current with credit)</td>
<td>Faculty Members</td>
<td>Quarterly during the 2012-2013 school year</td>
<td>Current Skyward reports (grade and missing assignment) Dedicated class time</td>
<td>End-of-term teacher grade distribution reports</td>
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Goal #2:

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

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

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

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<tr>
<td>Provide professional development in effective strategies for instruction and standards in the current and new cores</td>
<td>Administrators, Curriculum Team Leaders (CTL's), Faculty Members</td>
<td>Quarterly during the 2012-2013 school year</td>
<td>Training time, Resource materials</td>
<td>Teachers will learn and implement effective instructional methods</td>
</tr>
<tr>
<td>Test-taking tips and strategies will be taught to students</td>
<td>Faculty Members</td>
<td>Quarterly during the 2012-2013 school year</td>
<td>Class time, Practice exams</td>
<td>Pre-test/Post-test comparison data</td>
</tr>
</tbody>
</table>
Goal #3:

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

- Bullying will decrease by 5 instances from the first semester 2012 to the second semester 2013. This will be tracked and recorded by school administration and resource officer.

- Cheating will be addressed in 100% of course disclosure documents and a policy will be implemented by each teacher. All teachers will discuss this policy at the beginning of each semester.

- Swearing in classrooms, hallways and at school events will decrease by 5% based on student, staff, and parent surveys.

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

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

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<tbody>
<tr>
<td>Instances of bullying will be tracked</td>
<td>Administrators, Counselors, Resource Office</td>
<td>2012-2013 school year</td>
<td>Training, Online, secure tracking document</td>
<td>Online, secure tracking document</td>
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<tr>
<td>Anti-Bullying Campaign promoted school-wide</td>
<td>Student Council, PTSA, Faculty Members</td>
<td>2012-2013 school year</td>
<td>Training, Promotional materials, Class time</td>
<td>Online, secure tracking document- decreased instances from first to second semester</td>
</tr>
<tr>
<td>100% of course disclosure documents will address teacher’s cheating policy</td>
<td>Faculty Members</td>
<td>2012-2013 school year (beginning of each semester)</td>
<td>Departmental support and discussion time</td>
<td>100% of disclosure documents will address cheating</td>
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<tr>
<td>Teachers will monitor the halls during class breaks</td>
<td>Faculty Members</td>
<td>2012-2013 school year</td>
<td>Training</td>
<td>Feedback from stakeholder surveys</td>
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</table>
Goal #4:

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

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

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

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

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<tr>
<td>Continuing emphasis and lessons addressing Westlake’s mission and belief statements</td>
<td>Faculty Members</td>
<td>2012-2013 school year</td>
<td>Training&lt;br&gt;Continuing reminder lessons</td>
<td>Based on survey, 60% of students, parents and staff will be able to state and interpret the school’s mission and belief statements</td>
</tr>
</tbody>
</table>
1. Westlake Timeline
2. Westlake Master Class Schedule
3. Westlake Map and Bell Schedule
4. Westlake Student Handbook
5. Westlake Stakeholder Survey Overview and Results (Staff, Student, and Parents)
6. Westlake Yearly School Improvement Plans
ACCREDITATION TIMELINE

- **May, 2009**: Embryonic Accreditation Committee is formed
- **June 1, 2009**: Accreditation Committee has first meeting
- **June 8, 2009**: Accreditation Committee meets with administration to build a framework for discussion
- **June 11-12, 2009**: Administration approves initial framework
- **June 25, 2009**: Accreditation Committee builds early framework presentation for Collaboration Team Leadership Committee
- **July 20, 2009**: Accreditation Committee presents initial framework to student council. (Feedback very positive and a unanimous vote approved the framework)
- **July, 2009**: Initial Westlake Faculty mailer includes initial accreditation framework
- **August 11, 2009**: Accreditation Committee finalizes presentation
- **August 13, 2009**: Accreditation Committee presents to Collaboration Team Leadership for initial discussions and leadership feedback
- **August 18, 2009**: 10:00 – 10:30 Collaboration Team Leadership presents improved framework to entire faculty
  - Current framework is not an end product, but rather a great start
- **August, 2009**: Initial framework is incorporated into student and faculty life on shirts, handbooks, and activity cards, etc.
- **August 25, 2009**: Possibly present framework to entire student body
- **September, 2009**: Fully fleshed Accreditation Committee is established and mission, vision, values, DRSLS and goals are finalized
  - Final framework is incorporated into all aspects of school life
- **October, 2009**: Creation of Accreditation Committee (6 members)
- **November 4, 2009**: First Accreditation Team Meeting. (Agenda: How do we start informing students and patrons of the school’s mission, vision, DRSL’s, and belief statements? Creating an initial action plan.
- **December 3, 2009**: Second Accreditation Team Meeting. (Agenda: A continuation to brainstorm ideas to inform stakeholders of the WHS’s mission.)
- **January-August 2010**: Westlake’s Mission Statement in all the classrooms (Lux et Virtus)
- **April, 2010**: Mission Statement is made a permanent message on the marquee.
- **August, 2010**: Formation of New Accreditation Committee (many members of previous committee transferred to other schools, Scott Mansfield, Don Bastian, Amy Schlander, Kristin Packer still remain) New Committee: Don Bastian (Science), Scott Mansfield (World Lang), Amy Schlander (History), Brian Taylor (Spec Ed, English), Mike Mills (Vis Art, CTE), Troy Jones (Math), Kim Moore (PE), Stephanie Cottam (Counseling), Kristin Packer (Admin), Wade Tischner (CTE, Science)

- **August 24, 2010**: Presentation to 2010-11 Faculty the Mission, Vision, Values and Goals. Obtained ongoing approval.

- **August 2010**: Westlake Mission, Belief Statements, and DRSLs printed on the back of student activity card.

- **October 8, 2010**: Accreditation State Training (sent a committee, Schlander, Mills, Tischner, Cottam, Taylor)

- **November 3, 2010**: Committee met to talk about State Training and the information gained from the training. Mike Mills presented to entire committee the accreditation process. Subcommittees were formed to begin looking at the required material for Westlake’s Accreditation. (Data: Mansfield, Bastian, Tischner, Bennion; Surveys: Cottam, Moore; Focus Groups: Schlander, Taylor; Presentation: Mills; Departmental Analysis: Jones, Packer)

- **January 6, 2011**: Committee met to review student, parent, and staff survey questions. Also discussed Departmental Analysis Collaboration dates for all 12 departments. Checked progress for Data Collection for departments to use for Departmental Analysis.

- **February 3, 2011**: Committee met to finalize Departmental Analysis agendas and goals for the collaboration time. Schlander sent out the faculty demographic information for teachers to respond for the accreditation handbook. Mills is receiving information to start compiling the accreditation handbook format. Surveys were put on the Westlake website and English classes are planning a day in the computer lab to complete.

- **February 2-February 23, 2011**: Departments meeting (7:15-10:40am) to answer the Departmental Analysis questions (11) and list Department Strengths and Weaknesses including data. This will be an event that will occur yearly.

- **February 9, 2011**: State Accreditation Representative (John Childs) visit checking accreditation progress. Positive feedback for what we are doing so far. Recommendation to change the name of the Accreditation Committee to School Improvement Steering Committee. Scheduled for Full Accreditation Team visit for Fall of 2012.

- **February 10, 2011**: Renaming Accreditation Committee to School Improvement Steering Committee.
September 8, 2011: Team Meeting: Creating Focus Groups, Compiling Survey (Parent, Student, Faculty) Data. Beginning creation of WHS Accreditation manual, Accreditation Booklet Sub-Committee (Mike Mills, Lori Blakesley)

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

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

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

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

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

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

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

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

March 26, 2012: Third (Final) meeting of Focus Groups. Finalized the Focus Group scores and indicators.
May 3, 2012: Created School Improvement Plan for final approval. Included in the School Improvement Steering Committee and John Feston, our School Community Counsel President.

May 4, 2012: Accreditation Team (Brian Taylor, Lori Blakesley, Kristin Packer) attended new State Accreditation Training with AdvancedED.

May 23, 2012: Finalized School Improvement Plan to propose to School Administration.

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


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

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

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

October 24-25, 2012
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<th>Time</th>
<th>Section 1</th>
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Updated 6/13/2012
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<tr>
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<td>21</td>
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Updated 08/13/2012

2012-2013 Master Schedule
<table>
<thead>
<tr>
<th>Period</th>
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<td>4</td>
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<td>5</td>
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<td>Wiederhold</td>
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<td>6</td>
<td>Writing</td>
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<td>US History 2</td>
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<td>10</td>
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</table>

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<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Room</th>
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<tbody>
<tr>
<td>9:00</td>
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<tr>
<td>9:15</td>
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<tr>
<td>9:30</td>
<td>SEM 4</td>
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<tr>
<td>9:45</td>
<td>SEM 5</td>
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<tr>
<td>10:00</td>
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<tr>
<td>12:45</td>
<td>SEM 17</td>
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**Blended Block**

<table>
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<tr>
<th>Time</th>
<th>Subject</th>
<th>Room</th>
<th>Period</th>
<th>Teacher</th>
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</thead>
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<tr>
<td>2:45</td>
<td>Life Skills</td>
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<td>3:00</td>
<td>Life Skills</td>
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### Double Assembly Schedule

<table>
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<th>Period</th>
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<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Lunch</td>
<td>8:30-8:55</td>
</tr>
<tr>
<td>2nd</td>
<td>Lunch</td>
<td>9:55-10:05</td>
</tr>
<tr>
<td>3rd</td>
<td>Assembly</td>
<td>10:15-10:45</td>
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<tr>
<td>4th</td>
<td>Lunch</td>
<td>12:25-12:55</td>
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### Single Assembly Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Lunch</td>
<td>8:30-8:55</td>
</tr>
<tr>
<td>2nd</td>
<td>Lunch</td>
<td>9:55-10:05</td>
</tr>
<tr>
<td>3rd</td>
<td>Assembly</td>
<td>10:15-10:45</td>
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<tr>
<td>4th</td>
<td>Lunch</td>
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### PDI Minimal Day

<table>
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<tr>
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<tbody>
<tr>
<td>1st</td>
<td>Lunch</td>
<td>8:30-8:55</td>
</tr>
<tr>
<td>2nd</td>
<td>Lunch</td>
<td>9:55-10:05</td>
</tr>
<tr>
<td>3rd</td>
<td>Assembly</td>
<td>10:15-10:45</td>
</tr>
<tr>
<td>4th</td>
<td>Lunch</td>
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### Cooperation Monday Schedule

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<tbody>
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<td>1st</td>
<td>Lunch</td>
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</tr>
<tr>
<td>2nd</td>
<td>Lunch</td>
<td>9:55-10:05</td>
</tr>
<tr>
<td>3rd</td>
<td>Assembly</td>
<td>10:15-10:45</td>
</tr>
<tr>
<td>4th</td>
<td>Lunch</td>
<td>12:25-12:55</td>
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### Regular Schedule

<table>
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<tbody>
<tr>
<td>1st</td>
<td>Lunch</td>
<td>8:30-8:55</td>
</tr>
<tr>
<td>2nd</td>
<td>Lunch</td>
<td>9:55-10:05</td>
</tr>
<tr>
<td>3rd</td>
<td>Assembly</td>
<td>10:15-10:45</td>
</tr>
<tr>
<td>4th</td>
<td>Lunch</td>
<td>12:25-12:55</td>
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</tbody>
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Westtake High School 2012-2013 - Bell Schedule
2019-2020 School Year - Westlake High School

Welcome from the 2019-2020 Administrative Team

Westlake High School

Vision Statement: Westlake High School will be an Academy for Light and Excellence.

Lux et Virtus
<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Performing Group Outfits</td>
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<tr>
<td>Practice Uniforms/Equipment</td>
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<tr>
<td>Drill Team/Pep Club Uniforms</td>
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<tr>
<td>Club Dues</td>
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<tr>
<td>Club Uniforms</td>
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<td>Lifetime Activity P.E. Fee</td>
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<tr>
<td>Music Instrument Rental</td>
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<td>General PE (Per Semester)</td>
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<tr>
<td>Plus Science Lab</td>
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<tr>
<td>Plus Eng Lab</td>
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<tr>
<td>Unified Studies</td>
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<tr>
<td>Parking Sticker</td>
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<tr>
<td>Graph Calculator Rental</td>
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<td>Art Kit</td>
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<td>Subscription Fee</td>
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<td>Transcript Fee</td>
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<td>Graduation لإفرازة</td>
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<tr>
<td>Yearbook</td>
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<tr>
<td>Unified Total</td>
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</tbody>
</table>

**Note:** Additional costs may apply for uniforms, equipment, and other materials.
Westlake Calendar

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

Westlake Dances and Activities

Aloha Weeks / Club Rush Weeks
August 21 - Sept 7

Aloha Stomp
Aug 24 (Following Timpview game)

Homecoming Week
Sept 24 - 28
Homecoming Dance
Sept 29 (Sponsored by Senior Class, Commons, 8 - 11pm)

Stomp
Oct 5 (Following Skyline game)

Sadie Hawkins
Nov 17 (Sponsored by Soph Class, Commons, 8 - 11pm)

"Mousetrap"
Nov 15 - 20 (Auditorium, 7 - 10pm)

Ballroom Social Dance
Dec 13 (Commons, 7 - 9pm)

Stomp
Jan 4 (9 - 11pm)

Winter Sports Festival Week
Feb 11 - 15

Winter Sports Stomp
Feb 15 (Commons, 8 - 11pm)

Sweethearts Dance
Feb 9 (Sponsored by FCCLA/CTE, Commons, 8 - 11pm)

Ballroom Social Dance
Feb 17 (Commons, 7 - 9pm)

Freedom Week
Feb 19 - 22

Son of Thor
Mar 15 (Auditorium, 7 - 10pm)

Prom
March 16 (Sponsored by Jr Class)

Prom Preview
4 - 6pm

Spring Musical
March 18 - 26 (Auditorium, 7 - 10pm)

Elections Weeks
Mar 25 - Apr 12

Elections Stomp
April 12 (Sponsored by Stud Gov, 8 - 11pm)

Spirit Week
April 15 - 19

Spirit Bowl
April 19 (Main Gym)

Movie Night
May 3 (Gym, 8 - 11pm)

MORP
May 4 (Sponsored by Boom Squad, 8 - 11pm)

Senior Dinner Dance
May 18 (Sponsored by Senior Week, 7 - 11pm)

Grad Practice
May 28 (12 - 3pm @ Marriott Center)

Yearbook Stomp
May 28 (8 - 10pm, Sponsored by Yearbook Staff)

Senior Activity Day
May 29 (Lagoon, 8am - 6pm)

Yearbook Distribution
May 29

Graduation
May 30 (7:30pm @ UVU)

Senior All Night Party
May 30 (10pm - 4am)

"Mousetrap"
School Policies and Items for Reference

A. Academic Code of Conduct
   A. Academic Code of Conduct is designed to ensure a safe and supportive learning environment.
   B. Students are required to maintain high academic standards and to respect the rights and properties of others.
   C. Students found guilty of any of the specified violations will be subject to disciplinary action, which may include but are not limited to:
      1. Verbal reprimand
      2. Written reprimand
      3. Probation
      4. Suspension
      5. Expulsion
   D. Students who violate academic policies may also be subject to consequences outside of the school setting, such as loss of college admission or professional standing.

A. Attendance Policy
   A. Attendance Policy is designed to ensure that all students are present for all class periods.
   B. Students are expected to attend all classes and to be on time.
   C. Absences must be reported to the appropriate school official.
   D. Students who fail to attend classes without proper excuse may be subject to disciplinary action.

A. Athletic Events
   A. Athletic Events are governed by state and federal laws, as well as school policies.
   B. Participation in athletic events is voluntary, and students must sign a consent form before participating.
   C. Participation in athletic events is subject to the approval of the school principal.
   D. Students who participate in athletic events must follow all rules and regulations.

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Attendance/Citizenship Policy
Westlake High School

Policy

The school district emphasizes the importance of regular attendance and academic performance. Students who fail to meet these expectations may be subject to disciplinary actions, such as suspension or expulsion. The attendance policy is designed to promote a safe and effective educational environment.

Definitions

- **Attendance**: The percentage of school days attended by a student during the school year.
- **Citizenship**: A student's responsibility to uphold the school's code of conduct and contribute positively to the school community.

ATTENDANCE/CITIZENSHIP POLICY

Office of the Superintendent

To ensure the highest quality education for all students, the school district maintains a comprehensive attendance and citizenship policy. The school's attendance and citizenship records are monitored closely to ensure that students meet the required standards. Students who fail to meet these standards may be subject to disciplinary actions, such as suspension or expulsion. The school district aims to create a safe and effective educational environment for all students.

The final attendance and citizenship records are available for review by parents or guardians upon request. The school district encourages students to maintain high attendance and citizenship records to ensure academic success and a positive learning environment.

Office of the Principal

The school's attendance and citizenship records are reviewed on a regular basis to ensure that students meet the required standards. Students who fail to meet these standards may be subject to disciplinary actions, such as suspension or expulsion. The school district aims to create a safe and effective educational environment for all students.

The final attendance and citizenship records are available for review by parents or guardians upon request. The school district encourages students to maintain high attendance and citizenship records to ensure academic success and a positive learning environment.
The role of the Attendance Office

The attendance office plays a crucial role in ensuring that students attend classes regularly. It maintains records of student attendance, monitors absences, and provides reports to teachers and parents. The office also deals with issues related to students' attendance, such as tardiness and absences due to special circumstances.

1. The attendance office is responsible for keeping accurate records of student attendance.
2. It informs teachers of any absences or tardies in a timely manner.
3. The office provides reports on attendance to parents and school administrators.
4. It helps in identifying students who may need additional support or intervention.

To improve attendance, the school encourages parents to:

- Ensure their children are on time for school.
- Communicate with the school if there are any issues that affect attendance.
- Support their children's education by providing a conducive home environment.

By working together, we can ensure that every student has the opportunity to succeed academically.
What do parents feel our strong areas are and our weak areas are?

Strengths (Parents)
1- Parents feel welcome at Westlake
2- Parents use skyward often to check students progress
3- Administrators and counselors are having good relationships with students and parents
4- My students teachers expect them to do their best and succeed
5- Technology

Weaknesses (Parents)
1- Swearing in the school
2- Cheating in the classrooms
3- Bullying
4- Advisory time
5- Communication between students/parents/teachers

What do the faculty feel our strong areas are and our weak areas are?

Strengths (Faculty)
1- Moral of students is good
2- Common sense of Mission
3- Demonstrate racial and ethnic fairness
4- Using different ways to demonstrate learning/mastery
5- School administration is available and responsive

Weaknesses (Faculty)
1- Swearing
2- Bullying
3- Cheating
4- Pregnancy
5- A school counselor is available when a student needs help

What do the students feel our strong areas are and our weak areas are?

Strengths (Students)
1- Access to technology and learning resources
2- School activities are offered that meet my interest
3- Students are involved in activities

Weaknesses (Students)
1- Advisory Time
2- Swearing
3- My teachers keep me well informed about how I am doing
4- Drugs and alcohol
5- Allows student input regarding school policies

**What, overall, do our stakeholders feel our strong areas are and our weak areas are?**

**Common Strengths**
1- Technology
2- Positive environment
3- Great Admininstration

**Common Weaknesses**
1- Great place for education? Missing?
2- Swearing (ethics)
3- Cheating (ethics)
4- Bullying (ethics)
5- Advisory (Clarify)
6- Communication (All stake holder invol
**Westlake High School**  
**Faculty Survey**  
*n=57*

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### Generally, school work challenges students and requires their best effort.

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### I evaluate students through various types of assignments (portfolios, projects, etc.) not just tests.

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### The classroom instruction and educational programs offered at Westlake High School are of high quality.

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### Westlake High School prepares students for higher education.

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### Westlake High School provides education that meets students’ learning needs and interests.

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### Westlake High School prepares students to enter the work force.

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Teachers have access to a variety of learning resources that help them succeed in their school work.

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Students use various resources (not just textbooks) to complete their school work.

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The facilities at Westlake High School are adequate to support the school’s educational programs and activities.

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Grading policies are administered fairly and consistently at Westlake High School.

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Teachers expect students to do their best and succeed in school.

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Teachers at Westlake High School give students individual help outside of class when needed.

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### Students receive the help they need in selecting courses and planning their education.

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### Students get the help they need in vocational/career planning.

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### A school counselor is available when students need help.

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### The school administration is available and responsive to students’ concerns.

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### The school administration is available and responsive to faculty/staff concerns.

<table>
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<tr>
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<th>Frequency</th>
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</thead>
<tbody>
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<td>24</td>
<td>42.1%</td>
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<tr>
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<td>28</td>
<td>49.1%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3</td>
<td>5.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.8%</td>
</tr>
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### I am satisfied with the disciplinary procedures used at Westlake High School.

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<th>Frequency</th>
<th>Percent</th>
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<tr>
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<td>30</td>
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<td>1.8%</td>
</tr>
<tr>
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**Westlake High School**  
**Faculty Survey  n=57**

**Professional Development at Westlake High School has meaning and helps move the school toward excellence.**

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**Westlake High School helps students understand their moral and ethical responsibilities.**

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<td>1.8%</td>
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**Teachers and administrators consistently enforce school rules.**

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<td>0.0%</td>
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**I feel safe at school.**

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<tr>
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<td>1.8%</td>
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<tr>
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<td>0.0%</td>
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**Students, teachers, and administrators at Westlake High School demonstrate racial and ethnic fairness.**

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<tbody>
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<tr>
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<td>19</td>
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</tr>
<tr>
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<tr>
<td>Strongly Disagree</td>
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**Bullying or relational aggression is not a problem at Westlake High School.**

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<th>20</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>40.4%</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
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<td>33.3%</td>
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<tr>
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<tr>
<td>Strongly Disagree</td>
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</table>
Students do not cheat frequently at Westlake High School.

<table>
<thead>
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<th>Percent</th>
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<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
<td>14</td>
<td>24.6%</td>
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<tr>
<td>Not Sure</td>
<td>18</td>
<td>31.6%</td>
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<tr>
<td>Disagree</td>
<td>19</td>
<td>33.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<td>8.8%</td>
</tr>
<tr>
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There is not a significant problem with substance abuse (e.g. drug or alcohol problems) among the students at Westlake High School.

<table>
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<th>Frequency</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>21.1%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>26</td>
<td>45.6%</td>
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<td>8.8%</td>
</tr>
<tr>
<td>No Response</td>
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Emphasis on athletic programs is appropriate.

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<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
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<td>9</td>
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<tr>
<td>Agree</td>
<td>33</td>
<td>57.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>6</td>
<td>10.5%</td>
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<td>10.5%</td>
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Morale of students is good.

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<td>Strongly Agree</td>
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<td>8.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>44</td>
<td>77.2%</td>
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<tr>
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Vandalism is not a serious problem.

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Students are motivated to do their best work.

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### The Counseling department is efficient with registration, scheduling and class changes.

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<tbody>
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### Students receive information on scholarships, colleges and careers.

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### The administration encourages my participation in professional development opportunities.

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<tr>
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<td>1</td>
<td>1.8%</td>
<td></td>
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</tr>
<tr>
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### As a teacher at Westlake High School, I have a sense of the common mission of our school.

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<tr>
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<td>47.4%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
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<td>3.5%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.8%</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>0.0%</td>
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### The new attendance policy has decreased absences in the classroom.

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<tr>
<td>Agree</td>
<td>20</td>
<td>35.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>12</td>
<td>21.1%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5.3%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>3.5%</td>
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<tr>
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### As a teacher at Westlake High School, I am able to help students before school.

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<tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.5%</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.0%</td>
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<td></td>
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<tr>
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Counselors at Westlake High School are available to assist students with their curricular planning and course selections.

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<td>12</td>
<td>21.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>47.4%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>14</td>
<td>24.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
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Students at WHS are able to see the connection between what they are studying and how it applies to their everyday life.

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<td>3</td>
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</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>57.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>17</td>
<td>29.8%</td>
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<tr>
<td>Disagree</td>
<td>4</td>
<td>7.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
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I provide my students with different ways to demonstrate what they have learned in my class.

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
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<td>Strongly Agree</td>
<td>14</td>
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<tr>
<td>Agree</td>
<td>37</td>
<td>64.9%</td>
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<tr>
<td>Not Sure</td>
<td>5</td>
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<tr>
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<tr>
<td>No Response</td>
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</table>

As a teacher at Westlake High School, I use a variety of instructional strategies, and learning activities in order to help my students achieve the knowledge and skills they are expected to learn.

<table>
<thead>
<tr>
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<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>43.9%</td>
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<tr>
<td>Agree</td>
<td>27</td>
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<td>7.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
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<td>0.0%</td>
</tr>
<tr>
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Students are involved in the planning of activities in which they participate.

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<td>27</td>
<td>47.4%</td>
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<tr>
<td>Not Sure</td>
<td>12</td>
<td>21.1%</td>
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<tr>
<td>Disagree</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.0%</td>
</tr>
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WHS allows for student input regarding school policies.

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<tr>
<td>Not Sure</td>
<td>27</td>
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<tr>
<td>Disagree</td>
<td>5</td>
<td>8.8%</td>
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<tr>
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WHS provides student leadership opportunities.

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There is not a significant problem with pregnancies among students at Westlake High School.

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<tr>
<td>Agree</td>
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There is not a significant problem with swearing among students at Westlake High School.

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Advisory time at Westlake High School is effective and meets students’ needs.

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Do you incorporate writing as an important part of instruction in your classes?

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<tr>
<td>For The Most Part</td>
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<td></td>
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</tr>
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<td></td>
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Across subject areas at Westlake High School, is writing used as an important part of instruction?

<table>
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<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Definitely</td>
<td>15</td>
<td>26.3%</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>For The Most Part</td>
<td>29</td>
<td>50.9%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>No, Definitely Not</td>
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<td>1.8%</td>
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</table>

Date of report: 102511

Filename: whsfac011411

Stephanie Cottam
### Do you feel valued at Westlake High School?

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
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<th>80</th>
<th>100</th>
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</thead>
<tbody>
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<tr>
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<td>43.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Really</td>
<td>9</td>
<td>15.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, Definitely Not</td>
<td>2</td>
<td>3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0.0%</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Does the Westlake High School Administration help make this a high achieving school?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Definitely</td>
<td>25</td>
<td>43.9%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For The Most Part</td>
<td>28</td>
<td>49.1%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Really</td>
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<td>7.0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No, Definitely Not</td>
<td>0</td>
<td>0.0%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0.0%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Westlake High School
Parent Survey  n=311

My student is receiving quality classroom instruction and a high quality education.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>16.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>194</td>
<td>62.4%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>40</td>
<td>12.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>6.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>1.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

My student’s program at Westlake High School meets their learning needs and interests.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>56</td>
<td>18.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>198</td>
<td>63.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>30</td>
<td>9.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Westlake High School is adequately preparing my student(s) for the next level of education and/or work.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>47</td>
<td>15.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>180</td>
<td>57.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>41</td>
<td>13.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>8.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>3.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

My student is developing effective writing skills at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>11.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>174</td>
<td>55.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>61</td>
<td>19.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>10.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

I feel welcome at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>108</td>
<td>34.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>155</td>
<td>49.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>25</td>
<td>8.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>4.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>1.9%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Westlake High School keeps me well-informed of my student's performance in school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>93</td>
<td>29.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>149</td>
<td>47.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>30</td>
<td>9.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>10.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

date of report: 102511
filename:whspar011411
Stephanie Cottam
Westlake High School
Parent Survey  n=311

Grading policies are administered fairly and consistently at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>65</td>
<td>20.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>141</td>
<td>45.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>60</td>
<td>19.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>10.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

I feel teachers are available and willing to meet with me as a parent.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>66</td>
<td>21.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>156</td>
<td>50.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>55</td>
<td>17.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>7.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

My student’s teachers expect them to do him/her best and succeed in school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>Not Sure</td>
<td>31</td>
<td>10.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>2.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers give my student(s) the help he/she needs to complete school work.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>16.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>163</td>
<td>52.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>57</td>
<td>18.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>10.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1</td>
<td>0.3%</td>
<td></td>
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</tbody>
</table>

My student is treated fairly by teachers.

<table>
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<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>67</td>
<td>21.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>177</td>
<td>56.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>41</td>
<td>13.2%</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>5.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

My student can get help from a school counselor when needed.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>75</td>
<td>24.1%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>142</td>
<td>45.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>43</td>
<td>13.8%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>10.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17</td>
<td>5.5%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Westlake High School
Parent Survey  n=311

I feel school counselors are available and willing to meet with me as a parent.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>83</td>
<td>26.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>133</td>
<td>42.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>49</td>
<td>15.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>8.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>19</td>
<td>6.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

I am kept informed about school policies, programs, and events.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>55</td>
<td>17.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>170</td>
<td>54.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>32</td>
<td>10.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>11.6%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

I feel school administrators are available and willing to meet with me as a parent.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>67</td>
<td>21.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>144</td>
<td>46.3%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>71</td>
<td>22.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

I am satisfied with the disciplinary procedures used at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>15.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>146</td>
<td>46.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>79</td>
<td>25.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>6.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Westlake High School helps students with special needs to succeed in school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>14.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>89</td>
<td>28.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>160</td>
<td>51.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>1.9%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

School rules and regulations are fair and applied consistently.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>12.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>133</td>
<td>42.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>89</td>
<td>28.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>9.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
There is not a significant problem with substance abuse at Westlake High School.

<table>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>7.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>74</td>
<td>23.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>153</td>
<td>49.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>10.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>23</td>
<td>7.4%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Staff and students demonstrate racial and ethnic fairness.

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>56</td>
<td>18.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>146</td>
<td>46.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>97</td>
<td>31.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

My student(s) is able to see the connection between what he/she is studying, and how it applies to his/her everyday life.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>11.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>152</td>
<td>48.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>82</td>
<td>26.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>10.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>1.9%</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

My student(s) is being adequately prepared at Westlake High School to continue his/her education after high school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>14.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>179</td>
<td>57.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>48</td>
<td>15.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>7.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>3.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

My student is being adequately prepared at Westlake High School to enter the work force.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>11.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>155</td>
<td>49.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>80</td>
<td>25.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>9.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

The educational program offered my student(s) at Westlake High School is of high quality.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>15.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>179</td>
<td>57.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>46</td>
<td>14.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>8.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
Westlake High School is preparing my student(s) adequately to deal with issues and problems he/she will face in the future.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>33</td>
<td>10.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>152</td>
<td>48.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>89</td>
<td>28.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>9.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
<td></td>
<td></td>
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</tbody>
</table>

Westlake High School provides students access to technology, media centers, libraries, and other resources that help them succeed in learning.

<table>
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<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
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<th>20</th>
<th>40</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>169</td>
<td>54.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>33</td>
<td>10.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>5.1%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>1.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>No Response</td>
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<td>1.6%</td>
<td></td>
<td></td>
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</table>

Students are able to get assistance with assignments from Westlake High School teachers.

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>55</td>
<td>17.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>167</td>
<td>53.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>47</td>
<td>15.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>9.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>0.6%</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

My student is able to receive the necessary help he/she needs before and after school.

<table>
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<tr>
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<th>Frequency</th>
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<th>0</th>
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<td>67</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>153</td>
<td>49.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>51</td>
<td>16.4%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>10.3%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>1.9%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
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<td></td>
<td></td>
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</table>

Parents understand and support TMT's at Westlake High School.

<table>
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<tr>
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<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>12.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>118</td>
<td>37.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>76</td>
<td>24.4%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>43</td>
<td>13.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>31</td>
<td>10.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Parent-teacher communication is actively promoted at Westlake High School.

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
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<th>60</th>
<th>80</th>
<th>100</th>
</tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>43</td>
<td>13.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>151</td>
<td>48.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>65</td>
<td>20.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>12.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>
Parents and teachers of students at Westlake High School communicate regularly.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>9.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>118</td>
<td>37.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>71</td>
<td>22.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>73</td>
<td>23.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Westlake High School sends adequate reports concerning my student’s progress at school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>15.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>164</td>
<td>52.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>36</td>
<td>11.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>41</td>
<td>13.2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>4.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

For the most part, I am satisfied with Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>72</td>
<td>23.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>180</td>
<td>57.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>29</td>
<td>9.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>2.9%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Students are being educated about their moral and ethical obligations at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>11.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>115</td>
<td>37.0%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>122</td>
<td>39.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>7.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>4.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Students are assisted in understanding and getting along with others at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>12.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>142</td>
<td>45.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>98</td>
<td>31.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>3.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

I am satisfied with the way my student(s) is/are treated by teachers at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>64</td>
<td>20.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>182</td>
<td>58.5%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>33</td>
<td>10.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>5.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>3.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
Westlake High School
Parent Survey   n=311

I am satisfied with the way my student(s) is/are treated by administrators at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
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<th>40</th>
<th>60</th>
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<th>100</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>68</td>
<td>21.9%</td>
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<td></td>
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<tr>
<td>Agree</td>
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<tr>
<td>Disagree</td>
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<td>2.3%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
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I am satisfied with the way my student(s) is/are treated by counselors at Westlake High School.

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<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>83</td>
<td>26.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>155</td>
<td>49.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>40</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>4.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>15</td>
<td>4.8%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>3</td>
<td>1.0%</td>
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</table>

Westlake High School encourages and supports students to prevent dropping out.

<table>
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<th>0</th>
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<tbody>
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<tr>
<td>Agree</td>
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<td>47.3%</td>
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<td></td>
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<tr>
<td>Disagree</td>
<td>8</td>
<td>2.6%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
<td></td>
<td></td>
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</table>

Westlake High School has established reasonable rules and regulations for student conduct.

<table>
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<tbody>
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<td>52</td>
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</tr>
<tr>
<td>Agree</td>
<td>200</td>
<td>64.3%</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Not Sure</td>
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<td>10.9%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>2.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
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<td>1.3%</td>
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</table>

Westlake High School teachers and administrators fairly and consistently enforce school rules.

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
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<th>40</th>
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<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>9.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>151</td>
<td>48.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>77</td>
<td>24.8%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>10.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>5.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
<td></td>
<td></td>
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</tbody>
</table>

All students who wish to participate in school activities are included.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
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<th>80</th>
<th>100</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>15.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>150</td>
<td>48.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>77</td>
<td>24.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>6.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>1.9%</td>
<td></td>
<td></td>
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</tbody>
</table>
### The attendance policy at Westlake High School encourages my student(s) to attend class more regularly.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>64</td>
<td>20.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>154</td>
<td>49.5%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>55</td>
<td>17.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>6.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>4.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

### Cheating is not a big problem at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>68</td>
<td>21.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>185</td>
<td>59.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>7.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>3.9%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

### Westlake High School does not have a problem with bullying or relational aggression.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>68</td>
<td>21.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>170</td>
<td>54.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>11.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>1.3%</td>
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</table>

### Westlake High School discipline policies are fair.

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>12.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>168</td>
<td>54.0%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>83</td>
<td>26.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>3.2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

### Westlake High School administrators, teachers, and students are sensitive to issues of racial and ethnic fairness.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>39</td>
<td>12.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>140</td>
<td>45.0%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>117</td>
<td>37.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>1.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>1.0%</td>
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</table>

### Emphasis on athletic programs is appropriate at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>15.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>150</td>
<td>48.2%</td>
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<tr>
<td>Not Sure</td>
<td>73</td>
<td>23.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>7.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>4.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
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</table>
## I regularly use the Westlake High School website to keep track of school activities.

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
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<th>40</th>
<th>60</th>
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<tbody>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>147</td>
<td>47.3%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>23</td>
<td>7.4%</td>
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<tr>
<td>Disagree</td>
<td>59</td>
<td>19.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>5.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>1.6%</td>
<td></td>
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</table>

## I regularly use the Skyward site to keep track of my student's grades and attendance, etc.

<table>
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<th>Percent</th>
<th>0</th>
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<th>40</th>
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<th>100</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>130</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>11</td>
<td>3.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>39</td>
<td>12.5%</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>5.1%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
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<td></td>
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</tbody>
</table>

## Students are involved in the planning of activities in which they participate.

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>107</td>
<td>34.4%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>130</td>
<td>41.8%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>8.0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>8</td>
<td>2.6%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>No Response</td>
<td>5</td>
<td>1.6%</td>
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## Westlake High School allows for student input regarding school policies.

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<th>Percent</th>
<th>0</th>
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<th>40</th>
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<tr>
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<tr>
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<tr>
<td>Disagree</td>
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## Westlake High School provides student leadership opportunities.

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<tr>
<td>Agree</td>
<td>175</td>
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<td></td>
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<tr>
<td>Not Sure</td>
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<td>20.9%</td>
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<td></td>
<td></td>
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<tr>
<td>Disagree</td>
<td>11</td>
<td>3.5%</td>
<td></td>
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<td></td>
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<td>Strongly Disagree</td>
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<td>2.3%</td>
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## There is not a significant problem with pregnancies among students at Westlake High School.

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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>16.4%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>160</td>
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<tr>
<td>Disagree</td>
<td>50</td>
<td>16.1%</td>
<td></td>
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</tr>
<tr>
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<td>2.3%</td>
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</table>
There is not a significant problem with swearing among students at Westlake High School.

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</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>7.1%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>69</td>
<td>22.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>96</td>
<td>30.9%</td>
</tr>
<tr>
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<tr>
<td>No Response</td>
<td>6</td>
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Advisory time at Westlake High School is effective and meets student needs.

<table>
<thead>
<tr>
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<th>Percent</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Agree</td>
<td>102</td>
<td>32.8%</td>
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<tr>
<td>Not Sure</td>
<td>95</td>
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<tr>
<td>Disagree</td>
<td>49</td>
<td>15.8%</td>
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<tr>
<td>Strongly Disagree</td>
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</tr>
<tr>
<td>No Response</td>
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<td>1.9%</td>
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</table>

The annual income in my home is

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10,000</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>10,500 to 25,000</td>
<td>16</td>
<td>5.1%</td>
</tr>
<tr>
<td>25,500 to 50,000</td>
<td>62</td>
<td>19.9%</td>
</tr>
<tr>
<td>50,000 to 75,000</td>
<td>88</td>
<td>28.3%</td>
</tr>
<tr>
<td>Over 75,000</td>
<td>128</td>
<td>41.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
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</tbody>
</table>

My racial/ethnic origin is

<table>
<thead>
<tr>
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<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0.6%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>267</td>
<td>85.9%</td>
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<tr>
<td>Hispanic</td>
<td>24</td>
<td>7.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>4.5%</td>
</tr>
<tr>
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Overall, the time my student spends on homework each day is

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<tr>
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</thead>
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<tr>
<td>More than 2 hours per day</td>
<td>74</td>
<td>23.8%</td>
</tr>
<tr>
<td>Between 1-2 hours per day</td>
<td>164</td>
<td>52.7%</td>
</tr>
<tr>
<td>Less than 1 hour per day</td>
<td>72</td>
<td>23.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
My school work is challenging and requires my best effort.

<table>
<thead>
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<th>0</th>
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<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>139</td>
<td>17.1%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
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<tr>
<td>Not Sure</td>
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</tr>
<tr>
<td>Disagree</td>
<td>93</td>
<td>11.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>18</td>
<td>2.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
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I am motivated to do my best work in school.

<table>
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<tr>
<td>Agree</td>
<td>352</td>
<td>43.4%</td>
<td></td>
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<tr>
<td>Not Sure</td>
<td>149</td>
<td>18.4%</td>
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<td></td>
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<tr>
<td>Disagree</td>
<td>64</td>
<td>7.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>52</td>
<td>6.4%</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
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<td></td>
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</table>

My teachers evaluate my learning through various types of assignments (portfolios, projects, etc.), not just tests.

<table>
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<tr>
<td>Agree</td>
<td>350</td>
<td>43.2%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>160</td>
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<tr>
<td>Disagree</td>
<td>72</td>
<td>8.9%</td>
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<td></td>
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<tr>
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My education at Westlake High School meets my learning needs and interests.

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I receive quality classroom instruction at Westlake High School.

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<tr>
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I receive a high quality education at Westlake High School.

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<tr>
<td>Not Sure</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
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</table>
Westlake High School
Student Survey  n=811

Westlake High School is preparing me to deal with decisions I will face in planning my future.

<table>
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<th>Frequency</th>
<th>Percent</th>
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<th>20</th>
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<tbody>
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<tr>
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<tr>
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</tbody>
</table>

I have access to a variety of learning resources (e.g. technology, media centers) that help me in my school work.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
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<tbody>
<tr>
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School activities are offered that meet my interests.

<table>
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<td></td>
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I am involved in school activities (clubs, plays, student government, music, etc.).

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<tr>
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The grading and evaluation of my school work is fair.

<table>
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<td>0.6%</td>
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My teachers keep me well-informed of my performance in their classes.

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<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>179</td>
<td>22.1%</td>
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<td></td>
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</table>
### My teachers work to help me gain the knowledge and skills taught in their classes.

<table>
<thead>
<tr>
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<th>Percent</th>
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<tr>
<td>Agree</td>
<td>407</td>
<td>50.2%</td>
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<tr>
<td>Not Sure</td>
<td>148</td>
<td>18.2%</td>
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<tr>
<td>Disagree</td>
<td>71</td>
<td>8.8%</td>
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<td>Strongly Disagree</td>
<td>51</td>
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<tr>
<td>No Response</td>
<td>8</td>
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</table>

### My teachers will give me individual help inside and outside of class time if I need it.

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Agree</td>
<td>379</td>
<td>46.7%</td>
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<tr>
<td>Not Sure</td>
<td>148</td>
<td>18.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>7.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>45</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Response</td>
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</table>

### I receive the help I need in selecting classes and planning my education.

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>139</td>
<td>17.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>322</td>
<td>39.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>160</td>
<td>19.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>102</td>
<td>12.6%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>84</td>
<td>10.4%</td>
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<tr>
<td>No Response</td>
<td>4</td>
<td>0.5%</td>
</tr>
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</table>

### I get the help I need in vocational/career planning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Agree</td>
<td>243</td>
<td>30.0%</td>
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<tr>
<td>Not Sure</td>
<td>237</td>
<td>29.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>132</td>
<td>16.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>98</td>
<td>12.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

### A school counselor is available when I need help with school or personal issues.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Agree</td>
<td>262</td>
<td>32.3%</td>
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<tr>
<td>Not Sure</td>
<td>163</td>
<td>20.1%</td>
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<td>Disagree</td>
<td>117</td>
<td>14.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>114</td>
<td>14.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
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</tr>
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</table>

### I feel the school administration is available and responsive to my concerns.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12.6%</td>
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<tr>
<td>Agree</td>
<td>233</td>
<td>28.7%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>234</td>
<td>28.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>116</td>
<td>14.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>122</td>
<td>15.0%</td>
</tr>
<tr>
<td>No Response</td>
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<td>0.5%</td>
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Westlake High School
Student Survey  n=811

I am satisfied with the disciplinary procedures used at Westlake High School.

<table>
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<th>Percent</th>
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<th>40</th>
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<th>80</th>
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<tr>
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<td></td>
<td></td>
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<tr>
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<td>22.9%</td>
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<td></td>
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<tr>
<td>Disagree</td>
<td>116</td>
<td>14.3%</td>
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<tr>
<td>Strongly Disagree</td>
<td>139</td>
<td>17.1%</td>
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I feel safe at school.

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<tr>
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</table>

Students, teachers, and administrators demonstrate racial and ethnic fairness.

<table>
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</table>

Students do not cheat frequently at Westlake High School.

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<tr>
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<td></td>
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<tr>
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<td>24.2%</td>
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<tr>
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<td></td>
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</table>

There is not a significant problem with substance abuse (e.g. drug or alcohol problems) among students at Westlake High School.

<table>
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<th>Percent</th>
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<tr>
<td>Agree</td>
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<td>19.0%</td>
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<tr>
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There is an adult I can go to for help at school if I need it.

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<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Disagree</td>
<td>73</td>
<td>9.0%</td>
<td></td>
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date of report: 102511
filename: whstu011411
Stephanie Cottam
<table>
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<th>School spirit is good at Westlake High School.</th>
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<th>Percent</th>
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<td>297</td>
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<td>Not Sure</td>
<td>132</td>
<td>16.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>129</td>
<td>15.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>94</td>
<td>11.6%</td>
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<tr>
<td>No Response</td>
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<td>1.1%</td>
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<table>
<thead>
<tr>
<th>School rules and regulations are reasonable.</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>120</td>
<td>14.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>333</td>
<td>41.1%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>138</td>
<td>17.0%</td>
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<tr>
<td>Disagree</td>
<td>113</td>
<td>13.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>97</td>
<td>12.0%</td>
</tr>
<tr>
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<td>1.2%</td>
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<table>
<thead>
<tr>
<th>Emphasis on athletic programs is appropriate.</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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</tr>
<tr>
<td>Agree</td>
<td>360</td>
<td>44.4%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>122</td>
<td>15.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>54</td>
<td>6.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>57</td>
<td>7.0%</td>
</tr>
<tr>
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<td>9</td>
<td>1.2%</td>
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</table>

<table>
<thead>
<tr>
<th>Students are motivated to do their best work.</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
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<tr>
<td>Agree</td>
<td>270</td>
<td>33.3%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>233</td>
<td>28.7%</td>
</tr>
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<td>Disagree</td>
<td>122</td>
<td>15.0%</td>
</tr>
<tr>
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<td>11</td>
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<thead>
<tr>
<th>Teachers communicate with parents.</th>
<th>Frequency</th>
<th>Percent</th>
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<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
<td>247</td>
<td>30.5%</td>
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<td>Not Sure</td>
<td>261</td>
<td>32.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>142</td>
<td>17.5%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>73</td>
<td>9.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>1.4%</td>
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<table>
<thead>
<tr>
<th>I am able to obtain the help I need from my teachers before school.</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>108</td>
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<tr>
<td>Agree</td>
<td>376</td>
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<tr>
<td>Not Sure</td>
<td>176</td>
<td>21.7%</td>
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<tr>
<td>Disagree</td>
<td>87</td>
<td>10.7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>54</td>
<td>6.7%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>1.2%</td>
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Westlake High School
Student Survey    n=811

I understand the TMT and grading procedure.

<table>
<thead>
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<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>239</td>
<td>29.5%</td>
<td></td>
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<td></td>
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<tr>
<td>Agree</td>
<td>360</td>
<td>44.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Disagree</td>
<td>49</td>
<td>6.0%</td>
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<tr>
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<tr>
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<td>9</td>
<td>1.1%</td>
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The people in the main office and attendance office care about me as an individual.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>0</th>
<th>20</th>
<th>40</th>
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<tbody>
<tr>
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<tr>
<td>Not Sure</td>
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<td>28.9%</td>
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<tr>
<td>Disagree</td>
<td>136</td>
<td>16.8%</td>
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<tr>
<td>Strongly Disagree</td>
<td>127</td>
<td>15.7%</td>
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I feel that I fit in at Westlake High School.

<table>
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<th>0</th>
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<tr>
<td>Agree</td>
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<td>41.3%</td>
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<tr>
<td>Not Sure</td>
<td>137</td>
<td>16.9%</td>
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<tr>
<td>Disagree</td>
<td>56</td>
<td>6.9%</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Strongly Disagree</td>
<td>59</td>
<td>7.3%</td>
<td></td>
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<td></td>
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<tr>
<td>No Response</td>
<td>10</td>
<td>1.2%</td>
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Westlake High School does not have a problem with bullying.

<table>
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<th>0</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>91</td>
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<tr>
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<td>225</td>
<td>27.7%</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td>260</td>
<td>32.1%</td>
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<td></td>
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<tr>
<td>Disagree</td>
<td>136</td>
<td>16.8%</td>
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<td>10</td>
<td>1.2%</td>
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I look forward to school each day.

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<td>28.2%</td>
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<td></td>
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<tr>
<td>Not Sure</td>
<td>181</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>173</td>
<td>21.3%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>19.1%</td>
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<td></td>
<td></td>
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<tr>
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<td>1.5%</td>
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Students are involved in the planning of activities in which they participate.

<table>
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<th>Percent</th>
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<th>20</th>
<th>40</th>
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<tr>
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<td>283</td>
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<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>103</td>
<td>12.7%</td>
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<td>10</td>
<td>1.2%</td>
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Westlake High School
Student Survey  n=811

Westlake High School allows for student input regarding school policies.

<table>
<thead>
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<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>5.9%</td>
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<tr>
<td>Agree</td>
<td>168</td>
<td>20.7%</td>
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<tr>
<td>Not Sure</td>
<td>251</td>
<td>30.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>171</td>
<td>21.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>163</td>
<td>20.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>1.2%</td>
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</tbody>
</table>

Westlake High School provides student leadership opportunities.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>143</td>
<td>17.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>373</td>
<td>46.0%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>179</td>
<td>22.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>56</td>
<td>6.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>49</td>
<td>6.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

There is not a significant problem with pregnancies among students at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>59</td>
<td>7.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>167</td>
<td>20.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>237</td>
<td>29.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>187</td>
<td>23.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>150</td>
<td>18.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

There is not a significant problem with swearing among students at Westlake High School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>45</td>
<td>5.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>63</td>
<td>7.8%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>83</td>
<td>10.2%</td>
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<tr>
<td>Disagree</td>
<td>173</td>
<td>21.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>437</td>
<td>53.9%</td>
</tr>
<tr>
<td>No Response</td>
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</table>

Advisory time at Westlake High School is effective and meets students’ needs.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>55</td>
<td>6.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>121</td>
<td>14.9%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>124</td>
<td>15.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>169</td>
<td>20.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>333</td>
<td>41.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Do teachers require you to write in order to succeed in your classes?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Definitely</td>
<td>146</td>
<td>18.0%</td>
</tr>
<tr>
<td>Most Classes</td>
<td>326</td>
<td>40.2%</td>
</tr>
<tr>
<td>Some Classes Yes, Some No</td>
<td>261</td>
<td>32.2%</td>
</tr>
<tr>
<td>Not Really</td>
<td>56</td>
<td>6.9%</td>
</tr>
<tr>
<td>No, Definitely Not</td>
<td>12</td>
<td>1.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
### Do you get feedback on your school work that helps you learn and improve your performance?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Definitely</td>
<td>105</td>
<td>12.9%</td>
</tr>
<tr>
<td>For the Most Part</td>
<td>406</td>
<td>50.1%</td>
</tr>
<tr>
<td>Not Really</td>
<td>235</td>
<td>29.0%</td>
</tr>
<tr>
<td>No, Definitely Not</td>
<td>49</td>
<td>6.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>16</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### Do you feel you are valued at Westlake High School?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Definitely</td>
<td>183</td>
<td>22.6%</td>
</tr>
<tr>
<td>For the Most Part</td>
<td>313</td>
<td>38.6%</td>
</tr>
<tr>
<td>Not Really</td>
<td>211</td>
<td>26.0%</td>
</tr>
<tr>
<td>No, Definitely Not</td>
<td>83</td>
<td>10.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>21</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

### Overall, the time I spend on homework each day is . . .

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 2 hours per day.</td>
<td>171</td>
<td>21.1%</td>
</tr>
<tr>
<td>Between 1-2 hours per day.</td>
<td>330</td>
<td>40.7%</td>
</tr>
<tr>
<td>Less than 1 hour per day.</td>
<td>300</td>
<td>37.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### I am a

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>50</td>
<td>6.2%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>363</td>
<td>44.8%</td>
</tr>
<tr>
<td>Junior</td>
<td>235</td>
<td>29.0%</td>
</tr>
<tr>
<td>Senior</td>
<td>156</td>
<td>19.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

### I am a

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>366</td>
<td>45.1%</td>
</tr>
<tr>
<td>Female</td>
<td>424</td>
<td>52.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>21</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

### I consider myself to be a(n)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>12</td>
<td>1.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>2.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>24</td>
<td>3.0%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>602</td>
<td>74.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>56</td>
<td>6.9%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>26</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other</td>
<td>62</td>
<td>7.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
**SCHOOL IMPROVEMENT PLAN 2009/10**

- Opening a New High School
  
  Dealing with enrollment higher than what was projected
  
  Having a Freshman class at Westlake High School

- Students at Westlake High School will earn credit
  
  Advisory period set up during the school day to make up credit not earned
  
  Daily print out of grades
  
  Students not able to participate in extracurricular activities if behind credit

- Thunder Mastery Tests
  
  Students developing basic competency (based on State Core)
  
  Follows two of our three DRSL's (Filled with Knowledge, Engrained with Skill)

**SCHOOL IMPROVEMENT PLAN 2010/11**

- Revision Attendance Policy and Advisory from 2009/10 school year
  
  Attendance Policy will be similar to other high schools in the district
  
  Advisory is built into each class period (last 15 min)

- Unit Mastery Tests
  
  Revision of TMTs includes a sliding scale for passing rates

- Analyzing Data from 2009-10 school year
  
  CRT scores, AP scores
  
  Graduation Rate

- Continued importance on students earning credit
  
  Weekly At-Risk Meetings
SCHOOL IMPROVEMENT PLAN 2011/12

- Continued Revision of School Attendance Policy and to generate a baseline of data to use to measure intervention effectiveness
  
  Goal is to increase student participation and responsibility
  
  Encourage advisory time and document how time is being used

- Increase last year’s graduation rate (91%) by 1% (92%)
  
  Focus on working with Seniors to earn credit and make up lost credit through credit remediation programs (East Shore, Electronic High School, EHigh (Alpine))

- Increase ranking in District on overall CRT scores (Currently 5th out of 8 schools) by 2 places

- Working with AP Programs and increasing numbers (2010, 195 tests taken, 38% pass rate, 2011, 291 test taken, 48% pass rate) of students taking exams by 10% and pass rates 5%
  
  Provide the needed training and in-service to increase professionalism and student preparedness
  
  Continued awareness of test changes and reviewing areas in curriculum where students tested lower the year before