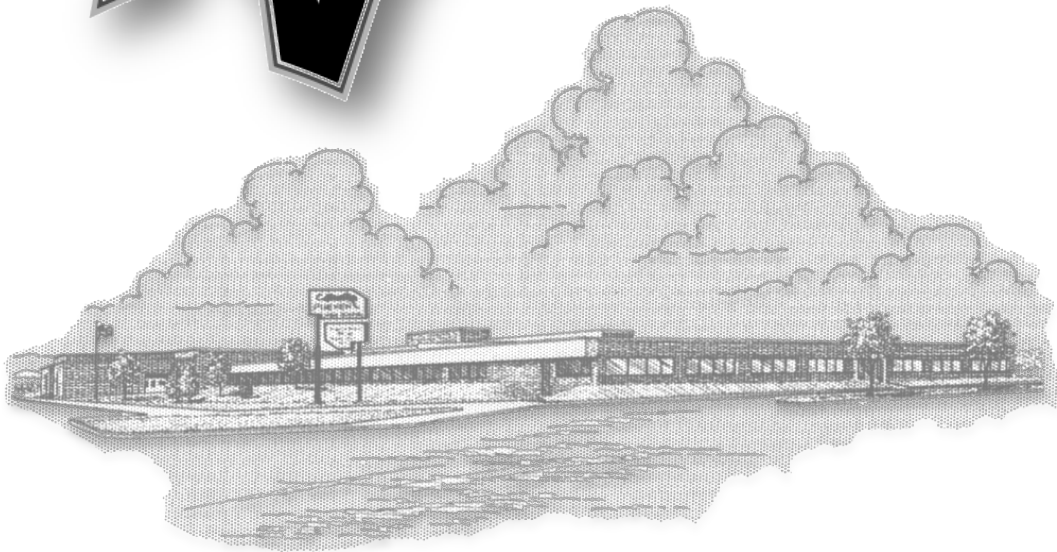


Pine View High School



Self Study and School Improvement Plan

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April 2010

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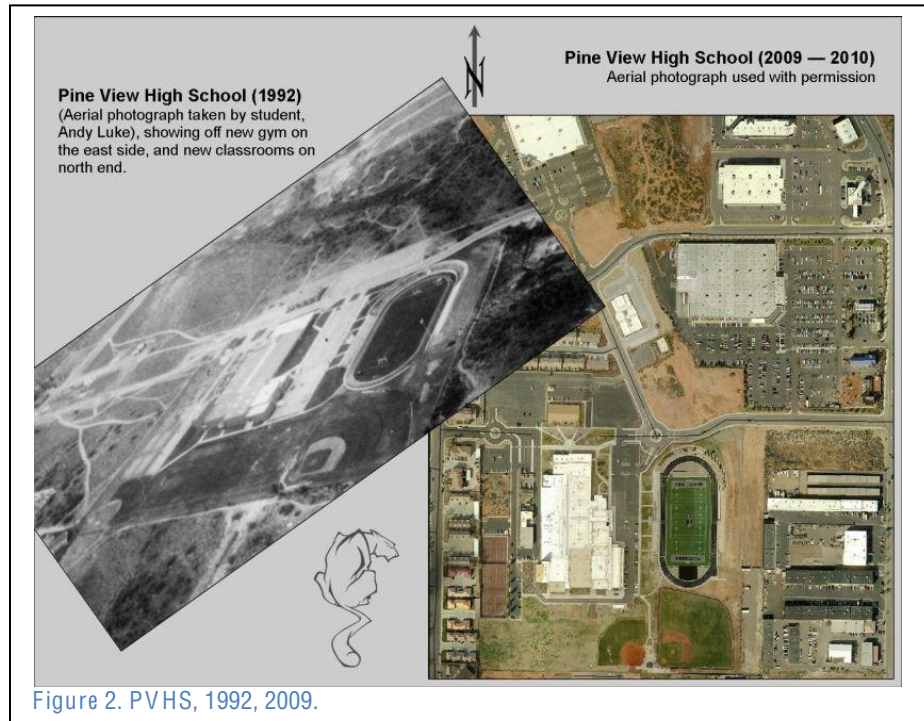
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PART 1: PROFILE

INTRODUCTION AND HISTORY

Pine View High School first opened in August of 1983. Splitting off from Dixie High School was a challenge, but students soon adapted and even developed a strong rivalry with their old school as both schools fought for dominance in athletics and other areas of competition. It was not easy to break away from old friends and familiar

hallways, but the excitement of choosing a new school name, colors, mascot, among other “firsts” gave the new Pine View Panthers a sense of pride. As with most newly constructed buildings, there were the usual problems with equipment orders not arriving on time, air-conditioning and heating systems not working properly, and many classes did not even have chairs for students to sit in. There were just over 600 students (in grades 9-12), twenty-seven teachers, one counselor, two administrators, four secretaries, five cooks, and four custodians. The school property covered over 40 acres and



was built in the area adjacent to Mill Creek Industrial Park, east of St. George, Utah.

The southwestern corner of Utah comprising Washington County experienced a near-doubling population growth each decade between 1970 and 2000, and with that growth came the construction of Pine View Middle School, which incorporated our freshmen class starting in the fall of 1988. Continued population growth in the Pine View area led to the physical expansion of our building in 1992, with the addition of an auxiliary gym, additional restrooms, and twelve classrooms. Further population increases in the areas surrounding St. George, led to the construction of another high school, this time in Santa Clara. Snow Canyon High School opened in August 1994. School boundaries were redrawn to keep up with growth projections, and additions or reconstruction projects were completed to accommodate students flowing into the area. By 2004 Pine View High needed more room and a huge addition was drawn up and construction begun to add a two-story section (which came to be known as the “Science Wing”) onto the southeast corner of the high school. The top story would house four science classrooms and two full-size labs, while the bottom story included a dance studio/wrestling room, and a weight room. This massive construction project also included (through the addition to, or modification of, the existing structure) a lecture hall, administrative offices, guidance/counseling offices, a new library media center, three computer research/writing labs, and new custodial supply/workrooms. The school year of 2005-2006 was one of high hopes for the completed project, but it was also filled with incredible adjustments that tested everyone’s patience. Classes were interrupted by the sounds of saws, drills, hammers, power equipment, and occasional cursing, or by sudden power outages, fire alarms (accidentally set off), and even by dust filtering down from the ceilings. It was an ordeal, but it was worth it. We now have a building equal to our abilities and challenges.

Another high school opened in the fall of 2008 (Desert Hills High School), and along with it came more school boundary changes, and new rivalries.

PINE VIEW HIGH SCHOOL AND COMMUNITY DEMOGRAPHICS

Area Growth

As indicated in the introduction, Pine View High School has been serving a very fast growing community. Annual growth rates over the last seven years have varied from 0.5% to

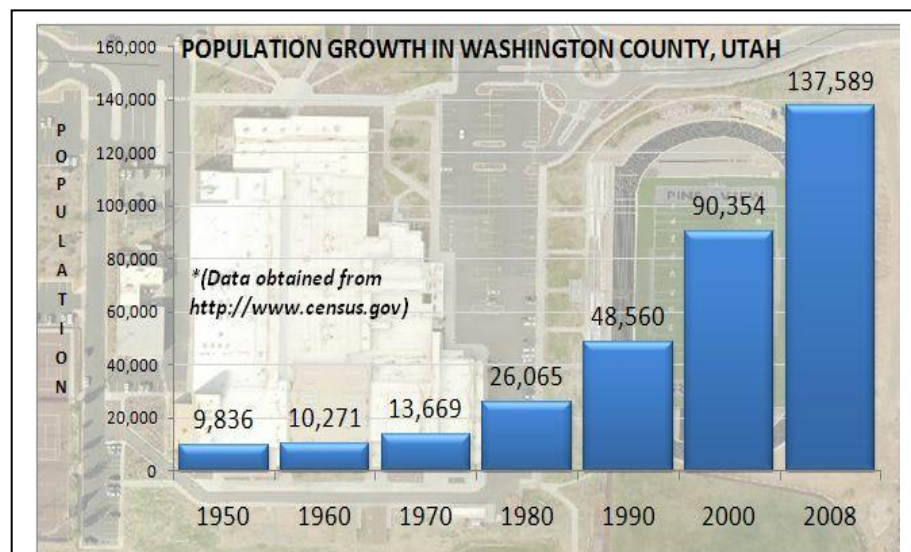


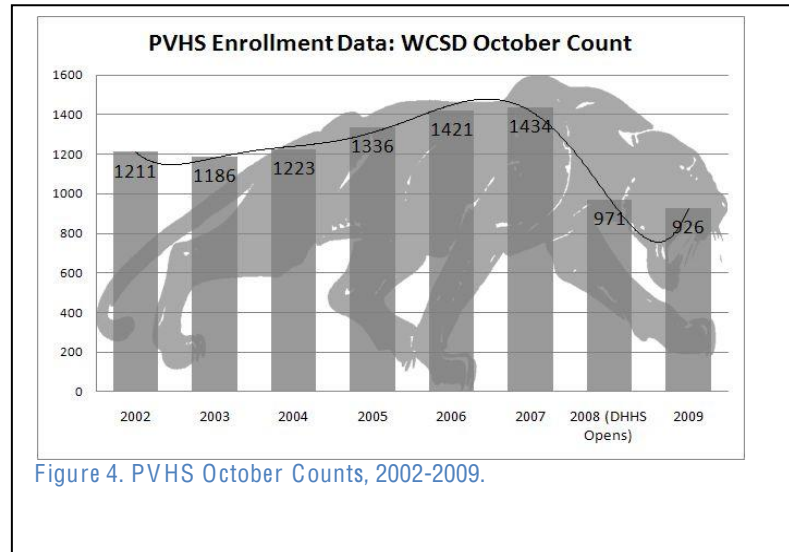
Figure 3. Washington County population growth over time.

8.36%. Pine View High School serves the portions of eastern St. George and Washington City. Estimated annual growth for our area is expected to continue at a rate of 2-5 percent.

Enrollment History

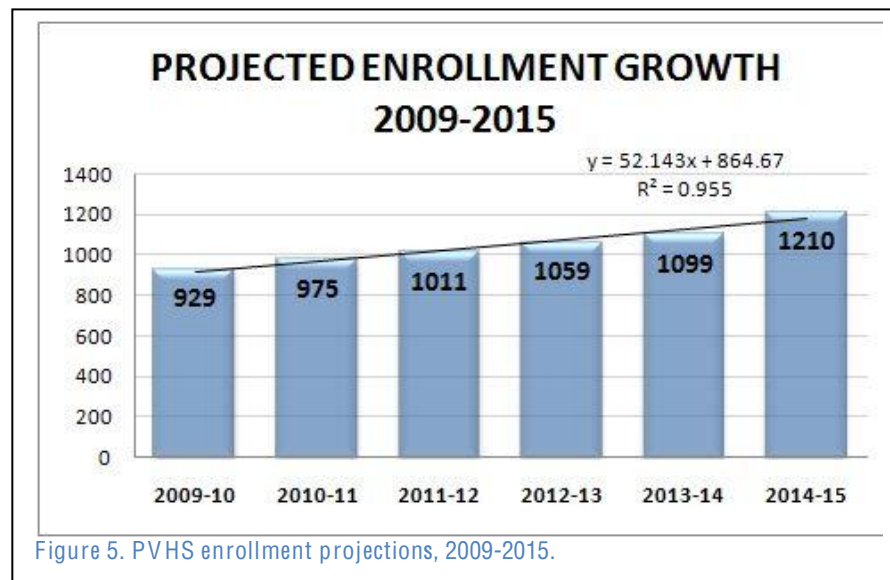
Fall enrollment over the past seven years has varied for several reasons. For the first five of the past seven years fall student enrollment increased relatively consistently. However, with the opening of the new Desert Hills High School, our boundaries were changed and the effect of this was a reduction in our student population of 463

students. Furthermore, recent economic challenges facing our country, state and community, have resulted in an additional reduction in the annual growth rate for Pine View High School.

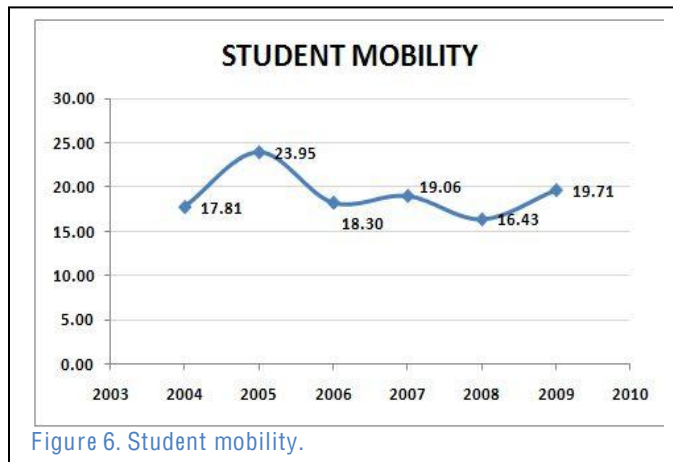


Projected Enrollment

Ultimately, in spite of the various factors that have recently influenced student population at Pine View High School, projected enrollment is expected to increase at a rate of 3% to 10% annually over the next five years.



Student Mobility



Many of our students parents are involved in trades and occupations that cause them to move rather frequently; consequently, we have a rather high rate of student mobility, i.e., students moving in and out of the area. Over the past seven years, student mobility has ranged from 24% down to 16%.

Ethnicity in Our Student Population

A diverse ethnic student population has historically not been a major attribute of Pine View High School; however, we are seeing growth in the ethnic diversity of our student body. Currently, enrollment for the 2009-2010 school year is 926 (according to our October 1, 2009 report—other data show the number at 929) students in grades 10-12.

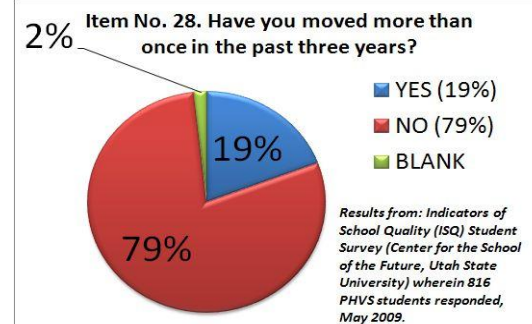
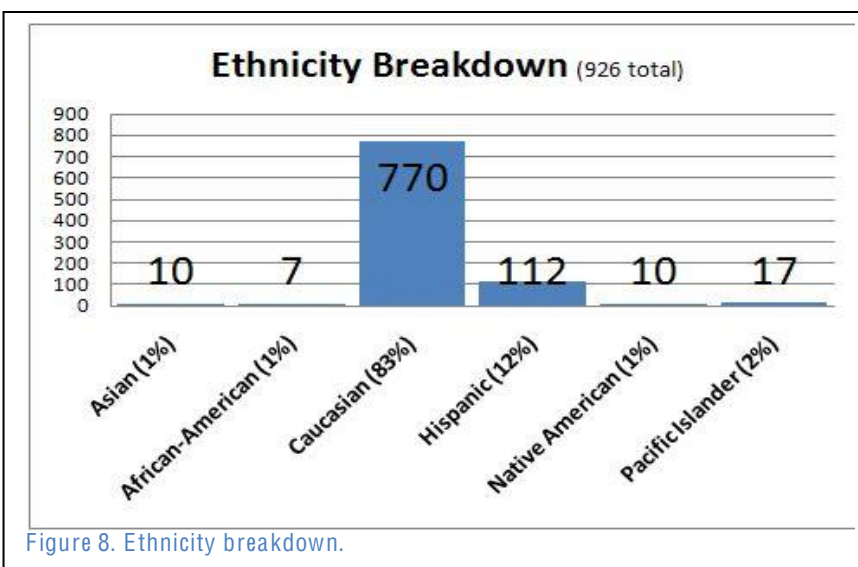


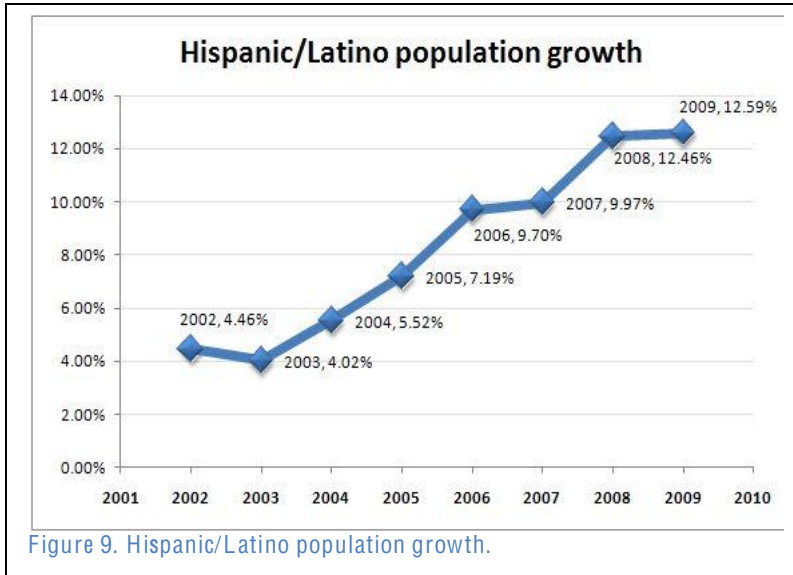
Figure 7. Student who have moved more than once in past three years.



The accompanying chart illustrates the current demographic breakdown of Pine View High School students according to their recorded ethnicity. Caucasian students represent 83 percent of the student body; Hispanic students represent approximately 12 percent of the

student body; Pacific Islander students represent almost 2 percent of the student body.

The most significant demographic change in our student population over the past



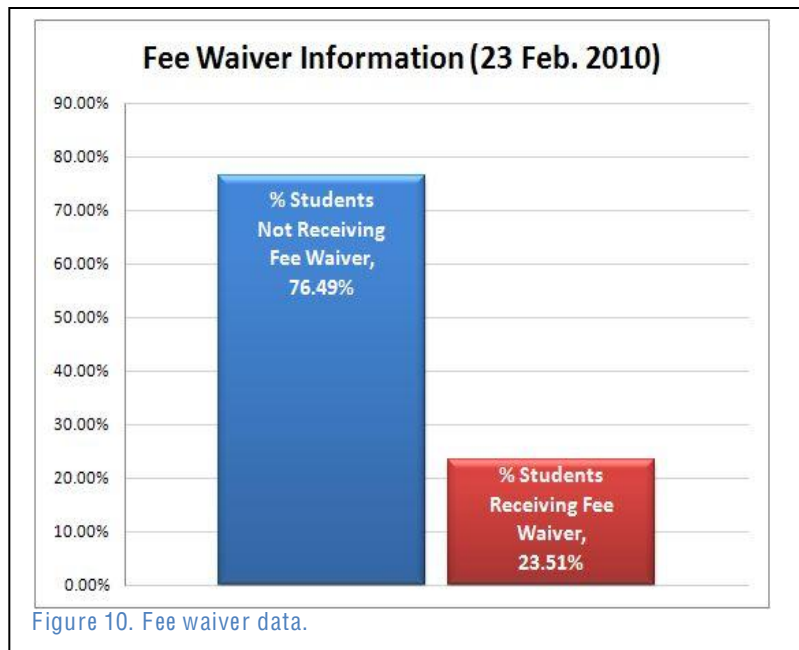
several years has occurred in the Hispanic (listed on WCSD reports beginning 2009 as “Hispanic/Latino”) student population, which has seen relatively steady growth since 2003.

Currently, there are 51 students, or approximately 5% of our student body, receiving LEP (Limited English Proficiency) services.

Income Status

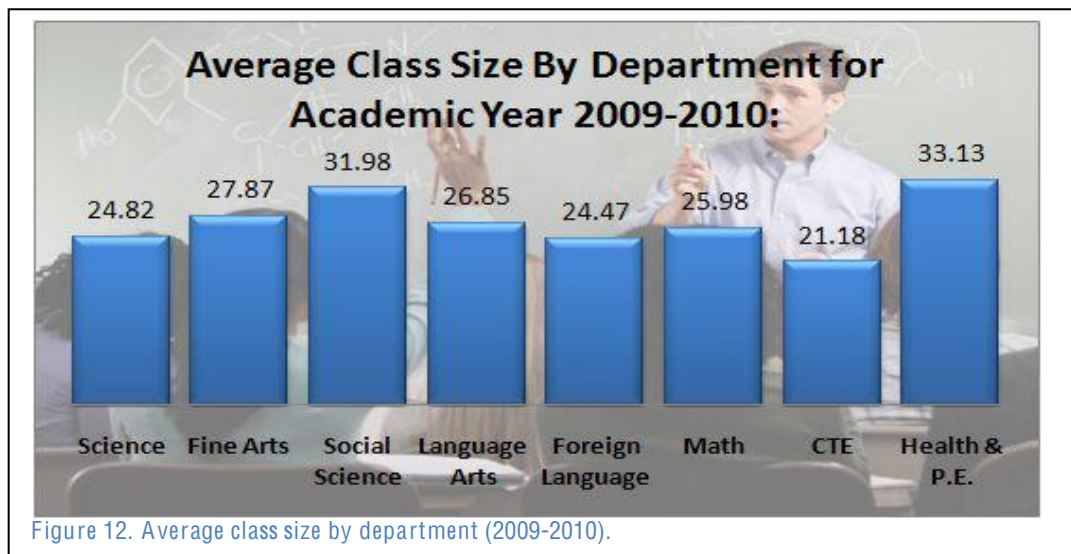
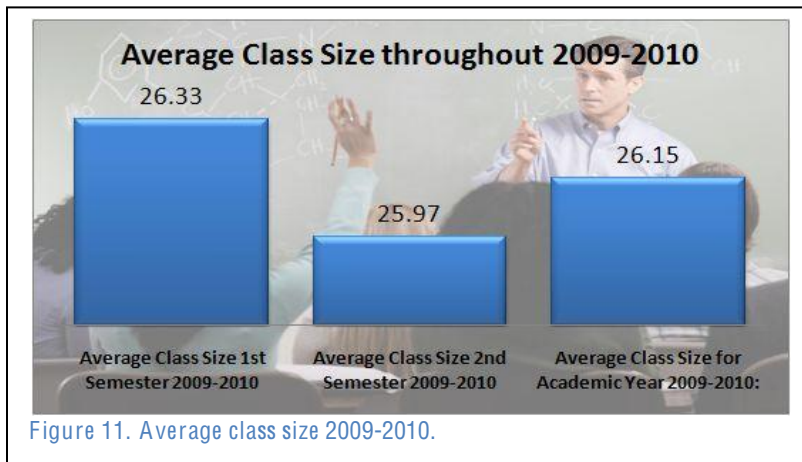
Pine View students come from a wide range of income levels, from below the national poverty level to the affluent. Currently 20.0 % of our students are receiving fee waiver under the federal income guidelines, and this value has been increasing over the

last three years. The number of fee waivers issued gives a rough perspective of the number of students living at or below the poverty level within the district. We understand that not all students eligible apply, so our numbers will be low. However, the values are fairly consistent with data provided by the US Census Bureau on Washington County. We have no accurate record of income status

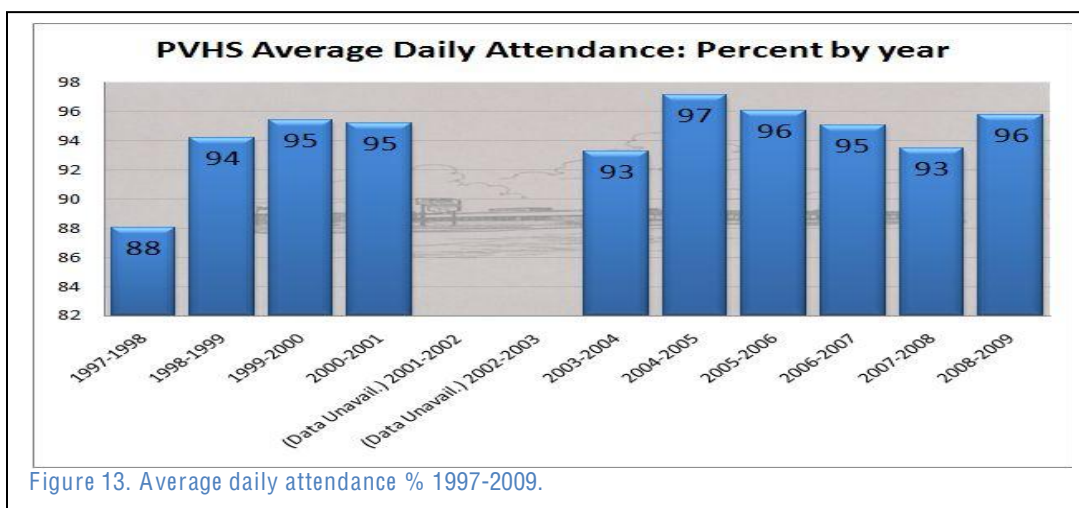


of the overall population of Pine View High School other than that provided by the Governor’s Office on Planning and Budget for Washington County. According to their information, Washington County’s median family income is \$50,333 while the state median income is \$56,633; our median income is 11% below the state average.

Average Class Size



Average Daily Attendance



SCHOOL LEADERSHIP, ORGANIZATION, AND EDUCATIONAL PROGRAM

Our school is ultimately governed by federal and state laws and statutes as well as the local school board. However, those immediately concerned for the welfare of our school and its community are those who are directly involved with our school. Local leadership stems from several components. Our principal and two vice principals provide the traditional leadership positions at the school and department levels. Recently a School Community Council was formed to provide a collaborative guidance and leadership approach for our school. The School community Council is chaired by the principal of the school and is composed of administration, faculty, staff, students, and community members.

Administrative Staff



Principal - Mike Mees:

Mr. Mees has served as principal at Pine View High School Since the start of the 2008-2009 academic school year. Prior to serving as principal Mr. Mees served as the athletic director and activities director at Pine View High School for five years. Prior to Mr. Mees coming to Pine View High School, he lived and worked in Wyoming for nineteen years where he served in numerous capacities ranging from serving in administration to teaching history. In addition to his administrative and teaching duties, Mr. Mees has also coached football, basketball and track.



Assistant Principal - Randy Wyatt:

Mr. Wyatt has served as an assistant principal at Pine View High School since the start of the 2008-2009 academic school year. Prior to serving as assistant principal, Mr. Wyatt taught for 14 years. In addition to his teaching assignment Mr. Wyatt has served as a department chair, social sciences and vocational education teacher, basketball, tennis and track coach.



Assistant Principal - John Howell:

Mr. Howell has served as an assistant principal since the beginning of the 2008-2009 academic year. After teaching at Sky View High School in Logan Utah for five years, John started teaching at Pine View High School beginning with the 1999-2000 school year. In addition to his teaching assignment John has served as a department chair, history teacher, baseball and football coach. John was appointed assistant principal in 2008.



Assistant Principal - Vance Casperson:

Mr. Casperson has served as an assistant principal at Pine View High School since the beginning of the 2008-2009 academic year. Mr. Casperson began his teaching career in Idaho where he taught for five years before coming to Pine View High School in 1990. In his twenty

years here at Pine View High School Mr. Casperson has taught P.E., History and English as well as served as the head wrestling and track coach and additionally assisting with football and girls basketball.



Resource Officer - Matt Orr:

Officer Orr was assigned to Pine View High at the start of the 2006-2007 academic school year, is a member of the St. George Police department and serves as security for games and dances. Officer Orr is currently in his fifteenth year as a law enforcement officer.

School Community Council

2009-2010

Member	Position	E mail
K. Michael Mees	Principal	mees@pineview.org
Randy Wyatt	Assistant Principal	wyatt@pineview.org
Jonathan Howell	Assistant Principal / AD	howell@pineview.org
Gary Higgins	Staff Developer PVHS	higgins@pineview.org
Telly Esplin	PVHS Math Teacher	esplin@pineview.org
Matt Kreitzer	Library Media Coordinator	kreitzer@pineview.org
Bell Breen	Certified Staff (Counseling)	breen@pineview.org
JeNee Hutchinson	Finance Secretary	hutch@pineview.org
Stacey Irvine	School land Trust Committee	irvine@pineview.org
Lonette Staheli	PTSA President	Lonettes21@gmail.com
TBA	PTSA President Elect	TBA
Tracy Shurtz	PTSA Secretary	ktshurtz@mstar2.net
Wendy Neilson	PTSA Treasurer	wendy_ornzd@msn.com
Kim Kimzey	PTSA Membership	kimkimzey@cpaz.net
Roxanne Wilstead	PTSA Membership	rnrwilstead@aol.com
Kim Farrer	PTSA Public Relations	
Heidi Frodsham	PTSA Hospitality	heidi_frodsham@msn.com

Kim Houston	PTSA Community Involvement	andreadavidson1@hotmail.com
Skylar Schone	Student Body President	
Amber Kimzey	Senior Class President	
Tylan Glines	Junior Class President	
Tyler Staheli	Sophomore Class President	

Comprehensive Guidance

Pine View High School is a fully implemented Comprehensive Guidance school in accordance with the Utah Comprehensive Guidance Model and the ASCA National Model. Pine View High School began implementing Comprehensive Guidance in 1995 and completed the first full review in the spring of 1996. Two additional full reviews have been passed, in 1999 and 2002, as well as several interim reviews. Our next full review is scheduled for April 28, 2010. In addition, each year self-assessments and two Data Projects, Small and Large Groups, are completed and on record at the Utah State Office of Education.

The PVHS Comprehensive Guidance program is designed to impact all students, offering opportunities for academic and career exploration to every student at all grade levels. Services are delivered to the students through three of the four program components.

Individual Planning, the Student Education Occupation Plan, or SEOP process, involves students, parents, and school counselors. Each student and their parents meet individually, at least twice during their high school career, with a counselor, to establish a working SEOP plan with the intent to provide direction for students during and after high school. Students meet with counselors in small groups at least three more times during their PVHS career. Many students meet with counselors more often depending on their personal educational, social, and emotional needs. This process guides and monitors the student's educational and career development.

Responsive Services focuses on assisting students who face obstacles that interfere with personal, social, educational, or career development through prevention and intervention programs, counseling, consultation, and community referral (see Intervention Pyramid, p.170). Those students involved in responsive service groups meet weekly with counselors and/or other trained professionals. Counselors also make themselves available to deal with immediate crises, which happen frequently with this population.

Guidance Curriculum is designed to address state competencies and Pine View High School's Desired Results for Student Learning (DRSL or DRSLs, [plural form]), which we believe are important for all students to develop. Curriculum is implemented through

classroom and group activities, which included such things as leadership training, Career Pathways, UtahFutures, and information on motivation and stress. Students are encouraged to use the information from all guidance activities to help them develop in the four domain areas of academic/learning development, life/career development, multicultural/global citizen development, and personal/social development.

The fourth component, *System Support*, includes the management of activities that establish, maintain, and enhance the total guidance program and support the mission of Pine View High School. More than 90% of the counselor's time is spent in direct services to 100% of the students.

An important part of the Comprehensive Guidance program is the inclusion of faculty, parent, and business input. Our School Community Council meets this need by offering suggestions and support. As a recent example, parent concern over the lack of ACT preparation courses prompted us to hold two practice ACT tests this year. With the help of Sylvan Learning Center of St. George, results were returned to students along with a list of skills to help them achieve a higher score on the national test.

A district Advisory Committee meets on a regular basis to direct and support schools in the Comprehensive Guidance Program. With the addition of Tom Sasche representing counselors at the district level, we are able to work more effectively to provide meaningful district wide services for our students. Examples include the district **Careers and Colleges** evening and a "scope and sequence guarantee" for SEOP Conferences for all students from grades 7 -12 which is under development.

Comprehensive Guidance has been shown to have a positive impact on student achievement, the relevance of their course choices, and their attitude towards post high school planning. Benefits to the students include, but are not limited to: Guaranteed guidance services, which include SEOP Conferences and post high school planning including Pathways information, monitoring data to facilitate student improvement and success, a wide range of testing, a portfolio of "best work" to be taken home at graduation, and classroom presentations using guidance curriculum and UtahFutures. Benefits for parents include, but are not limited to: An additional advocate for their student's learning and personal development as a global citizen, providing support for career development and long range planning, an increased opportunity for parent-counselor interaction, and continuous information regarding their student's progress through a variety of sources. Benefits for the high school include (but are not limited to) aligning the school counseling program with the school's academic mission, promoting a PLC effort to address student needs, educational goals, developmental skills, core competencies, and character development; analyzing data to improve school climate and give additional support to both students and teachers; data projects designed to increase achievement for underprivileged students; increasing the accessibility of the counselor as a presenter and resource person; and enhancing the image of the guidance program, and thus PVHS in the community.

The implementation by the state of both Large and Small Group Data Projects has offered a unique opportunity to work with select populations at the high school. What we have found, besides not every project creates the desired effects; e.g., higher achievement for students, is that in putting these projects together we have become more effective in implementing change. We have been able to experience the PLC model of collaboration, drawing on the necessary resources to support our ideas and, often, using our resources to support their ideas. Our current Small Group Project is called *Goal: Graduation* and is designed to help students behind in their credits, especially our ESL students. These students meet twice a week after school in the Guidance Office where the ELS teacher is available to help all students with homework and make-up assignments. Our graduation rate among group members is rising.

Work-based Learning (previously called School-to-Careers)

Mrs. Teresa Peterson is our school's Work-based Learning Coordinator. Work-based Learning is a philosophy that connects the classroom to the real world of work. Work-based learning is the actual application of this philosophy through hands on experiences. At Pine View High School, many opportunities are made available for students to explore careers. Students in all grades will take a variety of interest surveys to determine their aptitude and interests. Utahfutures computer program is utilized for students in all grades to determine career interest areas, aptitude, work values, college search, and scholarship searches. Utahfutures is used to provide sophomores with an Interest Profile Inventory and Work Value Skills. For juniors it provides occupational and college searches and for seniors it provides scholarship searches. Workshops are made available to teachers for students on resumes, job seeking/keeping skills, etc. Individual counseling is also available to students as needed.

Student Education Occupational Plan (SEOP): A plan is developed by each student during their SEOP conference with their parent. This plan indicates their career interests and goals, and a four-year plan of classes that they intend to take. The SEOP process is designed for the purpose of goal setting, problem solving, and planning. Parents are encouraged to be an active part of this process.

Career Days: P.V.H.S. hosts a Post-High Orientation day each fall that brings in representatives from Utah colleges, and several vocational training programs. We also encourage students to attend the Career Day at Dixie College, where students can talk to guest professionals from all different careers to get information about "how to get there from here".

Career Practicum: This is a vocational class that is available to students who are working in a job that is related to their career goal. It gives students the opportunity to explore their chosen career with actual work experience. They may be released from school for one or two class periods to work outside of school. Along with the actual work experience, students are expected to complete class assignments and workshops designed

to teach students how to be successful employees, by developing good work ethics, job seeking and preparation skills.

Internship: This is a vocational class much like Career Practicum, but in an unpaid situation. It is usually arranged through the work-based learning coordinator. A student is given the opportunity to work alongside a professional mentor in order to determine if this would be a suitable career for them.

Job Seeking: Students needing assistance in finding a job can come into the Guidance Office for help where they have access to computers and Utahfutures, which has a link to Work Force Services database, and other resources to assist in the job search. Students also receive help with applications, cover letters, resumes, and interviewing tips.

English as a Second Language (ESL)

The major goal of the ESL program is to provide students with the language skills and cultural orientation necessary to make them successful students. Currently, Pine View High School serves 51 Students in the ESL program. Students involved in the program are those who have had the influence of a language other than English as they were growing up (this year we have Native Americans, Hispanics, and Islanders (Samoans, Tongans). In-class activities include learning English, getting help with homework, developing study skills, helping one another, etc. Outside class activities for the adviser includes being an advocate, a counselor, a friend, etc.

Educational Talent Search (ETS)

The Educational Talent Search project (ETS) is a federally funded program through the US Department of Education. It is administered by Dixie State College. As of February 2010, Pine View's ETS Adviser/Representative is Krystal Sorensen. The purpose and goal of ETS is to assist students in graduation from high school and then gaining post-secondary education. Our motto is: "The Tassel is Worth the Hassle." Approximately 250 students in grades 7-12, about 50 per grade level, who have the potential to succeed in an educational setting beyond high school, i.e. college, university or vocational/technical school, are eligible to participate in ETS. Seventy percent of the total number of students in ETS must have parents who have not graduated from four years of college and whose family income, as determined by the federal government, is at approximately the same level as those qualifying for free/reduced lunch or school fee waivers. A GPA of at least a 2.5 and other school performance indicators are used to admit and retain students.

Services that are provided by ETS include Career Counseling, Educational Counseling, Financial Aid Counseling, Personal Development, and School Transitions. Most noted ETS activities are: the college/university/technical school tours; ACT test preparation; workshops on important topics such as self-esteem, test-taking, time

management, and study skills; assistance given in applying for colleges, scholarships, and financial aid; and help in registering for high school and college.

Upward Bound

Part of the TRIO program offerings provided in conjunction with Dixie State College. 1st generation low income potential college students selected by screening through the Pine View High School counseling center are provided opportunities that expose and assists students to and in various aspects of college life, career opportunities and with admission issues. Upward Bound students are provided with opportunities to attend admission free college courses in the summer and obtain college credit, which also provides high school credit as well. Maximum enrollment: 16 students.

Inclusion

Inclusion is achieved at Pine View High in two ways. We have a classroom that serves students who are severely handicapped. These students attend the general education classes with the assistance of a peer-tutor. For the students that are able to participate in classroom work, their assignments may be modified so that they are able to complete them on their functioning level.

The other way that Inclusion is achieved is through Team Teaching. Team Teaching involves the Assisted Education teachers going into a general education core class such as History, Science, English, and Financial Literacy and Math, and working with the regular classroom teacher. We have four Assisted Education teachers that team. Teaming takes place in grades 10 through 12. The team teacher helps prepare lesson plans, teaches and helps the regular classroom teacher with whatever they need.

Inclusion is an important component for the Assisted Education student and allows him or her to participate in the regular core curriculum instead of the old “pull out” schedule. Students are able to learn along with higher achieving students and observe appropriate behaviors thus helping to prevent behavior problems in the class. Team teaching using inclusion is limited to classes where five assisted education students are enrolled. The Assisted Education teacher helps to modify assignments for those students so that they can achieve success and gain passing grades. The team teacher also helps the regular class students thus affecting a larger number of students in that academic discipline.

Drivers Education Program

The purpose of the Drivers Education Program is to teach each student the basic fundamentals of operating a car, while laying a strong foundation for understanding traffic regulations and the need to obey them. Pine View High School runs a four-phase driver education program. The four phases include: classroom instruction, simulator instruction, on-street driving instruction with instructor, and parental involvement with

driving. There are approximately 325 to 375 students involved with the program each year. This program is set up to teach students who are fifteen years and six months and are not older than eighteen who do not have a driver's license. Any student or person who is not yet eighteen may take the courses whether or not he or she is enrolled at Pine View High. Students are required to have 30 hours of classroom instruction mandated by the Utah State Board of Education. There is a state competency test that requires a student to have a score of 80% or better. When a student has achieved this score, they are then given a practice permit that allows them to drive only with their parents. The state knowledge test will be given three times a quarter per class. Students are required to participate in four hours of simulated driving that allows them to practice driving techniques and situations in a safe environment. Students are required by the State of Utah to drive six hours with an instructor. This type of learning atmosphere provides students with opportunities for learning the proper operation of a vehicle under real traffic conditions. When a student has finished the class work, and has passed the state knowledge test, they will be given a permit. The parents or legal guardians are then required by the State of Utah to drive forty hours with their student driver. Ten of the thirty hours are to be driven at night.

Excel

The mission of the Excel program is to provide services necessary to aid the development of educational competencies and increase skills necessary for personal growth of students in the custody of the state of Utah. The goal is to help them function pro-socially in an appropriate and least restrictive educational setting. Currently, Pine View High School offers two Excel classes with enrollment varying from 5-15 students per class. Students involved in Excel are either in state custody or are highly at-risk students. Most are lacking in appropriate social skills.

Student Support Programs

Group:

Students with social / emotional needs are given the opportunity to work with a licensed counselor in a group setting. Students are isolated through identification as at risk due to extenuating personal/school life circumstances. Students meet once a week in groups for 1 hour. Approximately 20 students are in the program at any given time. Focus of group is to assist students in developing coping mechanisms as well as giving them a voice and forum for which to be heard.

Goal Graduation:

Students who are at risk of not graduating are provided bilingual tutors twice a week for two hours (1 hr each day). They are able to purchase/receive packets for additional credits. They are able to make up restitution hours by attending. They have access to school technology for their assignment during the two hours.

Basic Skills for Education (BASE):

The BASE class was developed and designed by Pine View High School during the 2004-2005 school year to help students prepare to pass the UBSCT test. Students are taught test-taking strategies, learn reading and writing principles, and take practice tests that give them valuable experience and skills in preparation for the UBSCT test. All students are offered and encouraged to attend these classes which are offered before and after school, 4-6 weeks before each UBSCT administration. We have had a 95% passing rate for students that attend this program.

Leadership Resiliency Program (LRP):

At risk children for various at risk reasons ranging from academic, environmental, social, behavioral, emotional, needs. Meet one time a week for one hour. Curriculum addresses communication skills, anger management, relationship and conflict resolution, (various social skills) in an open forum. Once a month students participate in a service project or an adventure activity.

Student Support Team (SST):

Pre-referral intervention program for students who struggle with behavior, academic performance, etc., where teachers can approach members of the SST and discuss interventions, etc., on behalf of the students. Students must be referred to and addressed through the Student Support Team prior to being tested for and admitted to Assisted Education.

Restitution:

The Washington County School District has a very specific attendance policy. Students who accumulate too many attendance points (attendance points are accumulated through a combination of excused and non-excused absences and tardies) receive a grade of “NG” for the course based on “Non Attendance”. Lost credit that is not made up may impact graduation and will result in loss of eligibility to participate in extracurricular activities. The restitution program enables students to attend classes after school hours so as to make-up for the class time that the student was not in class attendance. Attendance for one hour in a restitution class will enable the student to lower their attendance points in any one course by one point. Restitution classes are offered on different days throughout the week. A total of fifty restitution hours are offered each quarter at Pine View High School. Pine View High School students needing additional restitution hours may obtain additional restitution hours may be obtained at Mill Creek High School.

Independent Study

Independent study can be done by any of our students at any time in their high school career. The Washington County School District allows up to six credits of independent study to apply towards graduation. Some of our students use it as a way to make up missed credits, graduate early, or to repeat failed classes. In order to be accepted as credit, the independent study must be accomplished through an accredited program. Common independent study programs, which our students use, include, but are not limited to, the Electronic High School (www.ehs.uen.org), BYU Independent Study,

Dixie State College evening and summer classes, and Millcreek High School night classes and home-study packets. Students may also utilize Pine View High School home-study packets in order to make-up for course work they have missed or fallen behind in. These packets are designed according to the Utah State Standards and Objectives for the course and require the student to take and pass a comprehensive final in order to receive credit. Pine View High School packets cost \$50.00 per quarter credit.

Focus Center

The Focus Center, which was originally called Directed Studies, is housed at Millcreek High School and is directed by Lynn Madsen. The Center is designed to help students with physical, social, or emotional health problems, which make it impossible for them to attend school in a regular setting. Students check in with Mr. Madsen once a week to take tests, ask questions, turn in completed packets and receive additional work. All schoolwork is completed at home. Currently, Pine View High School has 24 slots for students at the Focus Center.

Success Academy: An Early College High School

Organized four years ago, Success Academy has had as many as twenty-five students enrolled from Pine View High School. We currently have fifteen students enrolled in the program that requires half-a-day at the high school and half-a-day at Dixie State College where they participate in challenging, college-level, academic courses in order to graduate with both their high school diploma and an Associate Degree upon completion of their studies. “The mission of SUCCESS Academy is to provide Southern Utah students with the academic expertise and skills to be successful in a rigorous Early College High School program and provide them with the lifelong learning skills necessary to actively contribute to our technical, scientific workplace and impact the world of the 21st Century with relevant and significant contributions.” The program’s web site is located at: <http://www.successacademyonline.com/index.html>.

Air Force Junior Reserve Officer Training Corps (AFJROTC). Unit No. UT-20061

The Mission Statement of the Air Force Junior Officer Training Corp: (AFJROTC): “Aerospace Drill, Aerospace Science (I, II, III), and Pilot Ground School.” This program is in its fourth year at Dixie High School. Pine View High School has a relatively small, though committed group of students involved in this program. The organization is run by Colonel Glenn Whicker (USAF Ret.) and Drill Senior Master Sergeant (SMSgt) Gerald Thomas. Classes taught include Aerospace Drill, Aerospace Science (I, II, III), and Pilot Ground School.

Parent Support/Parenting Class

For the past nine years, Pine View High School has co-sponsored a parenting class taught by Steve Allred, Licensed Marriage and Family Therapist (LMFT). As the community has grown, so has the class. Originally held in our school library, the class outgrew this location and now meets in the small lecture hall. Between sixty-five and ninety adults attend and participate each week. Each week attendees learn skills for more effective parenting. Mr. Allred teaches a series of classes during the school year, which

include Basic Parenting, Advanced Parenting (where participants learn that how they view themselves plays a major role in how they parent), Parenting Teens, and Blended Families. The following books are used in the classes: *Systematic Training for Effective Parenting*, *Raising an Emotionally Intelligent Child*, *Yes, Your Teen Is Crazy!: Loving your kid without losing your mind*, *The Skills of Encouragement: Bringing out the Best in Yourself and Others*, *Giving the Love That Heals*, *Raising Self-Reliant Children in a Self-Indulgent World*. Our school library carries these titles as well as many others that support the class. Mr. Allred uses the most current research and information to help parents become more effective in their relationships with their children. The class meets Tuesday nights from 6:30 – 8:00 and is free of charge. Parents from all areas of Washington County as well as some from Cedar City attend regularly. Allred, who retired from the Division of Child and Family Services (DCFS) with thirty years experience as a therapist, is a popular guest speaker who also maintains a busy private practice.

Library Media Program

Our mission is to ensure that members of our school community are effective and ethical users of ideas and information. To achieve our mission we provide access to materials, equipment, and information, and learning experiences that encourage patrons to develop the skills necessary to become discriminate consumers who are skilled in using and creating information.

The Pine View High School Library Media Program is administered by a certified teacher who holds a Professional Educator license and a Library Media (K-12) endorsement from the Utah State Office of Education. There are also four adult assistants who serve the needs of our stakeholders whether in the library or in our three computer labs.

Integration of the Library Media Program with the core curriculum fosters a partnership with teachers and ensures that information skills are a key part of the curriculum so that students will be able to function successfully in the rapidly changing global society. The Library Media Program extends and enhances classroom experiences and thereby fosters an appreciation for lifelong learning.



Students have full access to the Media Center before school, during lunch, and after school. Students are required to have a pass to enter the Media Center during regular class hours.

The Media Center also facilitates student use of additional resources by serving as a link to numerous online research databases. When our school web site is operating properly, the Media Center link provides a starting point for teachers and students. Students and staff are given the necessary login information for these Utah Education Network (UEN) research sites.

School Web site

Several months ago, our web site server crashed and we were forced to rebuild it

from scratch. Mr. Alvey (school web site administrator) has been working diligently since that time to rebuild the web site. Select teachers, staff, and members of Mr. Alvey's web-development class are currently beta-testing the new site. The school's new web site can be accessed at:
<http://www.pineview.org/>.

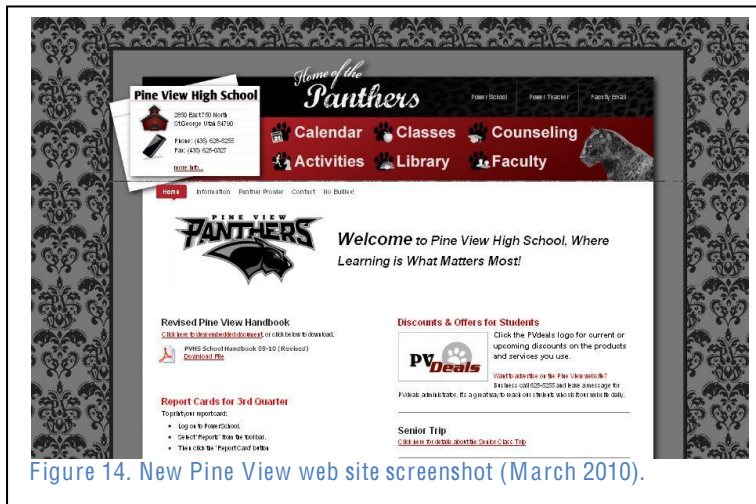


Figure 14. New Pine View web site screenshot (March 2010).

BEYOND THE CORE CURRICULUM: PROGRAMS THAT FURTHER CHARACTERIZE PINE VIEW HIGH SCHOOL

The Utah State Core Curriculum provides the foundation for Pine View High School's academic standards, classroom instruction, and overall learning environment. However, Pine View High School is much more than the curriculum provided by the state and district. The extra-curricular activities offered at Pine View High School create the added value that is unique to Pine View. What follows are the descriptions of our extra-curricular programs. Many of these programs result from being a secondary school that is part of the public education system. Others are truly unique and are the consequences of special interests within the entire school community; or the particular knowledge, interests, and skills of the adviser. We truly believe that involved students will have a much more positive and balanced educational experience. To us here at Pine View these programs are a point of intense pride, and they have resulted from the hard work of teachers, students, administrators, parents, and community members. The information is organized into several categories. Initially we present descriptions of our athletic programs, followed by descriptions of curriculum and academic based organizations. Finally, we include descriptions of the elements that make up our Fine Arts Program, which we believe to be one of the best in the entire state of Utah.

Athletics

Pine View High School is a member of the Utah High School Activities Association (UHSAA). We are one of seven schools in Region 9 and classified as 4A within the State of Utah. Beginning in the 2007-2008 school year the Utah High School Activities Association created a hybrid, or modified region, as a result Region 9 includes both 4A and 3A high schools. The purpose of athletic participation is to provide student athletes with an opportunity to compete in extracurricular activities while building confidence,

discipline, and work ethic that will carry over into their adult lives. We truly believe that high school athletics is a valuable extension of the classroom experience. Pine View High School has created and carried on a rich tradition of athletic excellence, winning a grand total of 28 state championship titles since 1983. In order to be eligible to participate in a UHSAA sponsored athletic team a student athlete must have a minimum of a 2.0 GPA and cannot have more than one F, I, or No-Grade.

Baseball

Head Coach: Randy Wilstead

Pine View offers three separate Baseball Teams: Varsity, Junior Varsity, and Freshman. Student participation numbers are as follows: Varsity includes approximately 25 student athletes, Junior Varsity includes approximately 15 student athletes, and the Sophomore/Freshman team includes approximately 12 student athletes. Student athletes ranging from 9th to 12th grades participate in a total of 22 baseball games from the first week of March to the first week of May. Pine View Baseball won a State Championship in 2003.

Basketball, Womens

Head Coach: Beth Record

At Pine View High School, we field Varsity, Junior Varsity, Sophomore and Freshman Girls Basketball Teams. Our number of participants varies from year to year, but averages about 35 to 40 girls. The girls practice every day from the beginning of November to the first of March and each team plays approximately 20 games. The season ends with the State Tournament for the Varsity Team. Our program has been very successful. Pine View Girls Basketball won State Championships in 1993, 1995, and 2001.

Basketball, Mens

Head Coach: Darrell Larsen

At Pine View High School, we field Varsity, Junior Varsity, Sophomore, and Freshman Boys Basketball Teams. Typically, between 35 to 40 students are involved from grades 9 through 12. The Boys Basketball season runs from early November to the first week of March, with the culminating activity being the 4A State Basketball Tournament. Each participant must meet Utah High School Activities Association minimum requirements. Pine View Boys Basketball won State Championships in 2001 and 2007.

Cheerleading

Advisers: Gwen Pascoe

The purpose of this organization is to promote school spirit, sportsmanship, and overall participation and support of extra-curricular activities at Pine View High School. The number of students typically involved every year is between 20 and 24. Participants must maintain a GPA of at least 2.7 with no "F" grades and no "NG" grades. Participants

are involved in an endless number of activities; including cheering at Boys Basketball, Girls Basketball, Wrestling, Football and Volleyball games, preparing all pep assemblies, make signs for the halls, organizing various Homecoming activities, and encouraging the student body to support a variety of athletic events and activities.

Cross Country, Mens/Womens

Head Coach: Dave Holt

Pine View has been involved with Cross Country since 1983. Approximately 30 to 40 boys and girls participate annually in an ever growing and successful Cross Country Program. Along with excellent runners, Pine View has excellent scholars on the team. Over the years, Pine View High School has represented Region 9 and the Washington School District very well. Girls Cross Country won a State Championship in 2001 and Boys Cross Country won a State Title in 1999.

Football

Head Coach: Ray Hosner



The football team is designed to teach students motivation, work ethic, responsibility, and dedication while also giving them an extra-curricular activity to participate in. There are approximately 125 students involved in the three levels of the program: Varsity, Junior Varsity, and Freshman. In order to participate, athletes cannot have two or more F's, Incompletes, or No Grades and must follow the district attendance policy. The Football Program works to foster outstanding citizens, motivated personalities, and responsible young adults. In addition to the regular football schedule, the team is involved in several activities, which include the Utah State Football Camp, the Ute Shoot (7-on-7), a year round weight training program, Region 9 competition, and state playoffs. The Pine View Football Program has most definitely emerged as one of the premier football programs in the entire state of Utah.

Golf, Mens/Womens

Head Coaches: Gary Higgins and Darrell Larsen

Each year usually 10 to 15 athletes participate in Pine View High School's Golf Program. Athletes have to qualify on low stroke average on a 36-hole golf qualifier. Usually golfers are high achievers that maintain a grade point average of 3.0 and higher. Students participate in 10 golf tournaments per season, culminating each year with a State Golf Tournament. Women's Golf was recently added in 2008 by the Utah High School Activities Association, thereby providing an opportunity for girls to participant in a state sanctioned activity. Boys Golf won State Championships in 1993 and 1996.

Pantheras: Dance Company

Advisor/Director: Becky Reed

The Dance Company is directed by USOE Curriculum Guidelines with an emphasis to prepare students who wish to pursue dance in post secondary as a major or minor.

Training begins in the spring, continuing through the summer, attending workshops, dance conventions and dance intensives. This training received from professionals includes many genres of dance, with an emphasis in modern dance. In the fall, the company has the exclusive responsibility of hosting, planning, designing and running both the Sadie Hawkins Dance and Assembly. During football and basketball, the company performs at these athletic events, as well as community programs such as Jubilee of Trees and Dance for a Cure, for example. In addition, the company attends festivals and competitions throughout the state, such as Shakespeare Festival, Southern Utah Performing Arts Festival (SUPAF), and Utah Dance Education Organization (UDEO) to name a few, competing in Ensemble, Trios/Duos and Solos. Superior ratings are commonplace! Each year the company hosts, plans and teaches an annual Dance Day Workshop for the community. The company also receives master classes throughout the school year from professionals throughout the state. Students are also taken to University Dance Days to attend workshops given by dance department staff as well as learn about opportunities available regarding college scholarships and dance department auditions. Additionally, the company performs at two annual dance concerts per year, with many of the company members choreographing pieces for the concerts. Twice a year the Fine Arts Department also hosts a Fine Arts Assembly, where all the arts collaborate for a winter project and an end-of -the year project.

The Company is both a member of UDEO and National Dance Education Organization (NDEO), and at least 80% of the members receive recognition each year from National Honor Society for Dance Arts. This program celebrates exceptional dance students across the country for both their artistic and academic achievements. Through the many company activities and requirements, students are both challenged and encouraged to become efficient time managers, committed team members, build strong work ethics, develop cooperative skills, and become tenacious, determined young performers and citizens of their communities who are advocates and ambassadors of the arts particularly dance. Team members are approximately 10-16 in number, depending on the year, and 2-3 serve as leadership for the organization.

Soccer, Mens/Womens

Head Coach: Sam Johnston

Both Boys and Girls Soccer provides opportunities for student athletes to compete at a high level while also learning valuable lessons of self-discipline, responsibility, and hard work. Student athletes from 9th thru 12th grade are able to tryout and earn the opportunity to participate as a member of the Pine View High Soccer Program. There are approximately 30 student athletes involved in the program from mid August to the end of October (girls) and early March to mid May (boys). Pine View Soccer fields both Varsity and Junior Varsity level teams that compete in a total of 16 regular season games. Teams that qualify are also provided the opportunity to compete in the 4A State Soccer Tournament. Pine View Girls Soccer won a State Championship in 1994, and more recently, Pine View Boys Soccer won a State Championship in 2007.

Softball

Head Coach: Kim Hafen

The purpose of the organization is to teach young people about fair, competitive play, respect for your opponent, and how to work as a team. The skills learned in the softball program will enable the player to be successful in all aspects of her life. There are approximately 35 students involved in the Varsity, Junior Varsity and Freshmen teams. All female students' grades 9-12 that are interested in improving themselves as a softball player and a person are encouraged to participate through a series of tryouts. Players must adhere to UHSAA and Region 9 rules and regulations for eligibility. Players will participate in 22 games per year beginning the first full week of March, plus any state tournament games the team qualifies for.

Swimming, Mens/Womens

Head Coach: Dani Caldwell

Pine View's swimming program typically consists of anywhere from 25 to 40 students from 9th through 12th grades. We combine with Desert Hills and Hurricane High Schools because of pool access (Washington Community Center). Participants usually compete in about twelve to fifteen meets, followed by a Region and then State Championship.

Tennis, Mens/Womens

Head Coach: Jessica Stout

Tennis is part of Pine View's athletic program. The Varsity team is comprised of seven members; three singles positions and two doubles teams. During a typical year, there are a total of about 25 student athletes on the Tennis Team. The purposes of tennis are to give the students a chance to learn a lifetime skill and to have fun. They also learn skills and character traits that will be used throughout their lives. Aside from the benefits that come from an active lifestyle, tennis gives the students some added benefits. Since it is a sport in which the students are their own referees, they are provided an opportunity to grow in the area of integrity and personal character. They learn a great deal of interpersonal skills. They learn that to play well, just as in life, they must learn to control their emotions and not be controlled by them. As they learn these skills, they become a benefit to the entire student body and the school community they represent. They learn to be a team player. They learn that winning is only worth it as they win within the rules. Pine View High School won Boys State Tennis titles in 1993 and 2002, while the Girls Tennis Team won State Championships in 2003, 2005, 2006, 2007, and 2008.

Track, Mens/Womens

Head Coaches: Telly Esplin and Dave Holt

Track provides students with an extra-curricular sport that helps students maintain an active level of physical fitness. Each year between 30 and 50 athletes participate in the track program. Most track athletes are disciplined and hard working. These athletes are able to endure physical and mental hardships and achieve outstanding results. All eligible

students are invited to participate. There are 10 track meets per season, culminated by the 4A State Track Meet. Pine View High School has won four State Boys Track Championships in 1995, 1996, 2001, and 2002. The Girls Track Team has won a total of five State Championships (consecutive) in 1992, 1993, 1994, 1995, and 1996.

Volleyball

Head Coach: Rich Hentosh

Pine View High School Panther Volleyball is dedicated to developing the whole volleyball player. This program is based on dedication, teamwork, hustle, and the complete development of the athlete on and off the court. Developing the skills that are necessary to be successful in volleyball and beyond will enable the athlete to experience success in all areas of her life. The mental and physical demands of the sport of volleyball assist the school and community by helping young adults mature into productive members of society. Our program is open to all 9th thru 12 grade girls attending Pine View School. On the average, about 40 girls are involved in the volleyball program each year.

Wrestling

Head Coach: Brett Gifford

The wrestling program at Pine View High School has been designed to serve several purposes. Team members are encouraged to seek scholarships and develop life-long habits of physical activity. Wrestling program goals promote success, academics, and a desire to achieve. Approximately 40 to 50 student athletes participate each year. There is no membership qualification other than the desire to improve upon one's character. Pine View Wrestling has emerged as the dominant program in Region 9 winning a total of 12 Region Championships since 1983.

School Sponsored Non-Athletic Extracurricular Initiatives

Academic Letter

Adviser: Geneal Jacobsen

The purpose of the Academic Letter program is to promote academic excellence among Pine View High School students, especially among those who have recently improved their grades. Students must maintain a GPA of 3.85 or above for two or more consecutive quarters in this academic year. They must be taking two or more difficult classes, and they must be taking four or more solid classes. The difficult classes can be counted as two of the solid classes. College vocational classes do not count.

Art Club

Adviser: Kristine Alder

The purpose of Art Club is to provide students with a more extensive art experience outside of the classroom, and art activities that are not normally part of class work. This is accomplished through field trip activities, such as, going to art museums and attending

the State High School Art Show; a visiting artists program; mini-lessons and projects; and participation in various competitions. There are more than 30 students involved in the club. While most students involved with Art Club are serious art students who are looking for career opportunities, all students are welcome if they have an interest in art. Students usually compete in at least three competitions per year: Art on Cedar Mountain Competition, Fantasy Art Competition, and a National Artist Trading Card Competition. The Art Club also sponsors the annual Black Light Art Show the last week of October here at PVHS.

Chess Club

Adviser: Ray Sundin

This club meets 3-5 times a week in the advisor's during lunch and after school to play chess. They also compete against other schools, with an additional opportunity to participate in a Utah State High School Chess Tournament. Club members' skill levels range from the beginner to the more advanced tournament player. There are currently 10 to 15 members actively participating in the club. The Pine View Chess Club finished first in the 2007 State competition.

Computer Club

Adviser: Zack Alvey

The purpose of the organization is to teach and foster the precepts of honor, integrity, teamwork and comradery through various computer and technology related activities. There are approximately 20 students involved in the club. Requirements for participation include maintaining a 2.7 GPA (current) with zero outstanding attendance points. Characteristics of students involved include being computer literate, typically a better than average student, and competitive.

DECA (An Association of Marketing Students, formerly known as Distributive Education Clubs of America)

Adviser: Dianna Moore

In 1946, the Distributive Education Clubs of America (DECA) organized around an ambitious goal: to improve educational and career opportunities in marketing, management and entrepreneurship for students. In the years since, DECA has remained on the cutting edge of educational innovation, working with the business community to integrate academic achievement with career and technical skills. Over time, the needs of our membership have changed, and the organization has changed to meet them. Yet the fundamental reasons DECA formed remains at its core: First, effective marketing education gives young people the tools and aptitudes they need to pursue their dreams. Second, marketing education works best when it's part of an integrated education program linking classroom instruction with internship experience for career success. With 180,000 student members and faculty advisers nationally, DECA functions as the companion student organization to over 5,000 marketing education programs in secondary and postsecondary schools across the U.S., its territories and Canada. Its once-revolutionary ideas have become models for effective educational alternatives. DECA remains committed to the advocacy of marketing education and the growth of business

and education partnerships. DECA members are primarily business and marketing-oriented students. They range from sophomores to seniors at Pine View High School, although freshman may also become members. The local PVHS organization has 20 to 30 active, paid members each year. Our Competitive Events Program amplifies what students learn in the classroom. Students interested in sports and entertainment marketing, in the travel or hospitality business, in fashion, in a retail career, in advertising, in the restaurant trade can hone skills and compete in these arenas. In addition, along the way, they will make friendships that will last forever.

Family Career Community Leaders of America (FCCCLA)

Adviser: Sharyl Mathews

Mission: To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

Purposes

1. To provide opportunities for personal development and preparation for adult life
2. To strengthen the function of the family as a basic unit of society
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To promote greater understanding between youth and adults
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society
8. To promote Family and Consumer Sciences and related occupations

Program Emphasis

FCCCLA is the only in-school student organization with the family as its central focus. FCCCLA is a vocational student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system, and it provides opportunities for active student participation at local, state, and national levels.

FFA (an agricultural education organization formerly known as Future Farmers of America)

Adviser: Andrea Clark

The mission statement of the FFA is to, "Make a positive difference in the lives of students by developing their potential for Premier Leadership, Personal Growth, and Career Success through agricultural education." The FFA chapter at Pine View High school has approximately 40 members. There is a mix of all grade levels and an equal mix of boys and girls. Some FFA students come from an agricultural background, but most do not. FFA is an integral program consisting of instruction in an agriculture class, combined with involvement in the FFA and the Supervised Agricultural Experience

Program. We are dedicated to helping students improve their self-confidence, communication, and future career skills.

French Club

Adviser: Grace Goncalves

The purpose of the French Club is to have students become involved in the French culture and customs while creating a community of students with the same interests. Members of the French Club are students that are currently enrolled in a French class, former French students, or students who are interested in the French world and would like to be involved in the French Club activities. We meet once a month at lunch time to speak French, play games, listen to music, watch French movies, cook crêpes, learn traditional dances, etc.

Future Business Leaders of America (FBLA)

Adviser: Dianna Moore

FBLA is the largest and oldest business student organization in the world! A quarter of a million high school and middle school students, college and university students, faculty, educators, administrators, and business professionals have chosen to be members of the premier business education association preparing students for careers in business. We have developed a unique value program that excites students, faculty and administrators, and business professionals to join our organization. If you are interested in developing leadership, communication, and team skills, or simply looking for an organization to meet and network with others at the local, state and national levels, then FBLA is the organization for you.

German Club

Adviser: Kendrik Snow

German Club is for those students who have found an interest in another culture. Our purpose in the club is to help the students take their language abilities to a higher level by giving them a chance to interact with each other and use the skills they are learning in the classroom. Typically, the German Club will involve around 20 students. We meet as often as we like, sometimes weekly if we are preparing for a language competition. Anyone can participate in the club, even if they do not have a German class, but the class does give a foundation of understanding to build upon. We plan a few cultural activities; we celebrate Christmas German style, we play German games, or watch German movies. The main activities of the club help us to prepare for two language fairs, one held at Southern Utah University and the other at Brigham Young University. We compete in the following areas: poetry, speech, grammar, culture, skits, vocal music, and conversation. Our students have done very well in these competitions and have received a number of first place or superior awards.

Health Occupations Students of America (HOSA)

Adviser: Ray Miller

HOSA is a service organization for students interested in a career in the health care industry. Its goals are to develop leadership, communication, teamwork skills, make

realistic career choices, understand health care issues, get involved in local, state and national service projects and develop a positive self-image. This organization is for students in classes related to health care. There are approximately 75 members of Pine View HOSA. These students are sophomores through seniors. HOSA performs service projects in the community, state and nation. Our annual major project includes an American Red Cross blood drive. HOSA students compete annually in the state skills competition in various medically related events. HOSA students also are trained in First Aid and CPR.

Kaleidoscope

Adviser: Nancy Endsley

Kaleidoscope is the art and literary magazine at Pine View High. The purpose is to engage students in the fine arts and give them an avenue for publication. The contest is open to all students at the school, and the winners are published annually. The categories for the magazine are poetry, essays, stories, photography, art, ceramics, and music. Winners receive cash prizes as well as publication in the *Kaleidoscope* magazine. The number of students involved varies from year to year but we average about 250 entries each year. The staff is made up of the students in Creative Writing. We have an editor, an art editor, and staff members who do all of the computer work. The staff also chooses the theme for the magazine each year. Students who enter the contest represent a cross section of the student body. We have some students who enter the contest who may never be recognized in any other way, and we also have students from the athletic teams and other highly visible activities. We are proud of the fact that our magazine can have a winner who may be the quietest, shyest student or a member of the football team. The students have the ownership of the magazine! The staff is involved in getting judges for all of the work entered. They choose the theme, write ads for announcements, make the big envelopes for each classroom to house work submitted, make posters for the halls, and type and scan all of the work to be used in the magazine. The editors arrange for cash prizes, choose the paper, format of the magazine, and the cover art. They see the project through to completion of publication.

National Honor Society (NHS)

Adviser: Travis Roberts

Currently, the National Honor Society has 43 members. To become a member, students must have at least a 3.75 GPA, submit an application, show outstanding service, leadership, and knowledge, and be accepted and inducted (once) at an annual induction ceremony in November. We are involved in a lot of service to the school and the community. This year, we will be involved in planning Senior Honors Evening, Panther Paw Awards, Academic Letter Awards, and the Panther Paw/Talent Show assembly on P.V. Day. We also have other activities to just have fun!

RASKALS – Random Acts of Selfless Kindness and Little Surprises

Adviser: Ramona Cox

RASKALS is a service club on campus that has approximately 50 to 60 members each year. These students have been involved in many worthwhile activities and many of

these activities have become annual events, such as: tying jean quilts for the needy, “Trick or Treat So Others Can Eat” can food drive for Dixie Care and Share, Thanksgiving food baskets for local needy families, Christmas surprises for families and elderly residents of local care centers, birthday notes, teacher appreciation, staff and secretary appreciation, egg hunts at Easter for elementary children, Spring Fling Dance for Pine View Special Education Department, volunteering for local charities that ask for hands to help projects, helping cone site elementary teachers tutor young students. There are always special projects that come up each year as a result of the changing interests of the members, which lends spontaneity to the club. The club is for anyone to join who is willing to share their time and talents to help others. The students involved in the club have a wide range of interests and characteristics, which adds to the fun and to the seriousness of needed compassionate school-driven activity.

Spanish Club

Adviser: Richard Condie

The chief goals of the Spanish Club are to teach, learn and enjoy the culture of the Spanish-speaking world. The Spanish Club membership averages 25 to 30 Spanish students from Level I to heritage speakers yearly. Members of the club must be current students in the Spanish classes offered at Pine View High School, where they participate in the instructional education, culture, and activities of the Spanish language. All club members must participate in the Southern Utah Foreign Language Festival in Cedar City, Utah each spring, where, without teacher bias, they test their language skills against students from other schools in the region. All club members who show superior language skills will be awarded certificates of accomplishment and will enjoy a celebration for their achievements at the Spanish Language Festival.

Spirit Club

Advisers: Cary Hosner and Darrell Larsen

Spirit Club at Pine View High School tries to involve students in a positive and uplifting manner to encourage school spirit and cooperation. Our purpose is to support other school activities like the cheerleaders, sports activities, the fine arts, parades, and pep assemblies. We make posters to encourage other activities, fundraise for charity, sell Peppie t-shirts to rally support of our school spirit, and meet once a week to organize and have fun together. The Spirit Club has over 100 active participants this year. Some of the students involved are members of other organizations (band, orchestra, football, dance company, etc.) but many of our participants are looking for a group to accept them in because they do not fit into the mainstream groups.

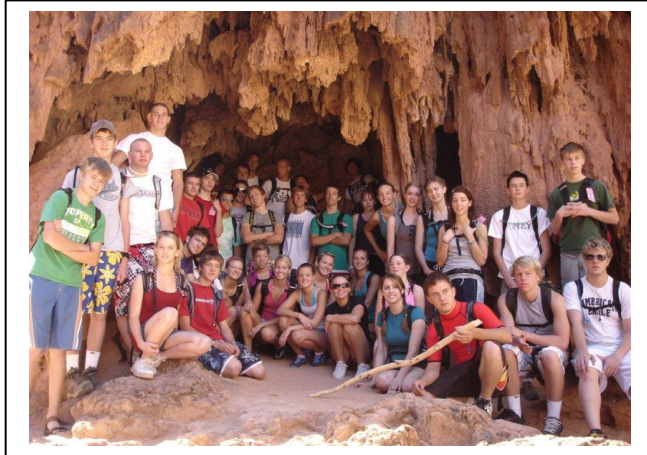
Annual Activities

There are several activities which take place over a shorter period of time, but that have become annual events here at Pine View. We have several activities that are sponsored by various departments, clubs, or teachers that help foster student growth and development. Some are a result of state and national level programs; others are unique to Pine View as the result of adviser initiative.

Havasupai Field Study Experience

Advisers: Ray Miller and Sunny Schuler

The purpose of this field experience is to give students an opportunity to integrate biology, geology, history, hiking, camping, and creative writing in a field setting. Emphasis is also placed informally on social skills, planning and preparation skills, and cultural understanding. Approximately 25 students are selected to participate based on an application process. We



look at GPA, attendance at school, and primarily their interest in science. We look for students whom we think will benefit from this type of experience. Students backpack into Havasupai, Arizona in the bottom of the Grand Canyon. Students are responsible for meal planning, shopping and other trip preparations. While in the canyon, we study the people who live there, the geology and ecology of the canyon, and record experiences in a field journal. Usually the Havasupai trip commences during the month of April. Accompanying group photo of 2007 Havasupai trip provided by Mr. Higgins.

Panther Paw Program

Adviser: Travis Roberts



The Panther Paw Program is an awards program designed to recognize students for services rendered to Pine View High School. Students who participate in the Panther Paw Program keep a record of the activities in which they are involved and awards they have received. Students can earn points toward the Panther Paw in various ways including academic proficiency, leadership, involvement in school activities, service, and participation in athletics and fine arts programs. The information and points collected are authenticated by the Panther Paw

Committee and Panther Paw Pins are awarded at the Panther Paw Assembly on PV Day. Anywhere from 50 to 75 Pine View students receive pins during the awards ceremony.

Science Fair

Adviser: Science Department

Purpose: To encourage students to conduct independent science research projects. Emphasis is placed on designing and conducting controlled experiments, graphing results and drawing conclusions. Students also use technical, organizational and public speaking skills in their presentations. Development of problem solving and critical thinking skills is an important goal of this activity. This event is open to all students at PVHS, and we usually have around 30 to 40 students participate annually.

Unique and Highly Recognized Programs at Pine View High School

Journalism (*Panther Press* / school paper)

Adviser: Matt Kreitzer



The Panther Press is Pine View High School's school newspaper. It is published every two weeks by members of the journalism class and is made available to all students and staff.

"The mission of the Pine View High School newspaper is to provide a medium through which students may express themselves and stay in touch with the world around them. The paper is a tool to inform, uplift, and entertain. We endeavor to bring quality news to the student body and report it honestly, objectively, and with integrity. We wish to expose students to important issues and foster pride in the school, community, and in themselves."

Members of the Journalism class are accepted by an application process that includes submission of a writing sample. Students enrolled in the class study journalistic style, actively discuss newsworthy events and trends, develop opinions, research topics, collect appropriate graphics, write, rewrite, layout pages, print and distribute the paper. Feedback from fellow students and staff members is collected and used to improve the quality of the publication.

Leadership Management and Leadership Academy

Adviser: Shelley Bracken

Developed for the Utah State Office of Education by Pine View High Marketing Teacher Shelley Bracken, Leadership Management is a class designed for students considering running for an office or those who want to become a future leader in their community or the business world. Concepts of decision-making, motivation, team building, time management, conflict resolution, dealing with stress, and much more are discussed. Students also network and receive advice from community leaders on a weekly basis. Students in Leadership Management finish their course work with a project in social responsibility. Utilizing concepts learned, students plan, organize, and manage peers in charitable projects. Students receive three credits of concurrent enrollment at Dixie State College.

As a result of the Leadership Management class, in 2008 a non-profit organization was formed in partnership with the Washington County School District. This program, Leadership Academy, is an elite educational and leadership training program created specifically for high school-age participants within the Washington County School District. Five students from each local high school in Washington County (Desert Hills, Dixie, Hurricane, Pine View, and Snow Canyon) are hand-selected each school year to attend this unique program. Students may apply on their own—or—can be nominated by their teachers, counselors, advisors, coaches or other mentors outside the school. Students are selected on their achievements and leadership potential, as well as their service to

their community. Students are not required to hold a leadership position in their school to apply. Anyone who will be a junior or senior during the school year, and a 3.0 or higher GPA may participate.

The class of 25 students participates in off-campus field trips with their peers, District and Academy Advisors, as well as industry leaders who share their knowledge and expertise for that day's topic. These monthly, 5 hour training sessions (which take place during the school day and are officially excused by the District) are called "Challenge Days." Students network with local business professionals as they participate in interactive, hands-on activities. Enlisting the help of fellow students, Leadership Academy members culminate their experience with service projects, which give them the opportunity to become successful contributors in their community. For more information, go to: www.LeadershipAcademy.us.

Music: Choral Vocal

Adviser: Norman H. Lister

There are approximately 200 students currently enrolled in Pine View Choir. The department is led by the director. Policies are made by the director, a student choir council of ten students, and a parent booster and support group called P.O.S.S.abilities. These entities provide for additional fund raising, travel, organizational support, and quality control.

Program Purpose Statements

1. To instill in students minds and lives the value of striving for excellence.
2. To give students the skills and techniques necessary for success as a lifetime participant and connoisseur of the choral/vocal arts.
3. To give a good basis to those students who may wish to pursue vocal/choral music as a vocation, or important avocation.
4. To teach the value of self-discipline and effort.
5. To instill self-confidence, composure and proper deportment.
6. To teach teamwork and team building skills.

Our program benefits students by providing them with the skills and instilling the values listed above. We also acquaint them with a variety of languages and some great literature through the song texts we perform. They gain a new perspective of history as we put all our music into historical context. Finally, they gain an aesthetic awareness that will enrich their entire lives. We benefit the school by representing it well in all the festivals, competitions, concerts, and other venues as mentioned above. We benefit the community by singing at concerts, parties, banquets, care centers, etc., either alone or with other school or community groups. We do an average twenty performances in the community in the month of December alone and do literally hundreds of "Singing Valentines" each year. We have sung for the State Principals Association, the State Superintendents, the Utah Music Education Association three times, and we provide a Veterans Day concert each year in conjunction with our band. We have sung in concert with many high schools from throughout the area, as well as college and community

choirs. For the past three years, we have been the only Utah representative at the NAU western region jazz and madrigal festival in Flagstaff, Arizona and have been singled out for special recognition each year. We also perform at least one major work per year for our community. In the past, these have included: The Rutter & Faur'e Requiems, Vivaldi's Gloria, Bach Cantata's, The Schubert Mass In G, Bernsteins Chichester Psalms as well as extended works by Mozart, Mendelssohn, Robert Ray, Haydn and others. In concert choir and trilogy, we have consistently achieved superior ratings at region and state festivals for over a decade, all other choirs have also had superior and excellent ratings during that time. Our former students have been strongly represented in the music departments of every major college and university in the state and in most of the major "Ivy League" schools, including Harvard, Yale, Wellesley, Bryn Mawr, MIT, Carnegie Mellon, etc. We have taken students on a performance tour in Japan, and to Carnegie Hall for choral concerts on two different occasions. Mr. Lister has been awarded numerous awards, including Washington County School District "Teacher of the Year", Utah "Teacher of the Year" runner-up, Utah Music Educators "High School Teacher of the Year" award.

Mixed Choir

Mixed Choir is open to all Pine View High School students. It is a beginning choir, which teaches basic principles of vocal production, music fundamentals of pitch, and rhythm, etc. We explore a wide variety of accessible vocal literature from unison to four part mixed choral singing. Emphasis is placed on teaching the principles and learning objectives found in the Utah State Core Curriculum for Intermediate Choirs. Those mixed choirs with the desire and ability will also participate in up to three major concerts per year as well as smaller additional concerts as the opportunity is afforded.

Mens Choir

Mens Choir is open to all interested male students of Pine View High who can pass a simple audition consisting of a range check, pitch matching exercise, and demonstrate the ability to reproduce a melodic line with reasonable accuracy. They meet during lunch break for a half hour, twice a week, with occasional extra rehearsals and performance times required. They earn a maximum of 1/2 credit per year. They are expected to appear in concerts of various kinds and sizes and may appear in choral festivals and competitions, including region festivals. This chorus consists of about equal numbers of male students who are otherwise involved in choral music in school and those who are not. It provides opportunity for those students who have interest, but no other opportunity, to be involved in the traditional choral music program of the school.

Les Chanteurs

Les Chanteurs is an advanced ladies ensemble available through audition to female students at our school. The audition is similar to that required for mens choir with perhaps higher expectations. This is generally the advanced choir available to sophomore girls, but it also serves junior and senior ladies who cannot be accommodated in our advanced mixed choirs, or who simply want an advanced treble choir experience. They perform in all our department's major concerts and other concerts as the opportunities

present themselves. They also participate in applicable region and state music festivals and competitions and in invitational festivals and concerts. They follow the State Core for Advanced Choirs and explore a wide variety of treble choir literature from two-part to four-part divisi.

Concert Choir

Concert Choir is a large advanced mixed choir. It is available through audition to all male students and to junior and senior female students. It sings a great variety of choral literature, both accompanied and a cappella. This group covers the advanced choir core curriculum and devotes itself to the performance of fine music in a variety of styles and genres. They perform regularly in concert as well as in applicable region and state music festivals and competitions. One great emphasis for this choir is the performance of major works often accompanied by orchestra and other instrumentalists.

Trilogy

This is our chamber choir and our most advanced vocal ensemble. It consists of 28 singers chosen by a rigorous audition. The choir meets early morning in a zero period. The members are required to be in at least one other advanced music class in the regular schedule. Most are in another advanced choir. They participate in applicable region, and state music festivals and competitions and in regional festivals as well. Because of their size, proficiency, and independence they perform extensively as a group or in ensembles formed from the group in a wide variety of performance venues throughout the community and the region. The choir consists of mostly junior and senior students. They sing a wide variety of music appropriate for chamber choir from classical styles to jazz and even some pop. Students in this ensemble become quick learners and proficient sight singers due to the demands placed upon them. They also work in depth with vocal technique, balance, blend, tone, and vowel concepts, etc.

Music: Instrumental

Adviser: Eddie Candland

Orchestra

The symphony orchestra has been slowly growing in size and quality, and continues to improve and become more visible in the public eye. They have received numerous superior ratings at state festivals, and continue to play a huge role in our school's annual musical production. In addition to various region and state competitions, the Pine View Orchestra also holds public concerts throughout the year to entertain guests and share their individual and collective talents with the entire school community.

Marching Band

This is the most visible of the band groups, performing in five scheduled parades during the year, in addition to a yearly trip to Salt Lake City for a performance in the Pioneer Days Parade on July 24th. The marching band truly is a source of school and community pride, and they consistently win top honors in the events at which they

compete. Rehearsals go during the summertime, and during the school year, rehearsals are during normal class hours.

Pep Band “Panther Pride Personified”

This ensemble is found at basketball games (boys and girls) as well as the football games. They provide color and excitement during sporting events, cheering along with the cheerleaders, playing high-spirited and light-hearted numbers, energizing the team as well as the audience. The Pine View Pep Band truly adds to the overall excitement and energy of a home football or basketball contest.

Theater Arts (Drama)

Adviser: Jenny Broadhead

The Theater Arts Department (drama) program mission statement is “Love the art in yourself, not yourself in the art.” (Stanislavski). With the mission statement in mind, all students in the theater arts program are encouraged to explore all areas of the theater. Curriculum in the theater arts includes theater history, voice and diction, pantomime, humorous and dramatic interpretation, scenes from plays, play production with plays produced in class and performed for competitions, public, as well as traveling to elementary schools, as well as other areas of performance. Enrollment in these classes comes from all ethnic and socio-economic backgrounds. The area of technical theater is covered in Drama II as well as introduction to technical theater as stage crew. Students in introduction to technical theater are exposed to all areas of technical theater from the organization of theaters to the building of sets and costumes. Introduction to technical theater is an overview class. Stage crew is for the student who desires to learn more about the details. Stage crew is responsible for the operation of the auditorium, all assemblies and rentals, as well as set construction. Students from this class have been hired to work at the Dixie Center and Tuacahn Center. There are two types of plays presented at Pine View High School. The first are plays presented by classes such as Drama 1A, 1B, Drama II and Drama III. These plays involve members of the class in some area of theater. The second type are the school-wide plays. These include musicals as well as straight plays and Shakespeare. These plays will involve ninety to well over one hundred for the musicals to twenty plus for the plays. This involvement includes the areas of technical theater as well as performance. Workshops are held to help students learn make up, publicity, costume and other areas where students from the school community learn about theater.

Visual Arts

Advisers: Stephen Jones & Kristine Alder

Our visual arts program is comprised of two areas: 2-dimensional and 3-dimensional with two instructors and some six hundred students a year being exposed to the visual arts. With the addition of a strong 2-dimensional art teacher the department is flourishing. The classes offered now include a strong drawing base, a growing printmaking program and a computer aided commercial design class. Along with the existing 3-dimensional program and a steadily improving AP Studio Art program the department is thriving. A continuous collaborative effort between the Visual Arts program and the rest of the Fine Arts Department, results in the biannual Fine Arts Assembly held before the Christmas

break and the end of the school year. This has been an excellent format for the students to showcase their talents. Pine View continues a long-standing tradition in participating in the Springville Museums Utah High School Art Exhibit and the National K-12 Ceramic Exhibition, with students receiving high recognition at both. The AP Studio Art program continues to grow with a 97% pass rate. This past year, half of the students taking the AP portfolio review received a perfect score of five. Most importantly, Pine View students continue to have a positive experience with the visual world around them!

Yearbook

Adviser: Jill Burkett

The purpose of this program is to teach students to design and produce the school yearbook. Students are introduced to interviewing, reporting, editing, various forms of writing; students are also taught layout design for various sections, photography, sales promotion, and record keeping. This year 16 students are currently enrolled in Pine View Yearbook. This is a production class, which requires self-motivation, self-pacing, and responsibility. Students are also required to attend several school functions and events, both during the school week and on weekends to take pictures and interview participants. Computer skills are a must and experience with Photoshop and/or Printshop is preferred.

STUDENT PERFORMANCE DATA

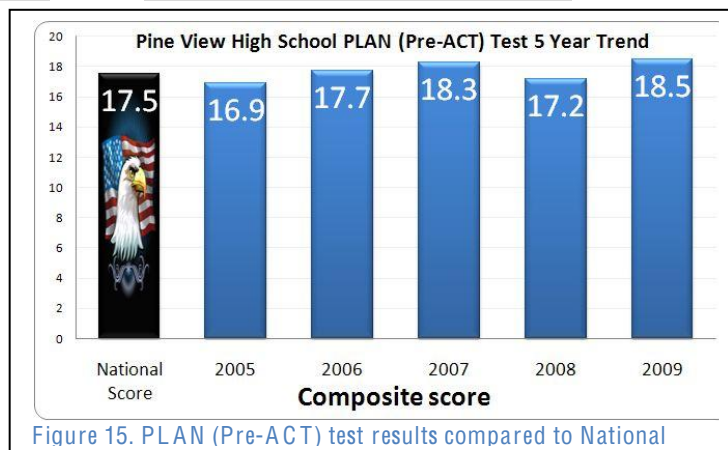
Grading Scale

Teachers at Pine View High School use the PowerSchool® program to record assignments and record grades. The standard grading scale is as follows:

A	93-100 %	C	73-76 %
A-	90-92 %	C-	72-70 %
B+	87-89 %	D+	67-69 %
B	83-86 %	D	63-66 %
B-	80-82 %	D-	60-62 %
C+	77-79 %	F	59% AND BELOW

The PLAN® Academic Tests

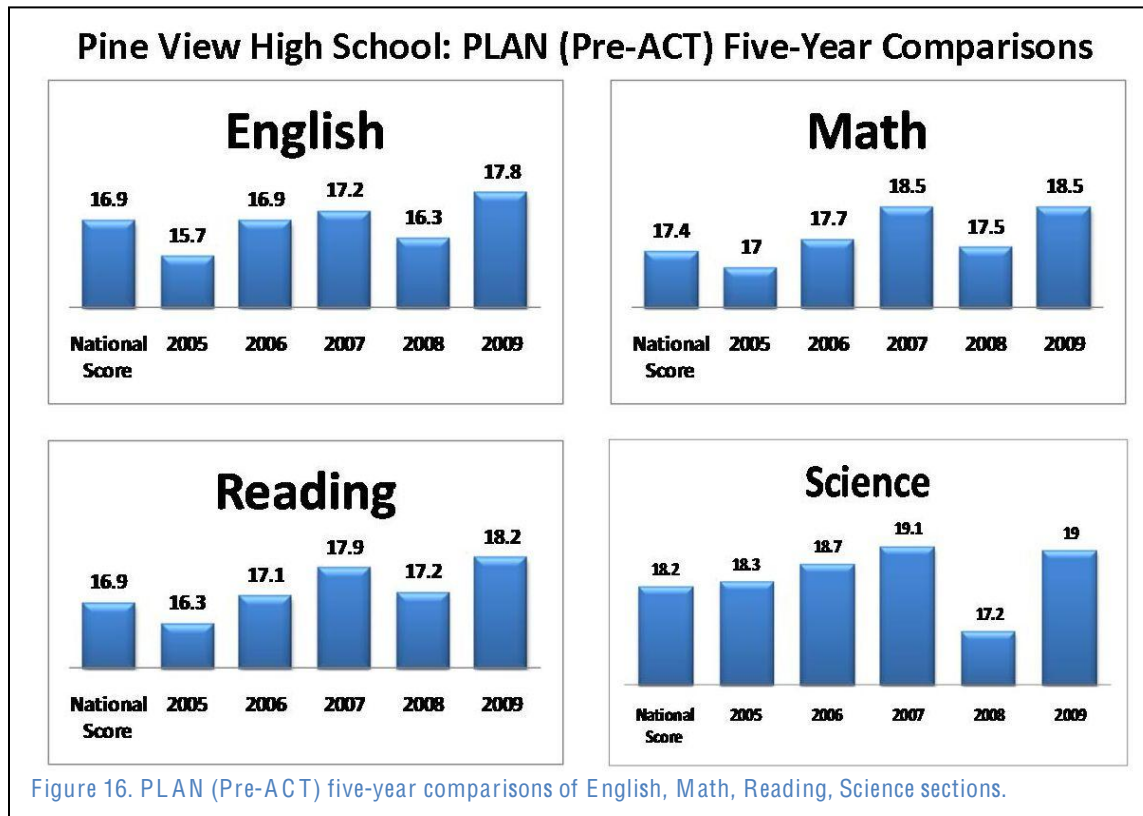
The PLAN® program contains four academic tests: English, Mathematics, Reading, and Science Reasoning. These tests are designed to measure student attainment of the curriculum-related knowledge and



complex cognitive skills that are acquired in the early years of high school and are important for later education and careers. Thus, the PLAN tests are intended to provide tenth-grade students with information they need to prepare for future academic and career success.

The score range for the PLAN goes from zero to 32 with a national average for the composite score falling at 17.5. Pine View students' mean composite score for the latest test is 18.5, which is significantly higher than the national mean. We score higher than the national mean in each of the academic areas; however, our English mean score is .9 above the national average while our mathematics mean is 1.1 above the national average. Science reasoning has the highest score overall with reading showing the greatest difference between students and the national average.

Data from the PLAN also indicate that males score higher or equal to females in all areas. They also indicate that our Asian-American and Caucasian populations score higher than our American Indian students do while our Hispanic students score significantly lower. The chart compares our scores against scores on a national level for the composite and the four test areas.



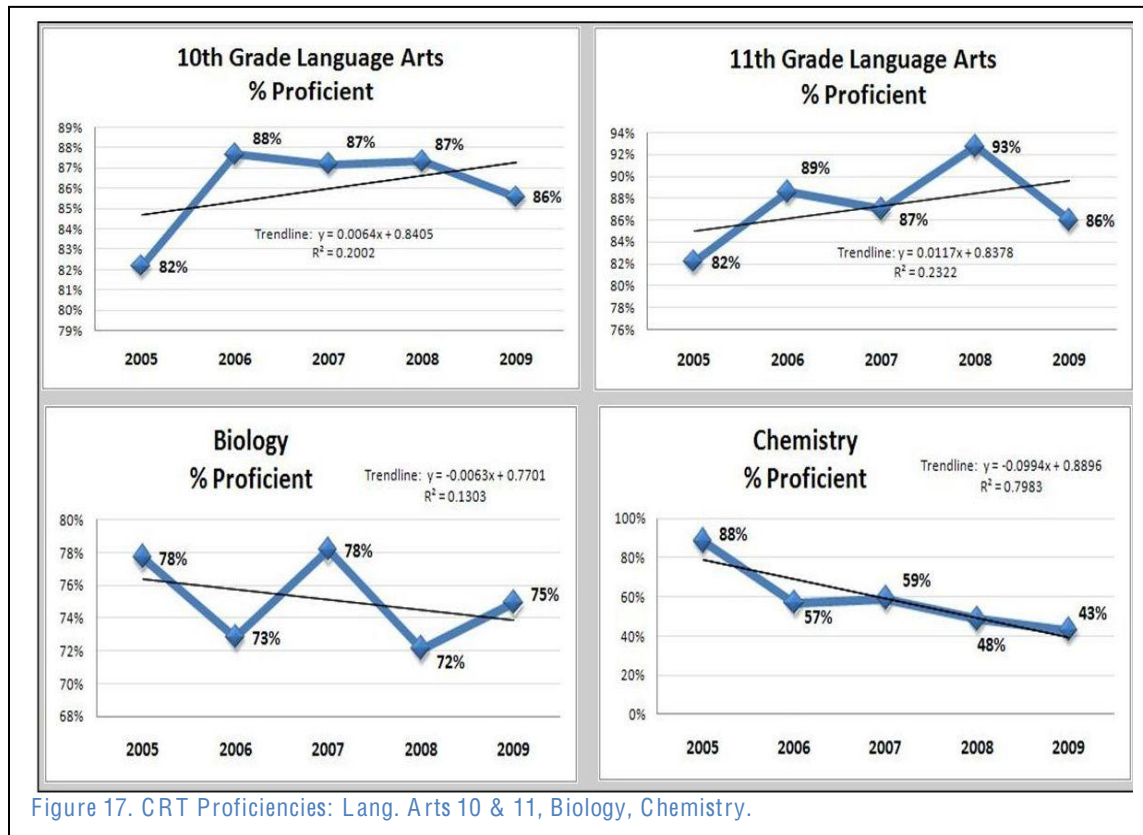
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT, or PSAT/NMSQT®)

This test measures skills important for success in college: verbal reasoning, critical reading, math problems solving and writing. Taking the PSAT enables students to: 1) get

feedback about critical academic skills 2) seek information from colleges 3) enter scholarship competitions 4) practice for SAT tests. A high score on this test could enable the students to receive substantial scholarship funds. Students who take the test can also qualify for corporate scholarships. This test is for the top juniors who have taken or are taking rigorous classes and are planning to attend college. Offered October of each year.

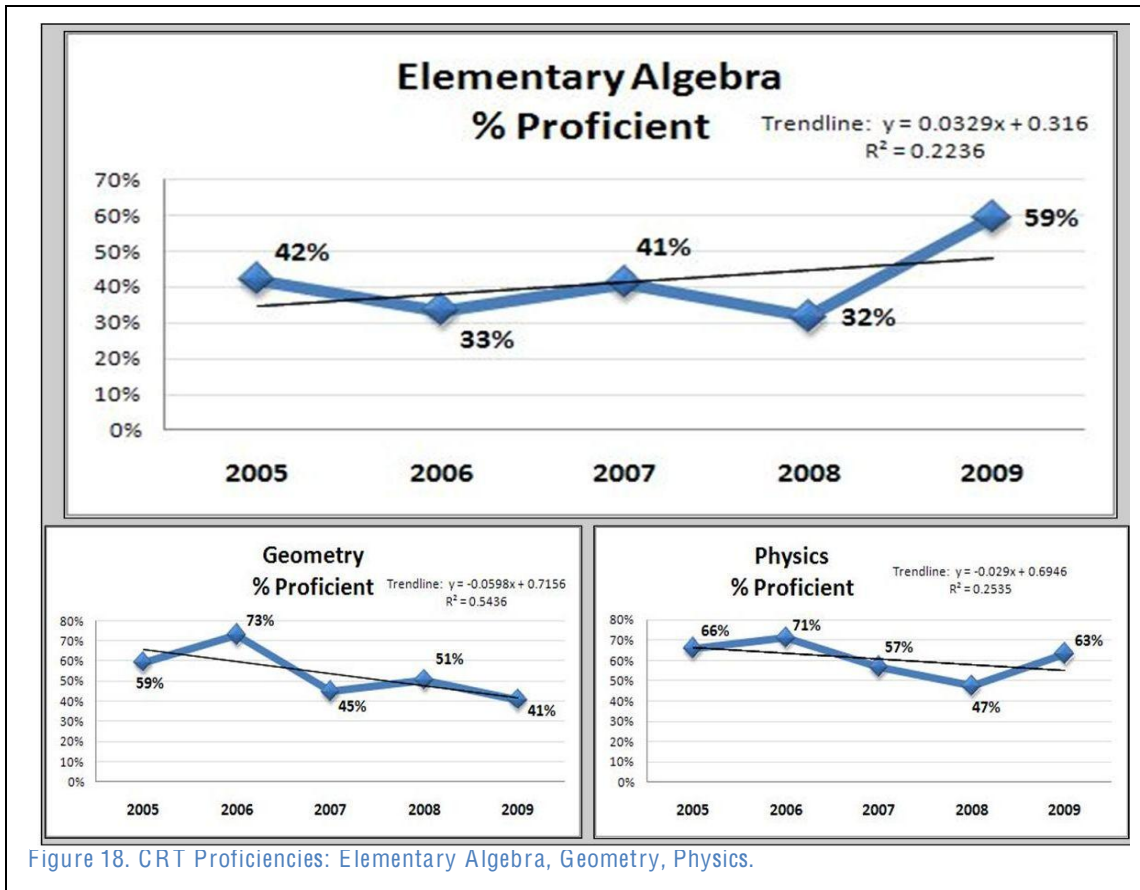
Criterion Referenced Tests (CRT, End-of-Level)

The State Level Core Assessment is administered in the spring of the year. As with



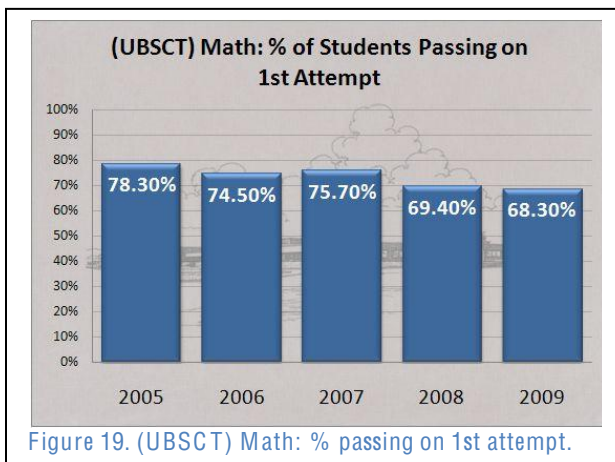
all of our state and national level assessments, Pine View has scored comparatively well.

A number of measures of student performance are used to help teachers and administrators evaluate the success of our programs and our students. The measurement most often referred to is the Criterion Referenced Tests (CRT's) which are given in the subjects of Language Arts 10, Language Arts 11, Algebra, Geometry, Biology, Chemistry and Physics at the end of each school year. The accompanying charts on CRT scores show the overall performance for the past 5 years. Proficiency rate for Language Arts has remained above the 80% range for the past 5 years with 94% proficiency in 2008. A school must have 95% participation and either proficiency or progress in the "whole school and the subgroup" in order to achieve the State Level of Performance. Pine View High has maintained this level to earn a "yes" on the state Utah Performance Assessment System for Students (U-PASS) Accountability Program and high marks on the Federal Adequate Yearly Progress (AYP) report card.



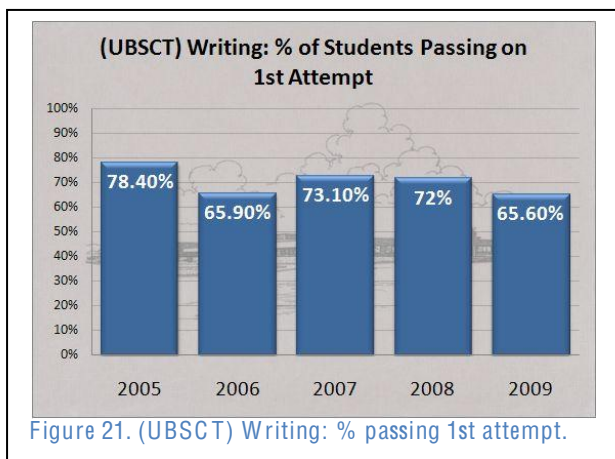
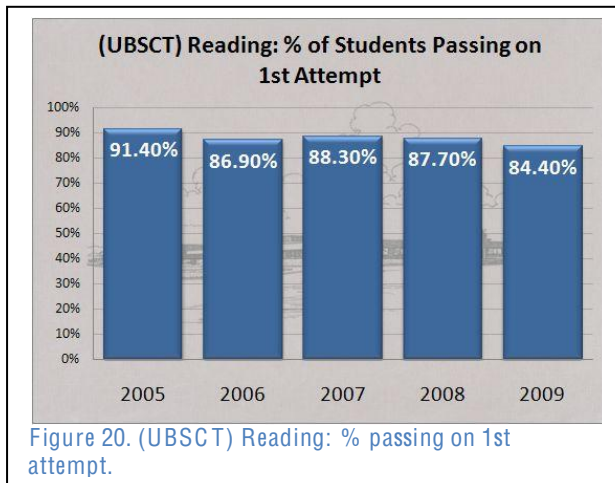
Utah Basic Skills Competency Test (UBSCT)

The Utah Basic Skills Competency Test is a state required test that all students



beginning with the class of 2006 must pass as well as fulfill all other graduation requirements, in order to receive a basic high school diploma. The test consists of three subtests: 1) Mathematics (with and without the use of a calculator), 2) Reading, and 3) Language Arts (which includes a writing component). The content of the test is drawn from the Utah State Core Curriculum. Students are given five opportunities to take the test: once as a sophomore, and twice in their junior

and senior year. The chart below shows the percentage of sophomores over the past 5 years that passed each section on their first attempt.



UBSCT

American College Test (ACT) Results

The American College Test (ACT) is a national comprehensive test required by most

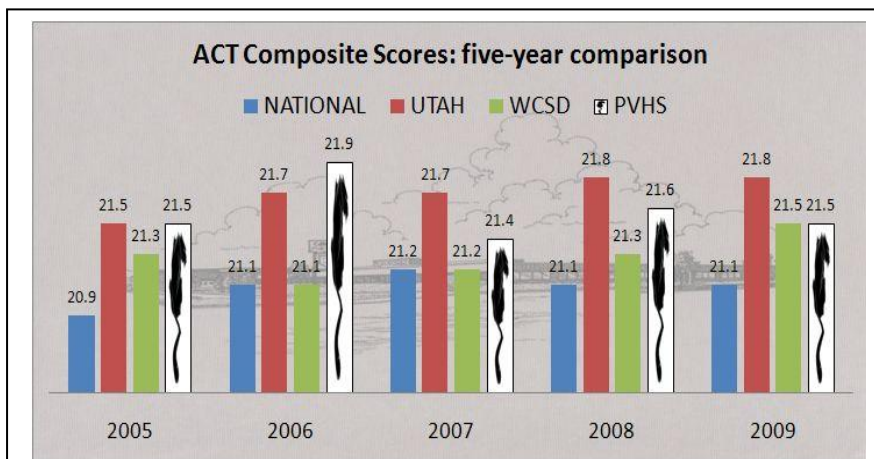


Figure 22. ACT Composite Scores comparison: National, State, WCSD, PVHS.

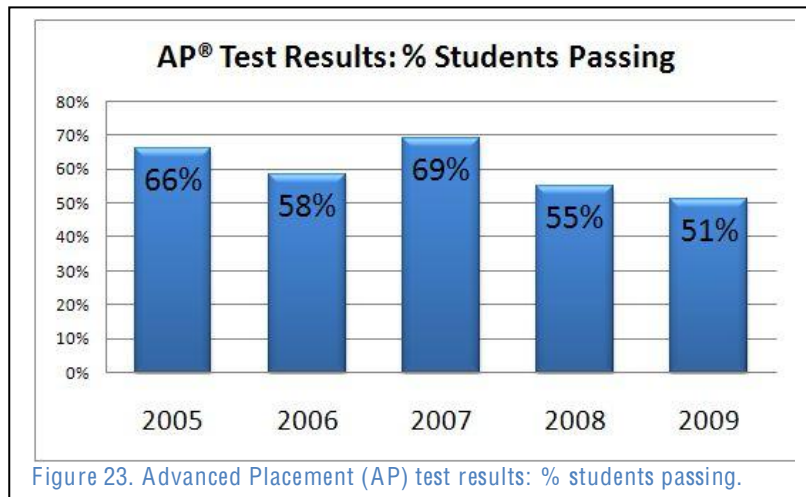
universities for student admission purposes. The assessment measures abilities in the areas traditionally identified with success in high school and university programs. ACT standard scores are based on a scale

on which a particular student might obtain a low of 1 up to a high of 36. Unlike the previous measures listed, those taking the ACT made the choice to test. Although not all students are required to take the ACT, the Guidance Department and staff at Pine View strongly encourage students to do so.

Advanced Placement (AP) Program & Testing

Pine View High School offers a variety of upper level Advanced Placement classes including United States History, United States Government and Politics, English Literature, Calculus, Statistics, Studio Art, Music Theory, Chemistry, and Biology. AP classes are available

to juniors and seniors who wish to take a challenging course that also provides an opportunity to earn college credit hours by passing a national exam. Many students involved in the AP program will take multiple AP exams before graduation. The accompanying chart shows the percentage rates of students passing AP tests from 2005-2009.

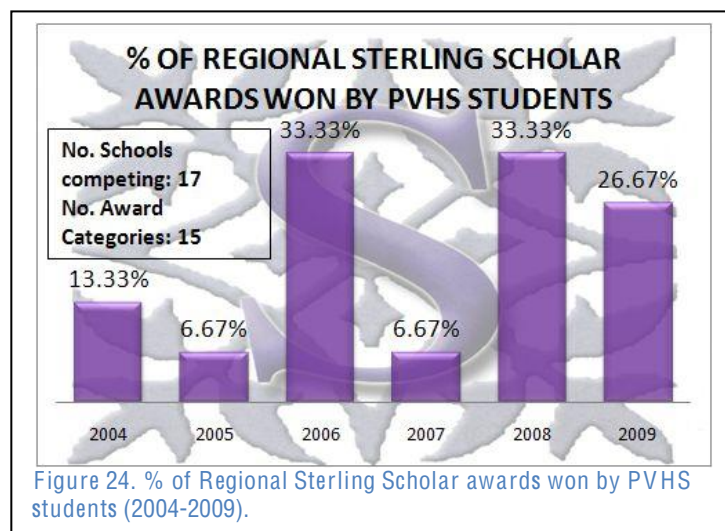


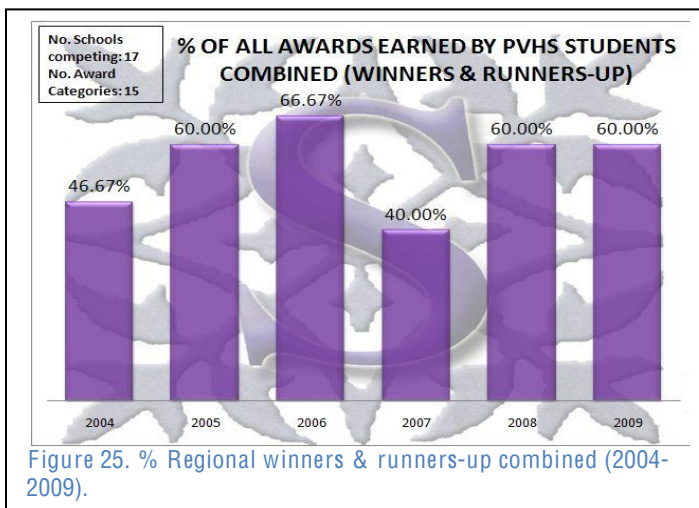
Sterling Scholar Program

Adviser: Geneal Jacobsen

The Sterling Scholar Awards are open to Utah high school seniors. Each school holds a judged competition where one winner and two runners-up are selected in each of fifteen categories: English, Mathematics, Social Science, Science, Foreign Language, Computer Technology, Trade and Technical Education, Agriculture Science, Family and Consumer Sciences, Business and Marketing, Speech/Drama, Visual Arts,

Music, Dance, and General Scholarship. To be selected, students must have extraordinary scholarship (GPA, ACT, or SAT) leadership, and citizenship. School winners compete in



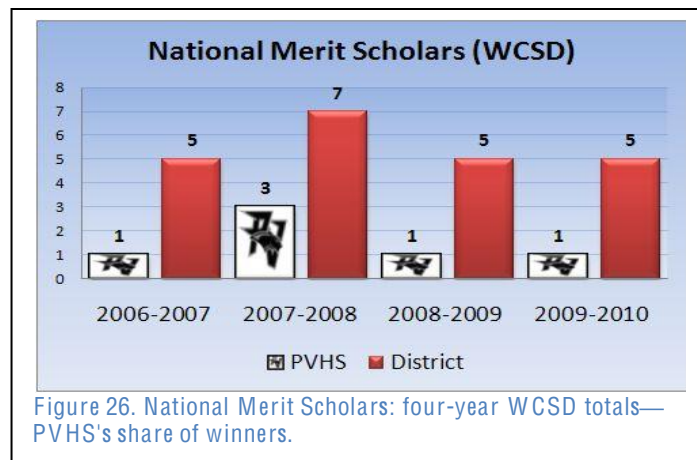


the Southwest Regional Sterling Scholar Awards Program where seventeen other high schools from the Southwest Region will compete. Students receive cash awards at each level as well as receiving scholarships offered by every college and university in the state.

National Merit Scholars

The National Merit Scholarship Corporation is a

not-for-profit organization that operates without government assistance. The corporation, established in 1955, conducts the National Merit Scholarship Program, an annual academic competition for recognition and scholarships open to all US high school juniors at home and abroad. High school students become commended scholars, merit semi-finalists and finalists by taking the PSAT/NMSQT in October of their junior year. The test serves as the initial screen of the one million plus students who annually take the test, honoring the top 16,000. Semi-finalists are then required to take the SAT college entrance exam and complete an extended application. From those, the about 15,000 students are chosen as finalists and about 8,000 will receive scholarships. Among the seven high schools in the Washington County School District (including Millcreek High School), Pine View High School has been honored to have a total of six National Merit Scholars. Additionally, one National Hispanic Recognition Scholar.



Scholarship Awards

The accompanying chart illustrates the dollar values of scholarship awards earned by PVHS seniors. Seniors are polled each year and the amounts are recorded. The totals are reported to



stakeholders via Senior Honors Evening and later, during commencement exercises. Gaps in the chart are due to several factors, each will be resolved in the future.

Other Indicators of Student Performance

Other indicators of student performance include enrollment in core courses, enrollment in challenging classes, concurrent college and Dixie Applied Technology College (DXATC) enrollment, graduation rates, and average GPAs.

By the time our 2010 seniors graduate, all will have passed four years of Language Arts credit, a combination of five mathematics and science classes, and three social studies classes. In the past, all juniors have been required by the district to take math, and we continue to promote math in the junior year. Beginning with the class of 2011, the new state graduation requirements will be in place. All students will complete four years of Language Arts, three each of math and science, and two and a half social studies credits as well as pass the Utah Basic Skills Competency Test (UBSCT) in order to meet the core requirements for graduation. Since our last accreditation, Computer Technology (.5), Financial Literacy (.5), and US Government & Citizenship (.5) have been added to the graduation requirements.

Enrollment in Core Curriculum Classes, Challenging Academic Classes, College Classes and Dixie Applied Technology Class, Work-Based Learning, Internships and Apprenticeships

One of the most significant indicators of student performance is their enrollment in rigorous courses. Whether these courses are career or academically oriented, the desire for students to challenge themselves and develop new skills is important to the Pine View High School community.

The Guidance Department has identified classes considered to be rigorous and challenging for students. These classes include all of our AP and honors courses, high-level math and science courses, third year language courses, and capstone classes in other disciplines. We currently offer 51 sections of challenging courses with a total of 1122 enrollments in these courses. When our boundaries were realigned to accommodate the addition of Desert Hills High School, many of our more affluent students were reassigned to the new high school. It is interesting to note that during our last accreditation, there were 1130 enrollments in 53 sections of rigorous coursework. Although our demographics have changed, Pine View's dedication to academic rigor has not. Many of our students are taking two, three, or more of these classes; therefore, almost half of our students are enrolled in classes identified as academically rigorous.

The following courses are considered rigorous courses at Pine View High School: Accounting II, the AP Courses – Biology, Chemistry, Calculus, Government & Politics, Literature, Music Theory, Statistics Studio Art, and US History, Honors Biology, Computer Programming II, Advanced Dance Company (Pantheras), Dance III, French III, German III, Interior Design II, Honors Language Arts 10, Honors Language Arts 11,

Leadership Principles & Marketing (College Credit), Medical Anatomy & Physiology, Pre-Engineering, Spanish III & IV, Theater III & IV, Trilogy (Highly selective advance choir), Web Development II, and Honors World Civilization.



Since our last accreditation team visit (2002), the major focus of college enrollments has changed from career skills to academics with the Washington County School District, state of Utah, and Dixie State College contributing to the cost of high school students in academic classes. Consequently, many of our students are choosing college courses as a way to complete their high school graduation credits, better prepare themselves for post high school plans, and get a jump on their college degrees. During the current school year, 209 student enrollments are reported in 25 college classes. Several of our students take multiple classes, so the percentage of 22.8% of our junior and senior students taking these courses is probably closer to 18 or 19%. This statistic, when taken into consideration with the number of students enrolled in rigorous coursework at the high school indicates that nearly 70% of our students daily challenge themselves academically. Pine View High School students are enrolled in the following list of college classes.

Concurrent College Classes

ART 1010	EDUC 1010	HLOC 1000	NURS
AUTO 1100	EMS 1100	HUM 1010	1005,06,07
BIO 1010	ENG 1010	LIB 1010	PHYS 1010
BIO 1610	ENG 2010	MATH 1010	POLS 1100
BIO LAB 1615	FCS 1020	MATH 1050	PSY 1010
CHEM 1010	FCS 1500	MATH 1065	Certified Nurse
CIS 1200	HIST 1700	MATH 1210	Assistant (CNA)

Dixie Applied Technology Center

Auto Body	Diesel Mechanics	Medical Assisting	Office Assisting
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A number of students are enrolled in work-based learning, internship, or peer and job tutoring experiences. Over the course of the year, 219 students have spent time in serving either their severely handicapped peers (99), or in taking advantage of the opportunity to learn more about a possible career through an internship (34), or in a work experience (84).

Graduation, Non-Graduation, and Dropout Rates

Evaluation of data over the last four years indicates that there is a slight decline in the graduation rate, and a steady rise (approximately 2%) in the number of dropouts. The percentage

of non-graduates (students who remain in high school through May of their senior year who do not receive a diploma), has

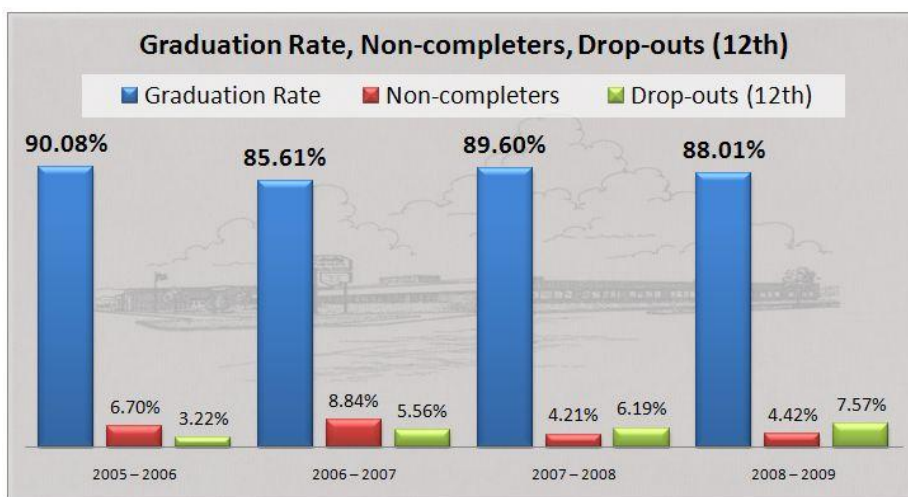


Figure 28. Graduation rates, non-completers, drop-outs (12th) four-year chart.

decreased. One of the reasons for the change is the availability of GED testing which now provides a high school equivalence certificate. In the past, our non-graduating students would remain in school and then either attend Millcreek High School for a super-senior year to earn their PV diploma, or work with the Southwest High School (Adult Education) and then use the GED tests to obtain a Southwest High School Diploma. Because of the growth of students in the district, non-completers are no longer able to automatically attend Millcreek. Students must be within 7 credits for graduation before they qualify to attend for a super-senior year. Thus, those who find themselves lacking many credits usually do not wait for the end of the school year before they leave school to attend either the Southwest (Adult) High School or to take the GED test.

Grade Point Averages (GPA) as a Reflection of Student Performance

The accompanying chart shows the graduating class of 2010's progress over the four years (9th-10th grades). While perhaps not indicative of all classes, the chart shows that, once past the typical dip from 9th to 10th grade, a steady improvement was gained by the time of graduation.

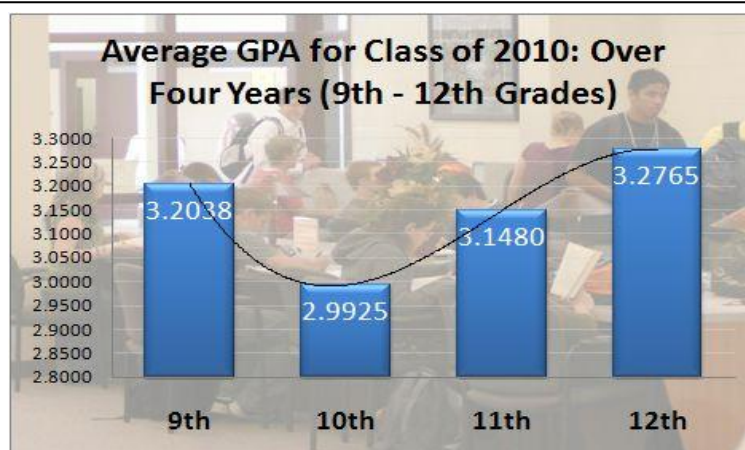


Figure 29. GPA averages—four-years 9th-12th grades of the class of 2010.

STAKEHOLDER ANALYSIS

Stakeholder Survey Summary

The stakeholder survey used by Pine View High School was developed by Utah State University's "Center for the School of the Future." The survey system, Indicators of School Quality (ISQ) was created to provide significant data to help schools create a climate necessary for students to reach their full potential. The system consists of individual surveys for parents, students and staff.

In May of 2009, English teachers were asked to administer the surveys to their students and have the students take them home and have parents complete them. This plan worked well with 561 parents (62%), 816 students (91%), and 78 staff members (87%) responding. Each survey uses a Likert scale and provides the choices: Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree. Data was collected in the following areas: Parent Support, Teacher Excellence, Student Commitment, School Leadership, Instructional Quality, Resource Management, and School Safety.

Teachers and Students were also surveyed on Clear Expectations, Trusting Relationships, Building Social Skills, Building Academic Skills, and Rewards & Recognition. The results of these questions are summarized on a report called "Behavior Support."

There are three types of reports: the Status Report provides the results from the current administration of ISQ; the Normative Report provides a comparison between our school and an aggregation of schools with similar risk profiles and school type; and the Progress report, for schools that have conducted ISQ before, provides a comparison between the last two administrations of ISQ. This is Pine View High School's first administration of the test so these results are not included. However, if we administer the test in the future this will be very valuable data.

Survey results for Status Report and the Normative Report are displayed in a traffic-signal metaphor. Red indicates Opportunity to Improve and is determined by having 20% or more of the respondents disagreeing with the statement. Amber indicates Typical and is the default for any item that is not exemplary, superior, or needs improvement. Green indicates Superior and is determined by having 80% or more of the respondents agreeing or strongly agreeing with the item, or 50% or more of the respondents strongly agreeing with the item statement. Purple indicates Exemplary and is determined by having 80% or more of the respondents strongly agreeing with the statement.

Survey results for the Behavior Report are given a grade similar to those found on the other ISQ reports. The grades are determined by the percentage of respondents who respond positively to the item associated with that dimension. The signal grade is calculated using the following algorithm:

- Exemplary (purple) – 90 percent and above
- Superior (green) – 80 to 89 percent
- Typical (amber) - 70 to 79 percent
- Opportunity to improve (red) below 70 percent

Results

Complete results can be viewed or downloaded from our school web site: <http://www.pineview.org/school-accreditation-2010.html>. There are five specific files relating to the surveys, each in PDF format. File names are listed here:

how-to-read-behavior_report_htr.pdf how_to_read_survey_report.pdf pine_view_high_school_isq_version_9_behavior_report.pdf pine_view_high_school_isq_version_9_normative_report.pdf pine_view_high_school_isq_version_9_status_report.pdf
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Information from the ISQ reports identifies areas of strength and weakness. Pine View High School was able to survey a high percentage of parents, teachers, and students, which highly adds to the validity of the surveys. Parents rated Pine View High School on a par with other schools with similar circumstances in the areas of Parent Support, Teacher Excellence, Student Commitment, School Leadership, Instructional Quality, and Resource Management. In the area of School Safety, parents rated Pine View High School superior compared to other similar schools. Teachers rate Pine View High School typical in the areas of Parent Support, Student Commitment, Instructional Quality, and Resource Management. Teachers rate Pine View High School Superior in the areas of Teacher Excellence, School Leadership, and School Safety. Pine View High School Students who were surveyed rate the school typical in Parent Support, Teacher Excellence, Student Commitment, and Instructional Quality. They rated Pine view superior in School Leadership, resource Management, and School Safety. In fact, each of the groups surveyed rated Pine View High School Superior in the area of School Safety. We feel that this is significant in light of the many school safety issues around the country.

Pine View High School students also rated the school superior in the following behavior support domains: Clear Expectation, Trusting Relationships, and Building Social Skills. However, both the students and the teachers rated Pine View High School low in the area of Rewards and Recognition. This is an area of concern and one that we need to focus on in the future.

Next Steps/ Stakeholders Conclusion

Pine View High School appreciates feedback from its stakeholders. The ISQ Report shows that Parents believe that “Providing a Safe Environment,” Focusing on Academic Achievement”, and “Treating all Students with Respect” are the top three attributes of a quality school. The teacher surveys indicate that these three school functions are what Pine View High School does best. Efforts will continue to ensure that these three areas are a priority at Pine View High School. We recommend that these issues continue to be addressed in our school action plan along with working to improve the domain of “Rewards and Recognition.”

PART 2: MISSION, VISION, BELIEFS, COMMITMENTS, DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

MISSION, VISION, AND BELIEFS STATEMENTS & NARRATIVE DESCRIPTION

Narrative Description of the Process of Evaluation and Changes of Mission, Vision, and Beliefs Statement

Many changes have taken place since our last accreditation. Our student body changed drastically to accommodate the opening of the new Desert Hills High School. This realignment reduced our student body by over five hundred students. Our district administration as well as school's administration and faculty have also changed since our last accreditation. We have a different District Superintendant and a different District Superintendant of Secondary Education. Of the sixty-two administrators and faculty members at PVHS in 2002, only twenty-six staff remains, and zero administrators.

With all of these changes, it was apparent that in preparation for our self study and improvement plan, a review of our Mission, Vision, and Beliefs Statements was necessary. Stakeholders were provided input regarding the schools Mission statement. Based on this input it was determined that with a small change, the current Mission Statement was most widely desired. Input was collected from all stakeholders concerning the collective and collaborative purpose of our school as well as what our school must become in order to accomplish its Vision. Stakeholders provided input concerning various educational, teaching, learning and social components and practices that currently exist and /or need to exist at Pine View High School in order for us to realize our Vision. In multiple formats, the question was asked to all stakeholders "What social and educational practices and components must exist in order for PVHS to realize its Vision?" From this information, we established the components of the Beliefs Statement. Finally, stakeholders were asked to provide input concerning the establishment of specific goals and commitments that would provide the desired outcomes mentioned in the Beliefs Statement. We were then able to prepare the Faculty and Staff Commitments to Student Learning and the Desired Results for Student Learning. From the input received from all stakeholders, the Pine View High School Mission, Vision, Beliefs Statements and the Staff Commitments to Student Learning and the Desired Results for Student Learning were developed. The newly revised Mission, Vision, and Beliefs Statements were presented for a final critique and approval, and then finalized.

PINE VIEW HIGH SCHOOL

MISSION STATEMENT: "Learning is what matters most"

VISION STATEMENT:

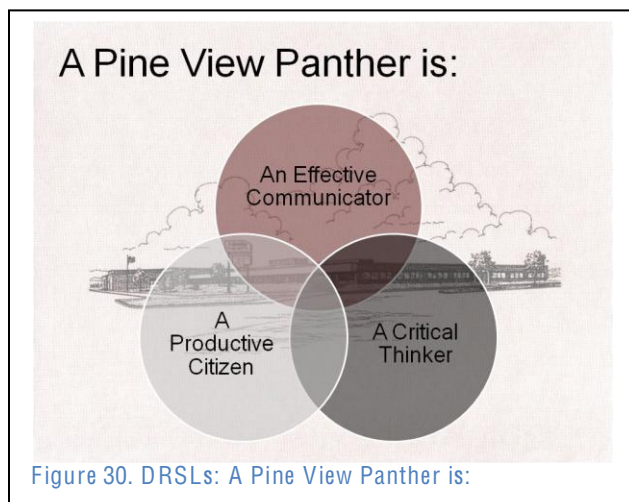
Our vision is to become a professional learning community where standards of excellence positively motivate and encourage a culture of continuous learning, where students are presented a challenging curriculum built upon a foundation of appropriate standards, significant data, and quality instruction.

PINE VIEW HIGH SCHOOL BELIEF STATEMENTS

At Pine View High School:

- ✎ We believe each student is a valued individual with unique intellectual, physical, social, and emotional needs and abilities, which are enhanced by positive relationships and mutual respect between students and staff.
- ✎ We believe all students can learn and do so best when actively engaged.
- ✎ We believe that open, honest communication among all stakeholders can create a positive culture of continuous learning.
- ✎ We believe that continuous and ongoing individual, departmental, and school-wide professional development is necessary to fulfill our mission.
- ✎ We believe that students must be provided opportunities to explore and develop their talents and abilities through elective classes as well as through co-curricular and extracurricular activities.
- ✎ We believe critical thinking and problem solving are skills necessary in all disciplines.
- ✎ We believe all stakeholders share the responsibility to collaboratively develop confident, self-directed, lifelong learners who are competent citizens of local and global societies.
- ✎ We believe that curriculum alignment, common formative and summative assessments, standards-based instruction, and remediation enable teachers to effectively monitor student progress and use data obtained to improve instruction.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)



During our self-evaluation process, the school leadership team for Mission and Belief Statements, and Desired Results for Student Learning revisited and reevaluated these items Pine View High School adopted seven years ago. While they served the purpose at the time, they were found to be too complicated to be functional. Therefore, the team collected input from our surveys, focus groups, faculty, staff, students and parents to assist us with this

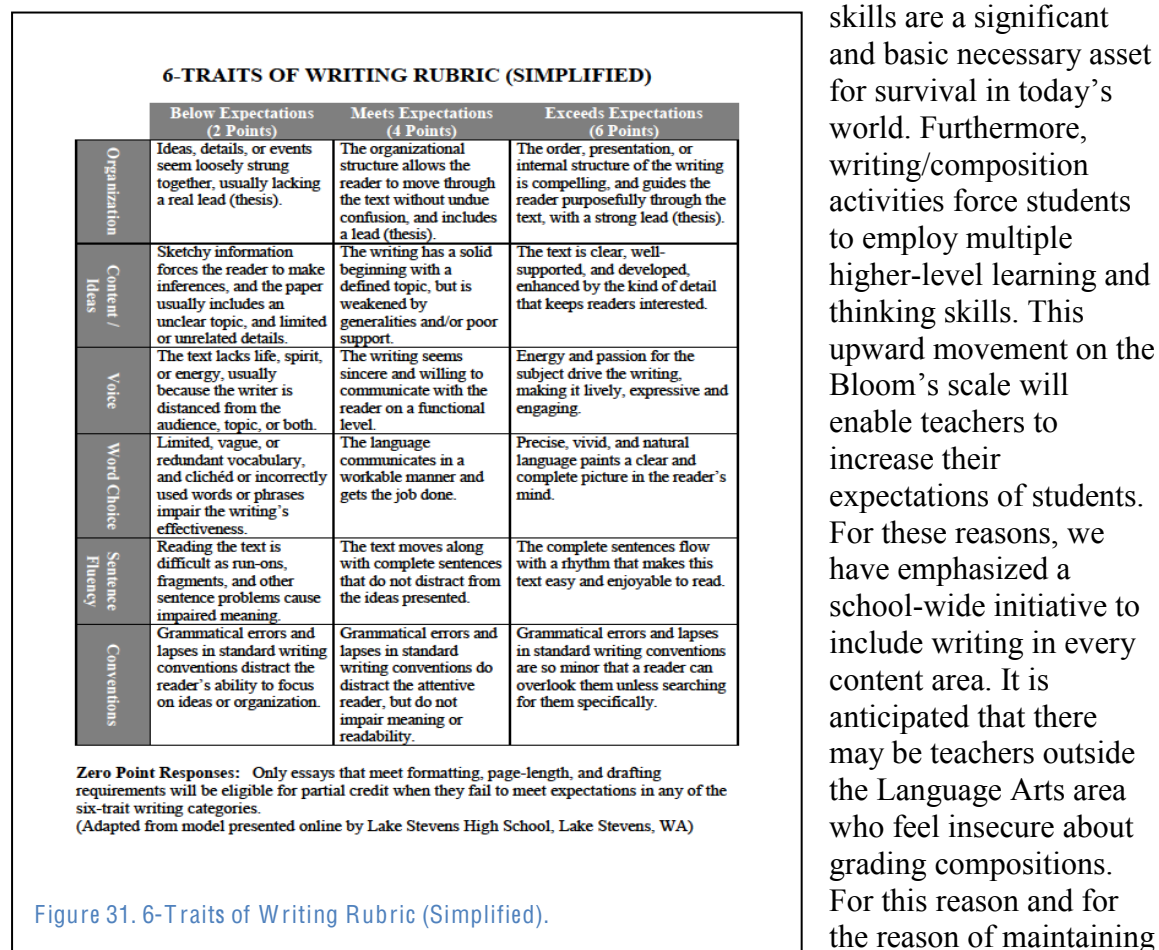
process.

The vital question was pursued, “What skills, knowledge, and what understandings should students acquire while attending Pine View high School?” The subcommittee analyzed the results of the faculty and students’ responses. Three Goals for Desired Results for Student Learning emerged as priority; a Pine View High School student, or “A Pine View Panther is” a/an:

- No. 1. Effective Communicator
- No. 2. Critical Thinker
- No. 3. Productive Citizen

The next step was to formulate and create “proposed” indicators for the three goals. The teachers were reminded that indicators should identify student behaviors that are either measurable or observable. Each department met to determine and develop specific indicators that would enable each department to effectively incorporate and measure the DRSL’s in that departments various subject matter. From this collection of proposed indicators, a school wide list of indicators was adopted.

When it was time to prioritize each DRSL for institutionalization of the “one” DRSL, the leadership team steering committee determined that effective communication



skills are a significant and basic necessary asset for survival in today’s world. Furthermore, writing/composition activities force students to employ multiple higher-level learning and thinking skills. This upward movement on the Bloom’s scale will enable teachers to increase their expectations of students. For these reasons, we have emphasized a school-wide initiative to include writing in every content area. It is anticipated that there may be teachers outside the Language Arts area who feel insecure about grading compositions. For this reason and for the reason of maintaining

uniformity, training in the Six Traits Writing rubric that is currently utilized in the Language Arts Department will be provided. However, we realize that faculty members in other content areas will need an abbreviated version of this rubric. For this reason, we will implement a rubric that will address what we call “The Big Three.” Teachers throughout the school are encouraged to evaluate student writing using three criteria: conventions, organization, and content. The rubric recommended for teachers outside Language Arts is at right.

Where We Want and Need to Be

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

DRSL 1: Effective Communicator

A Pine View High School student will be an *Effective Communicator*, who actively acquires information and communicates thoughts effectively through a variety of methods.

Proposed Indicators:

- ✎ Select, plan, and organize ideas to communicate clearly and effectively through a variety of methods (e.g., written, verbal, mathematical, and kinesthetic).
- ✎ Respects the communication of others by utilizing reading and listening skills.

DRSL 2: Critical Thinker

A Pine View High School student will be a *Critical Thinker* proficient at learning and applying skills of effective reasoning as they move toward lifelong learning and problem solving.

Proposed Indicators:

- ✎ Uses inquiry and technological skills to research, expand, apply and connect knowledge.
- ✎ Utilizes and demonstrates critical thinking through multiple modes.
- ✎ Researches, analyzes and applies information derived from tests and benchmarks.
- ✎ Demonstrates the use of inquiry and critical analysis in finding solutions to a variety of problems.
- ✎ Understands, organizes, plans, carries out plans, and evaluates or reflects on real world problems to solve with varied strategies.
- ✎ Follows and uses instructions and technical skills to connect knowledge to application.

6 Traits of Writing – The Big Three			
(Writing rubric which can be used by teachers outside of Language Arts)			
	Level 5	Level 3	Level 2
Conventions	The writer shows a good understanding of standard English (e.g., grammar, capitalization, punctuation, usage, spelling, Paragraphing). Errors are so and so minor that they can easily be overlooked.	The writer shows reasonable grasp of standard English. Most conventions are handled well, but at times errors impair readability.	Errors in spelling, punctuation, grammar, and/or paragraphing make the text difficult to read.
Organization	The organization includes an inviting introduction that draws the reader in, and a satisfying conclusion that leaves the reader with a sense of resolution. Details support the main idea and seem to fit where they are placed. Transitions show how ideas connect.	The paper has a recognizable introduction and conclusion, but the intro may not create strong anticipation; the conclusion may not tie up all loose ends. Writer may spend too much time on details that do not matter. Connections between ideas may be fuzzy.	The writing lacks a clear sense of direction. Ideas and details seem strung together in a random fashion. It is difficult to identify a real introduction or conclusion. Problems with organization prevent the reader from understanding the main point or storyline.
Ideas and Content	The idea is clear and focused. Details are relevant and enrich the central theme. Writer shows insight (an understanding of what is significant). Every piece adds something to the whole.	The reader can see where the writer is headed, but more information is needed to “fill in the blanks.”	The paper has no clear sense of purpose or central theme. Information is limited or unclear, everything seems as important as everything else; the reader has a hard time determining what is critical.

Figure 32. 6-Traits of Writing: The Big Three.

DRSL 3: Productive Citizen

A Pine View High School student will be a *Productive Citizen* who maintains a high level of moral responsibility* and demonstrates an appreciation of diversity.

Proposed Indicators:

- ✚ Uses the process of self-reflection to facilitate personal growth and civic engagement.
- ✚ Participates as an effective team/group member.
- ✚ Demonstrates self-discipline and motivation in a strong work ethic.

**PINE VIEW HIGH SCHOOL HONOR CODE*

We, the students of Pine View High School, resolve to uphold our school's honor and to maintain its academic integrity by conducting ourselves in a moral and ethical way.

We consider it dishonest to give or receive help on oral or written work that is expected to be our own, to plagiarize, or to deface academic materials.

We believe in taking responsibility for our own actions, and in accepting all consequences for our actions in high school even if accepting responsibility comes at a personal cost.

We respect ourselves, others, and all property.

We pledge to do all that is in our power to create a spirit of integrity within our lives, our school, and our community.

PART 3: DEPARTMENTAL ANALYSES

CAREER AND TECHNICAL EDUCATION (CTE) DEPARTMENT

Richard Hentosh: Department Chair, Auto Shop, Auto Tech, Advanced Auto, Small Vehicle Tech

Zach Alvey: Computer Programming I/II/III, Multi Media I/II, Web Development I/II

Greg Bartholomew: Carpentry

Shelley Bracken: Marketing, Real Estate, Leadership, Business Management

Ashley Christiansen: Financial Lit, Foods I/II, Adult Roles, Foods

Adam Jensen: Arch Drafting, CAD Drafting

Clark Magleby: Wood Shop, Wood Working, Furniture Design

Sheryl Mathews: Financial Lit, Child Development, Interior Design I/II, Fashion Strategies, Sports Sewing

Dianna Moore: Accounting I/II, Computer Tech, Desk Top Publishing, Economics,
Financial Lit, Business Law
Col. Glenn Whicker, USAF (Ret.) [Dixie High School JROTC Program]: Aerospace I/III,
Pilot Training

Guiding Questions for Departmental Analysis

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

As CTE teachers, we use the DRSLs as the end result of teaching by aligning curriculum and instruction to achieve the highest level of learning possible. This includes several hands on activities and community projects to reinforce instruction and help students to become more socially responsible and productive citizen.

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

Students are informed about state required Standards & Objectives, as well as Performance Objectives (PO), by their teachers at the beginning of the each semester. Each teacher in the CTE department has either posted the Standards & Objectives for their courses in their classroom or internet, or has it listed in their course materials. Every CTE teacher utilizes their state-supplied core materials and supplemental information (which is accessible on the USOE website). During the semester, CTE teachers are required to administer state-required Performance Objectives and assess the students' abilities to pass each PO by 80%. Students who do not pass a PO are given ample opportunities to redo the PO until they are successful. Our CTE teachers are required to keep track of student progress and scores for POs. At the end of each semester, CTE teachers are required to administer a state-created test for their content area, which assesses the students' proficiency for each Standard. Students cannot receive a state certificate unless they have first completed all the required POs by 80%, and scored 80% or above on the state test. Funding for CTE classes is based on the teacher's ability to certify students in each of their content areas, so aligning instruction with the Standards & Objectives and assessing the ability to pass the required Performance Objectives is critical to our teachers' success.

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

The CTE department uses a variety of formative and summative assessments to record student progress and achievement. Many of the teachers use several of the following techniques listed:

- ✎ State skills certification tests
- ✎ Written test and quizzes (Including essays, multiple choice, true/false, and short answer questions)

- ✎ Oral questioning techniques and tests
- ✎ Peer tutoring and mentoring
- ✎ Desired outcomes on projects
- ✎ Observations (performance assessments on lab assignments)
- ✎ Assignments (group and individual)
- ✎ Presentations (group and individual)
- ✎ Simulations
- ✎ Monitoring and documentation of daily work progress

In addition to class assessments, many of our courses are laboratory based. This allows for individualized instruction. Each student's performance is assessed and objectives are passed off by each CTE teacher individually. The teacher can address each student's specific learning ability and adjust what type of instruction or method works best with that student. Some programs offer remediation sessions outside of normal class time.

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

Many teachers in the CTE department collaborate with other departments in the school. For example, business classes collaborate with the math department, and the health and agriculture classes collaborate with the biological science department.

In addition to interdepartmental collaboration, many CTE teachers collaborate with local industry & business professionals in their subject area. This collaboration helps expose students to career areas, allows real life application, and creates strong community relations between the school and the community.

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

CTE classes provide opportunities for all types of students to experience success in the classroom. Career and Technology Education teachers at Pine View High School include the following opportunities and techniques for students of diversified backgrounds they include:

- ✎ Coordinate ESL student's needs with the in-school ESL Coordinator Mrs. Goncalves.
- ✎ Providing any learning tools to students that possess special needs for learning.
- ✎ Based on individual IEP Plans set up with the parents, students and assessments provided for the student through their special education teacher.
- ✎ Special Education teachers provide an information sheet to each CTE teacher that outlines what that students' special needs are and how to allow for their success in each class.
- ✎ Special Education teachers also are available for conferencing in regards to specific students whenever it is deemed necessary.
- ✎ Peer Tutors and Special Education Aides accompany students to class whenever the students need warrant it.

- ✎ Gifted students are offered advanced classes during other CTE classes to further their interest, even when advanced classes are not included in the course offerings. Many teachers in the CTE Department teach these students individually while simultaneously teaching beginning classes (can be documented in PowerTeacher®).
- ✎ Gifted students are additionally given individualized instruction before, during and after school when students show an interest in furthering their educational experience.

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 CTE department aligns instruction and activities with school and district policy. Projects, assessments and classroom practice are aligned and created with the power standards as the end result. Vocational money is monitored by school administrator and district to be sure all money is use to enhance student learning.

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

Collaboration is one of our most valuable tools for improving our teaching. We have a five county in-service at the beginning of the school year allowing us to collaborate with teachers from the surrounding area. Every mid-year, we have a State conference allowing us to collaborate with teachers from all over the state. During the summer, we have the opportunity to collaborate with teachers in our special areas at the summer conference. We also collaborate through our advisory committees, vocational days with the colleges, and the private sector. The CTE department meets once a week for a (PLC) professional learning community discussion. Every day we collaborate on an informal basis with our colleagues from the different teaching areas. The students benefit from collaboration through enhanced learning.

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

In the CTE program, the students have many options to get involved outside of Pine View High School. Some of the state and national organizations students have access to include Future Business Leaders of America (FBLA), DECA (An Association of Marketing Students, formerly known as Distributive Education Clubs of America), Health Occupations Students of America (HOSA), Family, Career and Community Leaders of America (FCCLA), FFA (an agricultural education organization formerly known as Future Farmers of America),and Utah Multimedia Arts Festival (UMAF), where students have many opportunities to compete and refine their specific CTE skills. Local Business partnerships like the WWW Expo, accounting internships, Career Day at the hospital, and many diverse field trips to see local businesses also allow students to get involved in the community.

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

The students have access to three computer labs in the media center, plus four CTE classrooms are equipped with a classroom set of internet accessible computers for student use. They also have access to wireless internet throughout the building for use with their personal computers. In addition, there are scanners, digital cameras, programmable embroidery machines, and electronic sensors for data gathering, with a complete array of class specific software as well as the standard word processing, presentation and spreadsheet programs.

All classes have performance competences utilizing technology, creating professional marketing and business products and promotions.

The instructional curriculum is in alignment with the state core which ensures the students are having ample instruction and practice using technology, some classes use an integrated 'online classroom' approach in their instructional design.

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

All CTE teachers are endorsed and certified in their areas of teaching. They also continue their training at various CTE conferences.

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

CTE teachers offer extra help in classes and after school to increase student learning and understanding of course standards. This aids in the goal of the school wide remediation program and allows teachers to vertically integrate core curriculum into all classes.

Areas of Strength:

What are the department's strengths?

Our department collaborates not only within our school but we also go the extra mile and collaborates outside of Pine View with other teachers who teach the same subject in other schools.

We also work hard to prepare our students for the state competency test. The evidence is supported by the state test scores and many of our CTE student's scores are above the state average.

We strive to use the latest technology in our department to prepare our students for the future.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

✎ Increase collaboration within our department and with other teachers of similar subjects at different schools.

✎ The district has asked that we collaborate with other schools on a monthly basis. Some teachers collaborate more than this, but many do not. One

reason for this is that it is difficult to arrange schedules between teachers at different schools to find a common day and time to meet.

- ✎ Better access to technology, including classroom computer labs and updated software.
- ✎ We currently have four CTE classes equipped with their own class set of computers. There are a few other classes that need a computer lab. Several of the other classes would also benefit from having access to a computer lab. Because there are so many needs for the computers at our school, it is often difficult to get lab time, especially near the end of the quarter and during testing times.
- ✎ Some of our classes are operating on outdated software.
- ✎ Receiving funds for technology upgrades is often difficult

FINE ARTS DEPARTMENT

Steve Jones: Department Chair, Ceramics, Ceramics II, Studio Art, AP Studio Art

Kristine Alder: Art Foundations, Drawing, Painting, Art History, Commercial Art, Printmaking

Jenny Broadhead: Film Making, Drama A, Drama B, Drama II/III/IV, Stage Crew, Advanced Stage Crew

Eddie Candland: Band, Advanced Orchestra, Guitar, Varsity Concert Band, Percussion

Norm Lister: Choir, Intermediate Choir, Les Chanteurs, Concert Choir, AP Music

Guiding Questions for Departmental Analysis

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

As a Fine Arts Department, the curriculum design is based upon the State and National Core Curriculum, as well as performance goals within each of the various disciplines. Using the DRSLs established by our school, all department members actively strive to implement instructional strategies that encourage higher-level cognitive and critical thinking, problem solving, and communication skills, all of which are essential components in attaining a level of mastery within Fine Arts disciplines.

Additionally, departmental curriculum and instructional strategies address DRSLs in the areas of physical, social, and emotional needs of our students by providing opportunities for personal growth and lifelong learning, inspiring positive relationships between students, faculty, and members of the community, and the development of confidence, personal motivation, and the ability to function as responsible, well-rounded adults.

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

Each teacher in the Fine Arts Department uses the State Core Curriculum and National Standards when developing his/her curriculum. Power Standards have been

developed using the State Core Curriculum and through collaboration with other Fine Arts Educators in the district.

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

Due to the nature of the arts, students are formatively assessed continuously in a number of different ways. These include performances, concerts, gallery showings, and competitions, as well as the traditional summative tests and quizzes. By the end of the festival season (including Regional and State competitions such as Solo and Ensemble, Drama/Theatre Festivals, and the State High School Art Shows), our standards and objectives have been met and exceeded, resulting in increased student understanding as is evident by the given product (i.e. visual, audio, physical).

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

The Fine Arts Department at Pine View High enjoys a wonderful working relationship. Our teachers go out of their way to be of assistance to each other and the students clearly benefit from it. A few examples of our continuous collaborations are twice-yearly Fine Arts Assembly, end of year celebrations, and Veterans Day Concert. The most definitive and highly-successful demonstration of our intra-departmental collaboration is the production of our school musical each Fall, as all disciplines within the Fine Arts come together to ensure opportunities for our students to experience quality and excellence in the many facets of putting on a major production.

Our Dance Instructor meets monthly with other Dance teachers in the district to collaborate on curriculum and share information, and our Band Instructor participates in a Brass Quintet made up of other professionals in the district. The working relationship between our Band teacher and others in the district is evident, as they will oftentimes assist in the Pit Orchestra of the musicals of other schools. Our Art Instructors work collaboratively on projects with other educators in the district. An example is evidenced by the participation in the St. George Arts Festival exhibition each spring. Our Theatre/Drama Instructor has worked within the school district to build a collaborative network with other educators in the same subject area.

Among the many opportunities for participating in collaborations interdepartmentally is the publication *Kaleidoscope*, produced annually by the English Department here at PVHS. The publication usually contains poetry, short stories and artwork produced in the Visual Arts Department.

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

Because of the nature of the arts, instruction is inclusionary, allowing strategies to be flexible and conducive to student success. Adaptations and provisions are made for students with special needs due to physical and/or mental limitations. Flexibility in assignments and performance is provided for Assisted Ed students. When necessary,

interpretation may be provided for an ESL student, yet the physical and tactile nature of our courses allows for participation and success of all students, regardless of language. Gifted/Talented students are afforded opportunities to work ahead, to take on leadership roles, and use their creativity to enhance the program.

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

Each member of the Fine Arts Department at Pine View High School supports the educational agenda of the school, actively seeking to provide quality instruction, motivation, and an environment of continuous learning for our students. Each member of the department continuously self-assesses and makes adjustments as necessary as a means of staying current with procedures and policies within the department and the school. The department meets and/or exceeds expectations in proficiency and student achievement, and is in line with State and National Core Standards. Every effort is put forth to make optimal use of allocated funds and resources as distributed by the administration for the benefit of the students.

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

Collaboration is a key component in all that we do in the Fine Arts Department. We all participate in weekly PLC meetings, alternating between school-wide, departmental, focus study groups, and district-wide collaborations. Each teacher belongs to and actively participates in one or more professional organizations, such as Utah Music Educators Association (UMEA), The National Association for Music Education (MENC), Utah Art Education Association (UAEA), National Art Education Association (NAEA), International Trumpet Guild (ITG), Utah Dance Education Organization (UDEO), SGC, and so on. These are dedicated to professional growth and development, and to improving student learning and performance.

In addition, we utilize peer observation and review in an effort to improve performance and meet the needs of students in our classrooms. All instructors attend workshops, take classes, and attend conferences on their own time, and usually at their own expense, as a means of greater professional development. The Visual Art department hosts the annual UAEE conference each February, providing a venue for educators from across the state of Utah to come and seek additional professional development and statewide collaboration.

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

Many opportunities for help and support are available to our students outside the classroom. One way in particular that our students can get extra help is through the use of our "Online Classrooms." Through the use of technology, our students are able to access assignments, quizzes, class documents, video clips, photographs, daily agendas, and so forth, as well as submit work to us online. Each of us has been encouraged by the school

district to create a web page for our discipline with additional information available to our students.

Other support comes through teacher availability before and after school, and during lunch periods, rehearsals, previews, workshops, master classes, and exchanges with other students and schools. We also utilize group study, demonstrations, visiting artists, sectionals, and educational excursions. The Drama and Dance departments participate in the USF/SUU Shakespeare Festival. The Visual Arts also participate in a state competition during the Shakespeare Festival. All disciplines within the Fine Arts participate in festivals and competitions, and provide support to our students through networking at these festivals and competitions.

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

Although technology is utilized wherever possible, within the Fine Arts, there are few technical resources available other than the teacher's desktop computer and in most cases, a projector—no student computers are available in Fine Arts classrooms. When students require access to computers and other technology, it is necessary to utilize the school's writing lab for Internet access, for research, and word processing. The Commercial/Graphic Arts course is taught in a technology lab, where graphics software is available on the computers, during the technology teacher's preparation period. Technical Theater classes are building skills working with some outdated equipment, and at times borrowing equipment from other schools as necessary for productions.

Due to the nature of school funding, allocations go to core-based departments as a priority. However, what department members have access to is used extremely well, allowing our students to become proficient in the equipment and technology available.

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

The Fine Arts Department is made up of six highly qualified educators, the majority of whom have furthered their education to earn Masters Degrees in their chosen discipline. Additionally, each teacher participates in professional organizations, workshops, and coursework on their own time as a means of furthering their professional development.

As a department, we have formed a cohesive unit, working together to achieve excellence in instruction and performance. All are knowledgeable and specialized within our various disciplines, yet we are all very approachable and will go out of our way to accommodate, help, and support one another in the various performances/showings for which we are responsible. One of the best examples of this collaborative support is the fall musical. Although normally falling under the heading of 'theater,' each discipline works hard to ensure the students and community members have a wonderful experience.

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

As a school, our goals are centered on four areas of emphasis: instruction, assessment, support/remediation, and celebration. Each instructor within our department is familiar with the state and national standards of their discipline and models their curriculum around them, clearly defining ‘what they want the students to know.’ The nature of the arts is to be constantly using formative assessment to determine ‘if students have learned it.’

Each instructor is available before and after school for additional one on one support of students, and each has procedures in place for remediation/intervention ‘if students are not getting it.’ For example, the Visual Arts department sponsors open studio time after school on a daily basis, and a once quarterly “late night” providing a longer duration of work time (approximately eight hours), and thus a more concentrated focus on mastering skills.

Concerts, performances, and exhibitions are the ideal celebrations ‘to show they have learned it.’ In addition to regional and state competitions in which we all participate, a twice-yearly Fine Arts Assembly is held, recognizing the work and efforts of all students in the Fine Arts. This assembly is a culmination of each semester’s achievements and inspires excellence throughout the school.

Areas of Strength:

With respect to these questions, what are the department’s strengths?

The Fine Arts Department is made up of highly qualified educators, with a wide range of courses available in both the Visual Arts and the Performing Arts. Frequent collaboration within the department, as well as with other Fine Arts educators in the district, encourages excellence and improvement for all instructors and programs within the department. Further, this collaboration provides a culture of continuous learning and excellence for our students both inside and outside the classroom, as evidenced by consistently high scores and awards at festivals and competitions. We regularly celebrate the achievements of our students through performances and exhibitions. We work together to make efficient use of limited resources for the benefit and success of our students.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

Since the auditorium in the school does not meet the general needs of the school and equipment is outdated, we would recommend a remodel for the auditorium, complete with updated lighting and sound equipment.

We would also recommend that computers and specialized software be made available to the Fine Arts classrooms. Where possible, additional funding for the Arts is also appreciated. Additional school-wide, administrative, and community support is needed as well.

FOREIGN LANGUAGE DEPARTMENT

Kendrik Snow: Department Chair, German I, German II/III, English12

Richard Condie: Spanish III, Spanish IV

Ryan Eves: Spanish I

Guiding Questions for Departmental Analysis

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

The foreign language department curriculum and instructional strategies are aligned with the school's Desired Results for Student Learning in that we promote critical thinking, problem solving skills, effective communication, responsible citizenship, and lifelong learning.

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

Our courses are aligned with the state's core curriculum and are designed to meet the state and national standards and objectives. Our course curriculum and instructional activities use a variety of instructional methods to correlate with our schools DRSLs. We regularly assess our students using formative and summative strategies. We use our department's common assessments, oral and written, at least once per quarter, with a goal of reaching the intended learning outcomes and our department goals.

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

Our department uses a large variety of assessment tools to track student learning and to meet the needs of individual students. We use our common assessments, speaking triangles and timed essays, and compare data on the department level to improve our department's teaching strategies. In addition, we regularly employ formative and summative assessments: listening and oral quizzes, written tests, grammar and vocabulary quizzes, role-playing activities, and a wide variety of games and activities, which indicate the level of student learning. As needed, we adjust teaching practices and review concepts.

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

We meet twice a year within the district as world language teachers. We observe teachers from other departments through "Learning Walk" experiences and integrate practices from other teachers. We share ideas during faculty and staff development

meetings, and we attend workshops and professional conferences to assist us in presenting authentic and relevant learning opportunities for students.

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

Our department uses a variety of instructional methods and inclusionary teaching practices to meet the needs of all learners. We focus on performance-based testing and modify our instruction as needed to help individual students. We adjust quizzes and test to meet our students' needs. We use group activities and peer tutoring in class so students help one another in the education process. We use information from our ESL and IEP leaders to be aware of and meet the needs of students in these categories.

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 procedures are aligned with the school's educational agenda in that our DRSLs are the goals that drive instructional methods in our curriculum. The DRSLs are used to plan lessons and steer the instructional strategies used in the classroom. Each teacher has created curriculum maps for their classes that are aligned with the core curriculum. This keeps us on track with our goals, curriculum agenda, and assessments.

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

Professional development is ongoing within our department. We meet weekly for faculty and staff development meetings. We collaborate within the district with other world language teachers. We participate in UFLA and SWCOLT meetings. We attend college language fairs.

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

Teachers are available before and after school. Teachers contact parents via e-mail or telephone. Students can follow their progress on PowerSchool®, our online grading system. Students can seek remediation during our school's weekly Enrichment/Remediation days.

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

The foreign language department uses technology in a variety of ways. We use computer-based video projectors for PowerPoint presentations, web-based learning activities, and video presentations. The students use computer software applications (CD-Rom and Internet) to learn the foreign language. The students use video editing applications for video projects. They also use other technology, such as listening centers, e-mail, and electronic games.

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

All foreign language department teachers are certified and qualified to teach their language.

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

We are collectively addressing the school's current school improvement goals through our department's Smart goals, PLC groups and other collaboration efforts, common assessments, integration of formative assessments, and intervention strategies.

Areas of Strength:

With respect to these questions, what are the department's strengths?

The foreign language department is strong in many areas. Our teachers are seasoned professionals with a passion for the language they teach, and they have developed and continually change and improve their curriculum with a continued emphasis on oral proficiency. We have successfully created common assessments that take into account the differing languages. We have benefitted from collaboration and continually make beneficial additions to our teaching strategies to improve student learning. We care about individual students and focus on helping each student succeed.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

Our school and our department are focusing on remediation. Our school has begun a weekly Remediation/Enrichment day, which gives teachers an opportunity to work with struggling students. We are implementing strategies for reviewing key concepts, for allowing students to retake exams, and for students to collaborate in small groups. Another focus will be to continue developing and implementing common assessments, both formative and summative, and then to collect and analyze the data as department to guide our efforts in improving our foreign language programs.

GUIDANCE/COUNSELING DEPARTMENT

Elizabeth Ovard: Department Chair/Counselor

Bell Rue Breen: Counselor/YIC Representative

Peggy Horrocks: Testing Coordinator/Data Miner

Ila Keele: Registrar

Teresa Peterson: Counselor/Upward Bound/Work-Based Learning

Krystal Sorensen: Educational Talent Search (ETS)

Guiding Questions for Departmental Analysis

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

Pine View High School is a fully implemented Comprehensive Guidance school in accordance with the “Utah Model for Comprehensive Counseling and Guidance: K-12 Programs” (CCGP is a USOE program), and the American School Counseling Association (ASCA) National Model. As such, our core curriculum is based on the standards set by those corresponding programs, which encompass the following “Domains,” and relate directly to the Pine View High School DRSLs in the following ways:

Academic/Learning Development is directly related to each DRSL. We support, through a wide range of activities and variety of classes, increased academic skills for every student. Using our SEOP process to meet with students and parents, we use the data available to us through PowerSchool® and district, state, and national testing to place students in appropriate classes and to encourage rigorous learning.

Life/Career Development is directly related to all Pine View High School DRSLs. To be successful in life and career means that you have a working knowledge of yourself and how the world works. Through the use of UtahFutures, several “personality” tests, and classes specifically designed to help students learn about themselves and themselves in relationships, they are able to make better choices about their life’s work. Critical thinking and problem solving skills are taught through classroom activities, the several groups available to students, and the registration process, and the ACT test.

Multicultural/Global Citizen Development is directly related to DRSL 3. We use many forms of technology to keep in touch with students and parents and to follow the data related to their progress in school. As a specific example of the importance of these DRSLs during our registration process, we used the idea of the Global Economy and the new 3 R’s (Rigor, Relevance, and Relationships), to promote academic choices and extra-curricular activities for all students.

Personal/Social Development is directly related to DRSLs 1 and 3. We promote ethical behavior in our students through classroom presentations, group, and everyday interactions. Our goal is to teach students that trust begins with them and that their ability to be successful in the future rests on their choices and the consequences of those choices now.

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

Each of the four domain areas of Comprehensive Guidance has an established set of standards and competencies, which influence the content of our guidance program. Based

upon information from the Needs Assessment, the School Community Council (Advisory Committee) and District Steering Committee, decisions are made as to the emphasis placed on guidance curriculum and individual planning sessions. The following is a list of those Domains, Standards, and Competencies (with some competencies listed as indicators as found in CCGP document).

Academic/Learning Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

- ✎ Improve academic self-concept
- ✎ Acquire skills for maximizing learning
- ✎ Achieve school success

Standard B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.

- ✎ Relate school to life experiences

Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options.

- ✎ Plan to achieve goals through the implementation of a Students Education Occupation Plan (SEOP)
- ✎ Understand the opportunities available and know how to access an array of post-secondary options, e.g. military, ATCs, two and four year college, certificate programs, apprenticeships, on-the-job training, Job Corps, and employment

Life/Career Development

Standard A: Students will become aware of self in relation to the world of work.

- ✎ Develop self-knowledge through experience and exploration
- ✎ Understand self in the world of work

Standard B: Students will explore the world of work.

- ✎ Locate and evaluate life/career information
- ✎ Understand the relationship between work and society, and the economy
- ✎ Experience the world of work

Standard C: Students will use strategies to achieve future life/career goals.

- ✎ Learn to make life/career decisions
- ✎ Learn to make life/career plans
- ✎ Learn to set goals to achieve life/career plans

Multicultural/Global Citizen Development

Standard A: Students will develop the ability to evaluate, and to approach life as a contributing citizen in our global community.

- ✎ Demonstrate a deep regard for self and others
- ✎ Demonstrate a personal commitment to basic democratic principles
- ✎ Demonstrate a civil and considerate spirit while participating in society

Personal Social Development

Standard A: Students will develop the skills to understand and appreciate themselves and others.

- ✎ Acquire self-knowledge
- ✎ Demonstrate interpersonal skills

Standard B: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems

- ✎ Demonstrate skills for goal setting
- ✎ Demonstrate skills for decision-making
- ✎ Demonstrate skills for problem-solving

Standard C: Students will develop the resiliency skills necessary for safety and survival.

- ✎ Develop skills for physical self-care
- ✎ Develop skills for emotional self-care
- ✎ Develop skills for self-advocacy

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

We are interested in promoting student achievement in all forms, academic, social, and personal. For social and personal achievement, we often use self-report rather than a nationally normed test. We use the following assessments to help us monitor student achievement:

- PowerSchool® including frequent emails to parents when grades are a D or F
- SEOP conferences with parents
- Graduation assessments for juniors and seniors
- Attendance
- CRT scores for math in conjunction with the math department
- PLAN and practice ACT scores
- PSAT/NMSQT
- ACT and SAT scores
- UBSCT test scores
- Starr Reading Scores
- Grades
- LRP pre-testing and post-testing
- Group Enrichment and Evaluation forms
- Post activity evaluations during Department meetings

By evaluating our effectiveness with our students and parents, we have changed the nature of our SEOP Conferences for underclassmen. We scheduled 20-minute individual appointments instead of group/class conferences for our juniors and their parents. We then called the sophomores into our offices for small group. We continue to hold 45-60 minute individual conferences with our seniors and their parents to solidify graduation needs and post high school plans.

We have used the texting option to help inform parents of deadlines for ACT tests and Scholarship and College deadlines.

We are working with the math department to make sure that all students are in correct classes based on their placement scores on a department-designed test and their CRT scores, rather than grades. We use those test scores in the summer to evaluate each student's placement. Once school starts, we again assess struggling students for correct placement. We also use the same criteria to place new students at PVHS in appropriate math classes. This procedure, though time intensive, has been well worth the effort as we have less movement latter on in the school year.

As parents have expressed concern over ACT testing, we have adjusted our program and now offer two practice ACT tests, giving those who participate a score sheet with information regarding what they can study to improve their scores.

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

It is the goal of the Pine View High Counseling and Guidance department to build cooperation and collaboration with the staff, departments, and individual teachers in the effort to emphasize academic success for every student. It is specifically important to have a good working relationship and to encourage genuine collaboration with departments in developing a rigorous curriculum that will have a positive impact on students.

Counselors work to achieve this by including departments in the building of a master schedule, offering varied levels of coursework, reviewing, updating, and adding new courses to the current program. In addition, counselors assist in the correct placement of students in their courses, especially mathematics, English, science and social science courses. All students are monitored quarterly to assess progress and sophomores, juniors and seniors meet with their counselors for SEOP's (Student Education Occupation Plan). This process promotes an interdisciplinary approach to address student needs and education goals.

Guidance counselors present curriculum and guidance activities in the classroom. Guidance lessons include instruction in computer research regarding careers and technology pathways; real world experiences and finances; education and training for college and careers; specific programs and degrees at schools of technology, colleges and universities among other relevant post high school topics. Students are able to complete self-assessments and interest inventories, as well as find information regarding financial aid and scholarships. Counselors also meet with students in their classrooms to present valuable information in order to assist them in registering for their coursework.

In this school year 2009-2010, counselors have invited and provided lunch for individual departments to discuss relevant educational matters. We have received such

positive feedback from departments that it is the aim of the guidance department to continue these discussions.

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 counseling department, we assist in the use of inclusionary strategies in a variety of ways. We arrange the master schedule to accommodate team teaching for special education and ESL. In the creation of the master schedule the counseling department ensures the special education teachers and the core teachers they are teaming with have classes the same period. The same consideration is given with the ESL students and the team-taught Language Arts class. Honors and advanced placement classes are arranged so there is as little overlap as possible allowing for students to take as many honors or AP classes as they are able.

When we present in a classroom we use a variety of methods in order to reach all students. During registration, we include all students in the process and complete the process in as inclusive a setting as is deemed appropriate, within FERPA.

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

Everything from class registration to graduation is designed to enhance and support the learning process of the students attending Pine View High. The guidance department offers curriculum to support the teachers and comprehensive guidance. Not only is the department there to support and assist in curriculum we provide a variety of resources for educators and students alike. Computers are available for a teacher to reserve, as well as a testing center is provided for their students.

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

As part of the Comprehensive Guidance program, counselors are expected to constantly and consistently develop their skills. Each year, counselors attend the annual summer Comprehensive Guidance Conference held at Westminster College in SLC. Over the last few years, during the school year, one or more of the counselors have attended the following: Mid-Winter Comprehensive Guidance Conference, The Utah School Counselor Association (USCA) Conference, ACT Conference, Basic Training for Comprehensive Guidance, District Responsive Services Training four times a year, Work-Based Learning Training, the annual Utah Traumatic Brain Injury Conference, Upward Bound training, Leadership Resiliency Program training, YIC meetings and seminars, and a variety of other trainings that become available. This year, counselors attended the suicide prevention training presented by the Jason Foundation, an information seminar by the University of Utah Scholarship Office, and the parenting class available at the high school. There are many publications sent to us each year as well as our own personal reading and study which help us better deal with students and their issues, plans, and college/career dreams. Beginning in the 2001 school year, Liz

Ovard became responsible for developing the district Responsive Services training and for the last 2 years has chaired the Guidance PLC Committee for Responsive Services. Students benefit from the additional skills and knowledge gained by counselors as they facilitate the four domains of development.

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

Students are given additional support beyond the classroom in providing for and/or assisting in many different programs and activities.

- ✎ “Goal Graduation” is a program developed by counselors in the school year 2008-2009, and was so successful that this program will continue. Minority students who are behind in credits for graduation are invited to the counseling center after school in order to do class work and make up with the assistance of Senora Goncalves, who speaks Spanish, and the counselors.
- ✎ The Leadership and Resiliency Program assists high school students in strengthening individual skills in understanding and building healthy relationships, encouraging and supporting goal setting, and developing and reinforcing coping strategies. The program is lead by a GRAASP Family Coordinator.
- ✎ The Southwest Center provides two meetings for students, one Hope for Tomorrow - an educational counseling group that meets at lunch on Thursdays, and the other, the Hope Squad - a group of students designated by their peers as trustworthy individuals who meet for training once a month at lunch time.
- ✎ We also have a counseling group, co-facilitated by Steve Allred, LMFT, which meets once a week to work with students struggling with difficult problems.
- ✎ Upward Bound provides fundamental support to participants in their preparation for college entrance. The program serves students from low-income families and students from families in which neither parent holds a bachelor’s degree.
- ✎ Education Talent Search (ETS) provides academic advising, career, college and financial aid information to first generation students with limited income.
- ✎ PVHS offers school-wide remediation at which time students are released early from their classes to seek extra help from other teachers and counselors.
- ✎ Counselors provide computers and proctor make-up tests for students.
- ✎ Parenting classes are offered every Tuesday evening with some students attending.
- ✎ Practice ACT tests are provided by the counseling staff.

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

The use of technology is an important part of the Life/Career Development domain. The ability of technology to facilitate large amounts of information to multiple users is a benefit for both our students and parents. This year, the new state sponsored web site, UtahFutures.org is available as a tool for students. UtahFutures replaces the Choices program with information on careers, post-secondary training, and assessments to help students choose a career pathway. Using their state identification number, students are able to create their own SEOP plan and save all pertinent information regarding their abilities and interests, career information, and college facts. We have used the Financial Literacy classes to teach our seniors to use UtahFutures. During our individual SEOP conferences with juniors and our small group conferences with sophomores, we are showing students and parents the website and encouraging students to use the information in their career and educational decision-making processes. When our new PVHS website is completed, the Guidance Department page will be the repository of many informational links from the Course Catalog to the Suicide Hot Line. At this point, as the site is being re-built, there are links on the main PVHS website to PowerSchool®, our information management system with parent and student access, and to the Scholarship website. The Scholarship website, under the direction of Michelle Hunt at the district office, lists all of the scholarships, which are made available through information sent to any of the area high schools. The site also has links to the FAFSA, summer opportunities, and minority scholarships. Available in the waiting area of the Guidance Office are 11 student friendly computers connected to a printer. Students often access these computers for schoolwork and guidance activities. They are also available for the members of the Goal: Graduation Group to work on the Electronic High School or BYU Independent Study Courses.

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

Last year the Utah State Legislature passed a bill implementing a counselor/student ratio of under 350 to 1. Currently we have two full time fully certified guidance counselors and one counselor, teacher on special assignment while she is completing her second Masters Degree in School Counseling, working as a 2/3 Work Based Learning Counselor and 1/3 guidance counselor. With a student population of 916, that is 392.62 students per counselor (2.333). However, our district considers our Work Based Learning Counselor a full time guidance counselor and so the ratio is then 305 to one. The way we have divided the students in order to allow Mrs. Peterson the time needed for CTE responsibilities, puts our ratio at 356 to 1 for Mrs. Breen and Mrs. Ovard and 204 to 1 for Mrs. Peterson.

Two of the greatest assets in the office are our registrar, Ila Keele, and our testing director, Peggy Horrocks. Ila deals with the day-to-day details of running a guidance office. Her vast knowledge of the many programs and activities in the guidance office as well as her ability to accurately deal with transcripts, grades, and confidential information allows counselors time to work with students and their individual needs. Peggy handles

testing from the PLAN and PSAT to UBSCT, CRT, CTE, and STARR Reading. She is also the data miner for the high school delivering information to teachers, administrators and parents as needed. Her attention to detail and organizational skills make her irreplaceable. It is only because of Peggy and Ila and their work, that counselors are able to accomplish the 90%+ time spent in direct services to students. If money is found to continue Mrs. Horrocks's position next year, we will continue to be able to meet the majority of our student's needs. If, however, that funding is unavailable and counselors are then expected to do all of the testing, we are very concerned that our students will suffer as more time is spent in Systems Support instead of direct contact with students.

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

The Guidance Department addresses the current school improvement goals in practically everything that we do. Counselors are a part of the whole picture in that we are available to administrators, staff, parents, every student and the community. In addition, the entire counseling department is assigned to Professional Learning Committees, specifically the Curriculum, Profile, and the Educational Agenda committees as part of the accreditation team.

As part of the school's improvement goals, counselors are involved in assessments, remediation, celebrating the success of students, and responsive services in which emotional and social needs of students are being addressed. We act as a testing center, and meet annually with each student and his or her parents for a Student Education Occupation Plan (SEOP). The counseling department provides Best Work Portfolios that follow students throughout their years at PVHS. We also work with individual departments to insure proper level placement in the classroom. Counselors present curriculum in the classroom as much as time permits, and instruct students in current online information such as the program UtahFutures that offers up-to-date information and assessments regarding careers, college and universities, job opportunities, training, and real-life situations.

Areas of Strength:

What are the department's strengths?

We are a student-centered department, spending more than 90% of our time in direct student services. That is well above the 80% suggestion by Comprehensive Guidance and demonstrates our commitment to meeting the many and varied needs of our students.

We have vast knowledge of and experience with the Comprehensive Guidance program, (which is data driven in regard to the yearly focus of the program), and post-secondary options; and we promote additional education in every interaction with students and parents.

Our counselors have additional training, which bring added expertise into the department. Mrs. Ovard has Marriage & Family Counseling training and therapeutic counseling experience. Mrs. Peterson has 18 years of experience in Special Education.

Her experiences in inclusion, she was part of the pilot program through the University of Utah, and working with students with disabilities adds additional depth to the department. Mrs. Breen speaks and understands both German and Spanish and is able to communicate with our ELL parents during SEOP conferences.

Our “Goal Graduation” Group offers tutoring and encouragement for students who might otherwise give up on school. Our goals are to promote graduation and limit those dropping out of school.

Since the addition to Pine View, our offices are together with a large welcoming waiting area, windows for light, and computers for student use. The counseling department is now a place for students to congregate, to promote friendliness and encourage students to see counselors as a resource.

We started using sign-up sheets for students. They know they can be seen by counselors at any time during the school year.

We are an integrated part of the faculty and staff of the high school. We work on committees with our teachers, make ourselves available to them for support in their classrooms, and work well with the administration.

Together, we have a strong work ethic, we cooperate well, we value each other's opinions, we willingly ask for support, and thus we have created a positive and inviting work environment.

We use a variety of computer programs to implement our curriculum and daily activities, bringing us into the 21st century.

What evidence/data/indicators validate these findings?

We are a fully accredited Comprehensive Guidance Department, which uses data from a yearly needs Assessment, and input from the School Community Council to drive our program.

We complete both Large and Small Group Data Projects every year.

We hold SEOP conferences with our students and parents.

Recommendations for Growth:

What are the major areas for departmental growth?

We would like to improve our strategies or find new strategies to increase parent concern and involvement with their student's education.

Our Portfolios of “Best Work” are well used by the Language Arts teachers; however, not by the rest of the faculty. We would like to come up with a strategy to make those more accessible for all teachers.

For a school year, we used the program “Class Choice” for class changes. Students were empowered to, within graduation and school guidelines, make before-school change classes from home on a 24/7 basis for 2 weeks. This facilitated teaching personal responsibility and a sense of power regarding their own education. We need to find some way to have this opportunity for our students again.

We would like to find ways to better use the data available to us.

It is important that we find ways to continue our department/advisory meetings when in the middle of major projects, as registration, in order to facilitate the "next activity".

We would like to create more time, time, time. Time to plan and to calendar, more time to create curriculum tailored for our school, more time in the classroom since the implementation of No Child Left Behind and the Block Schedule, more time to work with our struggling students.

What evidence/data/indicators validate these findings?

We do not spend as much time in classrooms as we feel would be beneficial for our students

Often we have to make several appointments in order for parents to attend SEOP conferences and attendance by parents is down at other school activities as well (Some of this is likely due to the economy and the change in demographics of PVHS).

Student class changes in the fall now take up three weeks of our time instead of three days and teachers must re-teach during this time as new students filter in and out of their classes

HEALTHY LIFESTYLES (PHYSICAL EDUCATION)

Becky Reed: Department Chair, Dance I, II, III, IV (Dance Company), Social Dance I, Social Dance II: Fine Arts)

Vance Casperson: (Lifetime Activities, Fit for Life)

Ray Hosner: (Health, Weight Training)

Darrell Larsen: (Fit for Life, Body Toning, Weight Training)

Guiding Questions for Departmental Analysis

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

Class curriculum is mandated by the state core guidelines, utilizing adaptations and supplementary interventions in regard to pacing/curriculum guides that are currently being developed. The department encourages and teaches lifelong learning as a lifestyle, in addition to problem solving skills, self-analysis, collaboration and cooperation. Through the courses offered, students are actively engaged in the learning process, and have opportunities to build confidence, responsible citizenship and further develop appropriate communication skills. Health and fitness is taught as an important component of lifelong learners and enhances the quality of life.

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

The State Curriculum is used in each course such as Fitness for Life, Lifetime Skills, Health, Dance I, II, III, and IV. Those courses that do not have specific curriculum

outlined by the state have been written in a district consortium, national standards or are in the process of being outlined: those included are Weight Training, Body Toning and two levels of Social Dance. Pacing guides have been developed or are undergoing improvements to schedule curriculum to ensure time on task and sufficient focus on state curriculum mandates.

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

The department currently utilizes oral assessment, fitness standards (both state and national) and practical skills assessment to monitor student success and progress through physical activity and/or performance. Individual goals and instructional practices are adjusted to allow for personal needs of students. Student research, reports, presentations and self-analysis are used to develop fitness/learning goals and serve as an additional source of monitoring student progress. Written quizzes and tests are given to measure for understanding. Students work in a variety of groups, including different ability levels, ethnic backgrounds, and various sizes of groups to enhance instruction and build social skills.

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

The faculty actively participates in departmental “walk-throughs,” learning walks and observations, as well as visiting programs within the district, as well as districts throughout the state when possible, in order to attain diverse, effective instructional practices. Collaboration occurs through faculty meetings, breakout sessions in Professional Learning Committees and Assisted Education conferences that are held to meet the needs of students. Services and professionals in the community collaborate at both the student level as well as with the faculty, bringing new resources or updated information. "Writing Across the Curriculum," journals and reading assignments correlate with the Language Arts department. Math and Physics are used in explaining efficient physical movement, displacing weight, etc. History and Sociology are used in all Dance classes connecting Performing Arts with the study of Humanities.

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

Through the use of visual demonstrations, active kinesthetic activities, pictures, graphs, diagrams and cooperative learning techniques (peer mentoring), students can utilize a number of strategies in order to learn. Language specialists are consulted to assist students with written work or tests when necessary. Regardless of ability, adaptations are made to include all students.

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

Yearly inventory of equipment is taken to determine needs, and allotted resources are used to ensure the best possible classroom environment within budget constraints. The department indirectly supports many other activities and educational events needing both facilities and inventories. The department aligns with school policies in regard to attendance, preparedness for class, dress code and classroom behavior expectations. Locker room behavior and appropriate use of the locker room align with safety needs of all students.

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

The faculty attends and participates in professional and/or educational workshops, conferences, seminars and continuing education offered online and through local universities. An ongoing dialog exists to communicate scheduling needs, facility planning, equipment needs, safety concerns and student intervention, bi-monthly or more often if necessary (generally, ongoing). Faculty members also subscribe to a number of professional journals, periodicals and organizations.

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

Community recreation provides a wide variety of activities that align with the curriculum, as well as Online Classrooms/UEN internet assignments and information posted by each faculty member. Clubs, athletics, and performing opportunities give students additional support beyond the classroom, as well as faculty availability before school and after to accommodate students in need of additional support.

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

Students have lessons through the internet in some courses and units. Other examples of technology in the classroom are the Body Composition Scale, Vertical Jump Machine, updated Weight Equipment, computer lab access, video analysis and Power Grade.

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

All members of the department are current with certification and teach in their subject area.

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

Through the establishment of smart goals, aligning with state and/or national standards for curriculum, the department collaborates on these topics as well as many others both departmentally, school and district wide. The department is currently developing curriculum maps and common assessment standardized tests. All class

offerings have disclosure statements and a departmental intervention program is in place. Monthly and yearly student recognition programs are in place or are being developed.

Areas of Strength:

With respect to these questions, what are the department's strengths?

- ✎ Knowledgeable and experienced staff that genuinely cares for students and works to support each other.
- ✎ Staff involvement in co-curricular and extra-curricular activities outside of the school day.
- ✎ Sharing of facilities and equipment with other programs as well as the community.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

- ✎ Need for more celebration of student improvement and growth.
- ✎ Develop a voluntary remediation program for students with the greatest health risk.
- ✎ Need a greater variety of equipment available in weight room to accommodate a variety of skill levels.
- ✎ Classes need to have maximum enrollment limits to prevent overcrowding and to ensure safety.
- ✎ Physical Education/Movement classes should be required all four years in regard to the sedentary lifestyle and health issues that face our youth today.
- ✎ Due to budgetary constraints, a small fee implemented for activity classes to supplement and cover equipment and supply needs.

LANGUAGE ARTS/ENGLISH DEPARTMENT

Geneal Jacobsen: Department Chair, Advanced Placement (AP) English Literature and Composition, Honors English 10, Reading for Pleasure

Jill Burkett: English 10, English 11, Yearbook

Richard Condie: English 10

Nancy Endsley: English 10, English 11, Creative Writing

Matt Kreitzer: Journalism

Gwen Pascoe: English 11, English 12

Travis Roberts: English 11, English 12

Guiding Questions for Departmental Analysis

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

The English department has planned its curriculum and instructional strategies so all of its objectives and indicators fall within the parameters of at least one of the commitments. In fact, we go beyond the school-wide commitments to include our own departmental goals and commitments to improve reading levels, to engage in critical thinking skills, to improve writing skills in all modes of writing.

As a department, we collaborate on a regular basis to make certain we are meeting the needs of our students. In our meetings, we talk about successful lesson plans, share data from common assessments, and discuss ways of remediating those students who are not meeting our proficiency demands.

We also celebrate achievement and excellence by our Students of the Month program as well as individual teacher celebrations within the classroom.

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

In the English department we have a curriculum map, which follows the state core. All of the pre-tests and post-tests are aligned, and each teacher uses formative assessments along the way to ensure success on the post-tests as well as the Criterion-Referenced Tests (CRT) and the Utah Basic Skills Competency Test (UBSCT).

As a department, we have created common rubrics for all of the papers outlined in the core. As we complete papers, we share papers that are excellent as well as those that need remediation. This helps us not only assess student writing but also gives us a chance to refine our rubrics as we use them. All of the papers are linked to the state core.

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

Each individual teacher prepares a variety of assessments for the literature that is taught. As a team, we created common rubrics for all of our core papers. We also administer the STAR Reading™ Test multiple times each year. All students take the CRT and tenth graders also take the UBSCT. In addition, each teacher has formative assessments to accompany lessons. We also use pre-tests and post-tests connected to our curriculum maps, which are based on the core.

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

As a department, we have contributed to the process of creating a Professional Learning Community. We have been actively involved in creating the belief statements, commitments, and an action plan. Through this alignment, a natural, integrated, and relevant learning environment emerges.

We meet as a whole faculty to collaborate at least once a month. A group of English teachers and social studies teachers eat lunch together every day. This gives us some time to discuss and align what we teach. History and literature go hand in hand, so we try to teach, for example, our Holocaust literature when the history teachers are presenting WWII.

We meet with our cone site to make sure the scope and sequence of skills flows naturally from grade to grade. We also compare the types of texts we use to be certain we are not repeating something the students have already read

The English department works with the Special Education department as we teach and track mainstreamed SPED students. Along with teachers from other departments, English teachers attend IEPs of special needs students to adapt curriculum for their success.

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

Each member of the department uses multiple strategies to help non-proficient students: reading aloud, cooperative learning groups, vocabulary instruction, scaffolding, modeling, extended time to complete assignments, and written and spoken information.

In addition, the teachers try to meet the needs of the high-achieving students and the gifted students. One of our team members is gifted and talented endorsed. We promote Socratic seminars, higher-order questioning in class and on exams, multiple viewpoints, and challenging texts in different genres.

We have several team-taught classes with a Language Arts teacher and a Special Education teacher in the room to assist the special needs of the mainstreamed SPED students. Mr. Condie teaches an English class for bi-lingual students of Spanish and English. This has helped our ESL students with English because Mr. Condie can explain in English and Spanish.

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

English department policy revolves around the successful literacy and language development of every student. Our resources are used to provide the necessary textbooks, novels, and technology for the learning advantage of all students. All rooms have projectors and screens, so most media is available for educational use.

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

All English department members participate in the process of building a Professional Learning Community. Each member works with a focus group and with members of other departments to create a professional environment that is in line with the CSIP. Many members serve on multiple committees; all focused on professional growth and student learning.

In addition, each individual teacher strives for excellence and is continually growing and learning. Members regularly attend workshops, professional conferences, and seminars. Many members are continuing to take advantage of the professional opportunities offered by the district, such as, reading endorsements, gifted and talented endorsements, and technology classes. Our teachers have multiple and advanced degrees.

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

Our department participates in our school wide remediation program (REID). Once a week we allow 30 minutes in each class for remediation and/or enrichment. This allows each teacher to take extra time with students who are in need of help beyond the time in class. We also help students before and after school during our contract time. In addition, we use the email program available through PowerSchool® to communicate with parents about the needs of their students. Parents also have 24/7 access to PowerSchool® to monitor the missing assignments and the progress of their students. This has proven to be a very valuable tool in keeping students focused and caught up with their work.

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

Technology is an essential tool used to support learning in the English department. Each Language Arts teacher has access to a computer and projector in the classroom. Students have access to three computer labs plus some additional access to computers in the library and guidance center. Some of our students have access to special programs for journalism, yearbook, and the Kaleidoscope magazine. They use InDesign® for production of the school paper, yearbook, and literary magazine.

Our students use technology to create PowerPoint presentations and multimedia presentations, which are part of the core curriculum. We know how important the use of technology is in our global world, and we want our students familiar with what is available.

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

All of the teachers in the department have multiple and/or advanced degrees. Two of our staff members have reading endorsements, one has SPED and gifted and talented endorsements. Our teachers always take classes and attend workshops and conferences to keep abreast of the latest research and development in English. The members of the English department are committed to lifelong learning, and they model this consistently. This meets the needs of the program and the students.

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

The English department supports and engages in creating a Professional Learning Community at PVHS. Members attend focus group and committee meetings, all designed to align our school and the departments with the school improvement plan. We set our departmental goals also to align with the commitments and beliefs of the school.

We use eight common assessments throughout the year: rubrics, which we created, grade-level, core-referenced block tests, and the STAR Reading™ test. This is all done to make certain we are aligned with the state core as well as with the CSIP.

We collaborate on a regular basis, and we share data, ideas, and lesson plans. We have developed a rapport that allows us to speak freely and do what needs to be done for our students.

Areas of Strength:

With respect to these questions, what are the department's strengths?

- ✎ We seek continuous professional improvement through workshops, seminars, conferences, and advanced educational classes.
- ✎ We collaborate on a consistent basis.
- ✎ We seek new teaching strategies that are research-based.
- ✎ We encourage a sense of community between teachers, students, and parents.
- ✎ We make appropriate accommodations for all learners.
- ✎ We instill a love of learning by offering a wide variety of literature, writing, and oral communication.
- ✎ We respect each other within the department, and we enjoy working together.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

- ✎ We need to make time to mine the data from CRT tests, USBCT test, and the common assessments we have created.
- ✎ We need to evaluate and reflect on our teaching strategies.
- ✎ We need to adapt to an ever-changing world of technology.

LIBRARY MEDIA (MEDIA & TECHNOLOGY)

Matt Kreitzer: Department Chair, School Library Media Coordinator.

Media/Computer Lab Assistants

Sherilyn Bennion

Lisa Evans

Jacquie Mortenson

Stacy Telford

Guiding Questions for Departmental Analysis

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

The Library Media Department's focus regarding our DRSLs, is reflected in our mission: To ensure that members of our school community are effective and ethical users of ideas and information. To achieve our mission we provide access to materials,

equipment, and information, and learning experiences that encourage patrons to develop the skills necessary to become discriminate consumers who are skilled in using and creating information. We provide the tools, instruction, and accountability structures that support students in reaching our school's DRSLs to become effective communicators, critical thinkers, and productive citizens.

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

The USOE Core Curriculum Standards for Library Media Programs promote the "Learning and Teaching Principles of School Library Media Programs," and contains ten standards derived in part from the Information Power Vision Committee (American Association of School Librarians (AASL). The AASL, and the American Library Association (ALA) are partnered in collaborative efforts with other organizations; e.g., "Standards for the 21st-Century Learner," "Empowering Learners: Guidelines for School Library Media Programs," and "Learning4Life." Our focus is on incorporating these standards and programs, which are in concert with USOE Library Media core.

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

Though limited by the scope of our program, and in options available, we have been able to assess staff and student usage of our key online research link, Utah Education Network's (UEN) pioneer.uen.org/k12. After taking the initial survey results, we have been working to increase the understanding and use of this outstanding research tool.

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

Weekly collaboration (Professional Learning Communities, commonly referred to as "PLC") meetings provide formal opportunities for collaboration with teachers, administrators, and staff. Additional, one-on-one meetings with department heads and individual teachers, provide occasion for curriculum alignment with our resources (print, electronic, and technological).

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

Each member of our staff works diligently to provide equal opportunity for access to all our resources. In addition, we are aware of, and actively pursue resources for our multicultural students. Each month we analyze our collection in order to improve. Last year we found that we only had 43% of the titles on the "30 Multicultural Books Every Teen Should Know" list (compiled by Megan Schliesman and Kathleen T. Horning, and posted on the Cooperative Children's Book Center's web site). We ordered all of the remaining volumes and received them last year. We have also been building our bi-lingual collection, focusing particularly on Spanish language resources. We have added at

least one Spanish language copy of titles in our “English Novels” collection, as well as recreational reading titles in Spanish.

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

We have set a high standard with respect to our policies and resources in order to supersede, in most cases, the standard expectations of a library media program. We maintain a fairly extensive collection of both classic and contemporary works. All stakeholders are free to request titles that we do not have, and we will (we are at nearly 100% fulfillment rate of these requests) acquire the volume in question.

Research findings from multiple studies show a direct link between student access to information and school success. To that end, we are open whenever school is in session. We open the library at 7:30 a.m., forty-five minutes before school starts, and we stay open until 4:30 p.m., an hour and forty-five minutes after school ends. We are also open during lunch. Students may also access our catalog via any Internet connection.

Two years ago, I instituted a Summer Reading Program that allows students-in-good-standing to check out books over the summer vacation. It would be nice to open the library every couple of weeks to allow students to come in as well, but so far, logistic issues/concerns have precluded this.

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

The adult assistants in our library media program are limited by WCSD in the number of hours they can work and because of that, we have had to develop some pretty detailed procedures to improve the communication process, which would otherwise be lacking. Multiple forms, notes, files, and other techniques have been prepared to ensure effective communication between all department members.

As Library Media Coordinator, I am a member of the WCSD Library Media Coordinator’s association and attend each of our monthly meetings where we collaborate in order to understand better our common concerns and set agendas and goals to improve our efforts, which in turn, improve the performance of students.

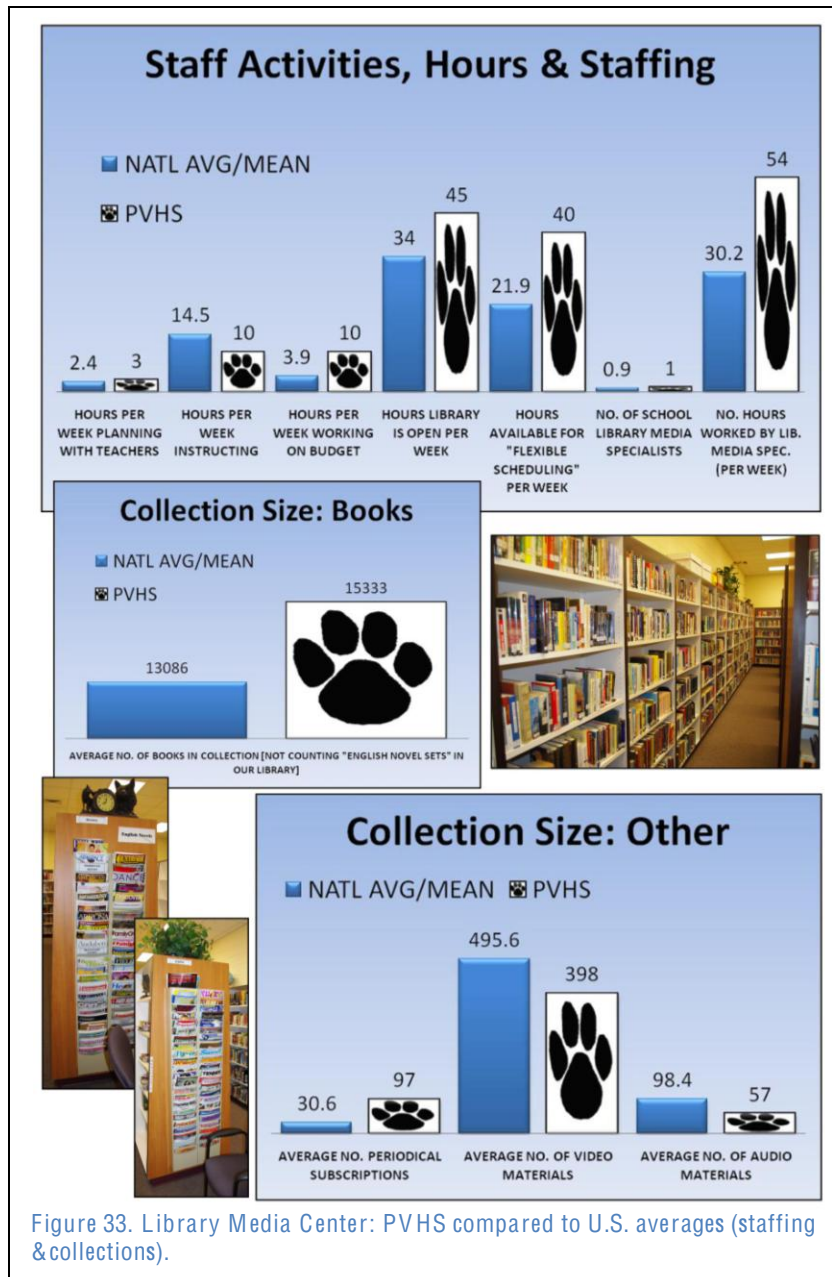
8. How do students have access to additional support beyond the classroom?

The out-of-class access to our program consists of full-time/24-hour access to our library catalog system. Students, staff, and any other stakeholder may browse our catalog, and—if they are an active patron in our system—place books on hold, view their account status, and otherwise use our system. In addition, email and other Internet-based options allow stakeholders the opportunity to communicate with library staff.

Online access to research databases is also available beyond the classroom. Login information is provided to students and staff to facilitate their research and related information needs.

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

The library media center is available for student use throughout the school day. Students need to have a valid hall pass, a purpose, and a willingness to respect the rights



of others. They must also sign in. The information they provide on the "Student Sign-in" form gives us data to use in order to serve them better. When they sign in us, they record their name, the class they are from, and most importantly, what their information needs are. Our staff is trained to review this form. We want students to ask questions, but we typically respond with questions; thus empowering the student as "owner" of their own successes. Most teachers utilize one of our three computer labs for instruction, and for their students to use. The computer labs are available through a reservation process. Teachers are expected to remain with their students in the lab.

Our computer labs are typically in use 67% of the time.

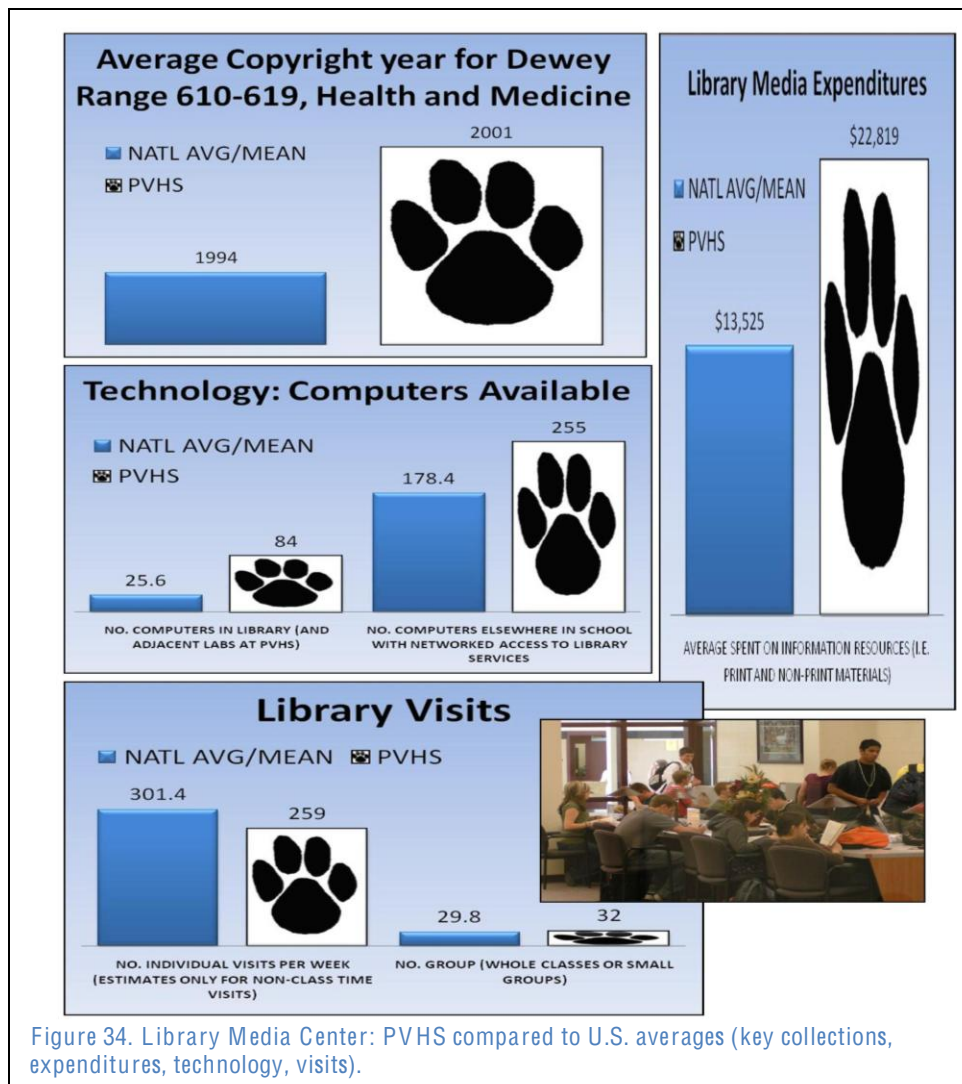
10. How does current staffing and certification meet current program needs?

The Northwest Association of Accredited Schools (NAAS) lists "Staffing" as item "C" under Standard IV – Library Media Program (sometimes called Library Information

Services). Under this heading, we meet each requirement. I hold a current USOE Library Media (K-12), level II endorsement. Working with me are two assistants who focus on library media issues, and two who focus on computer lab and related issues. Each of the four functions in both capacities effectively.

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

This past year our school has focused much attention on the Professional Learning Communities (PLC) Model as the chosen vehicle of school improvement. We have



accommodated each teacher, student, and administrative request regarding school improvement. We have set aside computer labs to accommodate the school's "Enrichment/Remediation" program and each library staff member has been trained in this, and other school improvement-related programs.

Areas of Strength:

With respect to these questions, [and expressed in NAAS Library Media Program Standards] what are the department's strengths?

- ✎ Our library media center orientation presentation given to all incoming sophomores and new students.
- ✎ The library is available to individual students and groups throughout the school day, before and after school, and during lunch
- ✎ We are staffed appropriately
- ✎ The library is inviting and conducive to student learning
- ✎ The facility is adequate in size and flexible enough to accommodate our various functions
- ✎ Our resources are appropriate, even superseding USOE and NAAS standards
- ✎ Print and non-print resources are readily available for all stakeholders
- ✎ Special consideration and care is taken to incorporate materials that reflect diversity in many areas
- ✎ Fiction and Nonfiction volumes in our collection reflect our goal of maintaining both curriculum-based and recreational reading
- ✎ Our nonfiction reference collection is augmented by the databases of Pioneer: Utah's Online Library
- ✎ Our selection policy is written and it includes a challenged material's statement
- ✎ Our collection is evaluated each year in order to maintain a collection of quality, depth, and breadth
- ✎ All materials are cataloged and key information regarding each is accessible via any Internet connection
- ✎ Our collection contains more than the recommended 10 volumes per student. Not counting our English "Novel" class sets, our current numbers show 16.67 items per student

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

Much of what is expected of our department is contained in National and State standards and therefore our yearly challenges are to maintain these standards and expectations. Additionally, we would like to:

- ✎ Teach staff how to utilize what is available to them, and instruct them in the use of basic and specialized productivity tools and instructional software applications
- ✎ Improve our Audio Visual collection or locate (and make available) viable alternatives; e.g., online resources
- ✎ More collaboration with staff, administration, and departments in order to effectively plan collective goals with respect to technological needs—making sure; however, that these are actual "needs" supported by data
- ✎ Encourage more student visits to the library
- ✎ Maintain an inviting, friendly, and cooperative atmosphere in the library

MATH DEPARTMENT

Randy Green: Department Chair, Algebra B, Pre-Calculus, AP Calculus, AP Stats

Ramona Cox: Algebra II, Geometry

Telly Esplin: Algebra I/II, Geometry

Colby Neilson: Algebra B, Pre-Calculus

Guiding Questions for Departmental Analysis

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

The Math Department aligns each course's curriculum with the Utah State Core Curriculum; we have a standards-based mindset. We are aware of the individual unique needs and abilities of our students and realize the value of differentiated instruction. We know that instruction isn't "one size fits all". We are constantly finding and sharing new ways to implement formative assessments in the classroom. We continually look for new ways to engage the student in the learning process during class time. Kagan Structures (engaging students in lessons) are implemented and stories of their success or failure shared in department meetings regularly. Technology (like: graphing calculators, StarBoard®, or SMART Board™ interactive whiteboards, computers, etc.) are used in all math classrooms. We look for opportunities to provide experiences with critical thinking, especially higher level, by using different instructional strategies like, compare/contrast or similarity/differences charts. We teach problem solving every day and specifically provide problem solving skills and support that will continue to help a student beyond high school as problem solving is a way to think and result in successful experiences. We collaborate within our department and as a district during math training meetings. We have committed to developing our department and individual professional instructional knowledge continually.

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

The Math Department meets at the beginning of each year to specifically align each course we are teaching with the Utah State Core Curriculum. We connect our textbooks with the core for each course and supplement the text where necessary to cover the core. The Pine View Math Department met with the Pine View Cone Site schools to vertically align the courses across school boundaries and to specify essential learning outcomes to move a student to the next level of mathematics. Some teachers are also supplying each student with a "student-friendly version" of the core curriculum to encourage student participation in the learning process.

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

The Math Department administers a placement test for Algebra I, Geometry, and Algebra II. These scores, along with the student's math CRT scores and transcript grades, are used to place students in the proper level of mathematics. Each instructor then uses formative assessments like: diagnostic tests, practice tests, quizzes, Kagan structures, Chunk and Chew, writing exit notes, individual white board slates, individual and group discussions to decide, monitor, and adjust instructional practices to help students meet their potential. Even summative chapter tests are allowed retakes when the student follows a protocol to encourage learning the missed concepts, not just getting a higher grade. Our focus is on learning not just teaching the next concept on the list. The math teachers have the students keep a student file in class to involve the student in their own achievement process by connecting them to core concepts that still need to be learned. The math teachers use a common grading scale and at least one quarterly common assessment. This common assessment is data-analyzed to help locate strong or weak concept areas to develop before the end of year CRT exams.

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

The Math Department is aware of the potential opportunities presented for students in integrated, relevant, and authentic lessons with other departments. Minimal occurrences are specifically created between departments. Once in a while, a teacher connects with another teacher considering their own specific needs: like when the wood shop teacher is frustrated that his students can't measure precisely; so the geometry teacher used this knowledge to teach measurement with a variety of math tools. The Math Department does provide real-world application problems with the different concepts taught in each course; providing these application problems is also a requirement on the core curriculum. Many teachers also bring community specialists into their classroom to add to the authenticity of mathematics in the real world.

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

The Math Department uses differentiated instruction almost automatically when trying to reach a diverse student class setting, as it is common for teachers of mathematics to look for new ways to teach concepts. We also have textbook support information on how to add teaching strategies to include ALL students by using visual, auditory and/or kinesthetic emphasis. Some of the teachers are ESL endorsed and some of the classes are team taught with a Special Education Teacher. Some teachers offer the gifted students additional learning opportunities. The ESL teacher and the Special Education Department support the needs of the math teachers when necessary.

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 Math Department truly believes that 'Learning Is What Matters Most.' As professional educators, we are addressing with serious and constant concern how to learn

and understand research about remediation (or timely intervention), test retake policies, formative assessment, writing in the math classroom, keeping students actively engaged in learning, formulating a policy for proper student placement, data-driven decisions, and ultimately remembering that we are trying to develop lifelong learners.

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

The members of the Mathematics Department participate in the PLC meetings and all the teachers have attended a PLC conference. Each teacher of Algebra 1 and Geometry attends the district math in-service meetings on a monthly basis that have provided additional ideas and support of improving student performance in math courses. Manipulative training, technology training, and teaching methods that engage 100% student involvement are just some of the professional development goals. Some teachers read professional research about how the brain learns mathematics and some teachers attend AP conferences, etc. Discussions are lively during our monthly math department meeting sharing experiences and new ideas. Some teachers have attended NCTM conferences, Kagan structure summer seminars, and summer district curriculum mapping seminars. Several of the math teachers are involved in the Leadership Training sessions with the district each month and in the summer.

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

Pine View High School Math teachers are proactive in supporting students beyond the classroom. All teachers have a website for classroom and school use. There are publisher websites like: classzone.com to use at home for extra tutoring. We have given the library CD Rom disks to be checked out for Algebra I, Geometry, and Algebra II tutoring. All teachers volunteer for Thursday Math Intervention Labs. All teachers tutor before and after school. One teacher has math (including, UBSCT) tutoring after school.

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

The math instructors request that each student use a scientific or graphing calculator. Calculators are available as rentals each year for a small fee and each teacher has a supply of classroom calculators ranging from scientific to graphing calculators. These are used daily in every classroom. One classroom has a Cluster of Workstations (sometimes called “Computers on Wheels”), or COW station for use during his lessons. All teachers have either a SMART Board™ interactive whiteboard, or a StarBoard® for presentation of their lessons. These also have applications like Geometer Sketchpad and Texas Instruments™ TI-84 graphing calculator to model student’s individual graphing utilities.

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

All Mathematics Teachers are certified with Level 3 or Level 4 endorsements. One teacher is currently in the process of completing a level 4 endorsement.

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

We are involved in an on-going curriculum mapping process with the district math teachers. We collaborate on a regular weekly (sometimes, daily) basis as a department and at least monthly with other teachers in the district "math training meetings." We are finding, implementing, and discussing the use of research-based instructional teaching strategies. We are striving to implement more ways to use data when making decisions as an individual teacher and/or department. We are meeting with our Pine View Cone site to strengthen and collaborate with all stakeholders involved.

Areas of Strength:

With respect to these questions, what are the department's strengths?

The Pine View Math Department shows willingness to make changes and to commit to making the student experience in our classrooms successful.

What evidence/data/indicators validate these findings?

We use manipulatives, formative assessments, Kagan Structure, and many other research-based instructional activities to help our students learn and appreciate mathematics. We attend PLC conferences and agree with the PLC attitude to change our school system. We have developed and continue to develop common assessments within the department. We are excited about our SMART Goal – to become more data-driven in our decisions. We really like to meet as a department to collaborate on our student and teaching concerns.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

We want to strive to be better in data collection, organization, and analysis. We want to become more knowledgeable about the validity of our common assessments. We want to find and implement more intervention ideas. We want a reliable math placement exam. We want to use celebration of achievement regularly as a department.

SCIENCE (INCLUDING HEALTH SCIENCES)

Ray Sundin: Department Chair, Chemistry, AP Chemistry

Andrea Clark: Nursery, Landscaping, Animal Science, Floriculture, AG Biology

Mark Harris: Sports Medicine

Gary Higgins: Physics

Ray Miller: Medical Anatomy & Physiology, Biology, Intro to Health, Medical Terminology

Kerry Moody: Biology, Human Biology, Environmental Science

Sunny Schuler: Biology, Chemistry, AP Biology

Guiding Questions for Departmental Analysis

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

The science department's curriculum and strategies are directly related to the DRSLs. Each core science class is aligned with the new State Science Core Curriculum. The standards and objectives of this curriculum are designed to create students with good critical thinking and problem solving skills through participation in hands-on and minds-on activities. They also are designed to produce students that are independent, life-long learners by making science concepts relevant to their lives. Many activities in this department are designed to allow students to work in cooperative groups, report their findings both orally and in written form to the instructors and their peers to develop a sense of accomplishment.

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

Each of the courses offered in the science department align with both the state's core curriculum and national standards. In an effort to make sure that the core standards and objectives are taught, each instructor has gone through the core curriculum for their subjects and set-up a curriculum map. We use the standards in the development of our curriculum along with PLC techniques such as unpacking the standards, identifying big ideas and collaborating with in subjects to create a curriculum map. We use EOL results to change/adapt our teaching techniques to improve student comprehension of the core curriculum.

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

The science department utilizes a variety of common formative and summative assessments to monitor student achievement and adjust instructional practices. Some of these include oral defense of concepts, essays, standard multiple choice, true/false, fill-in-the-blank tests and hands-on labs, group projects, fieldtrips as well as online tools (Utah

Test Item Pool Service “UTIPS,” online classrooms, etc.). Students are also given skill performance tests in which they demonstrate that they have acquired required skills. In addition, all of the science classes administer a state end-of-level test to evaluate student achievement. The results of this test are also used by instructors to adjust their instructional strategies. Collaboration between science teachers in the same subject is crucial to integrate test results and adjust/improve teaching practices.

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

The science teachers in this department integrate a variety of math and art skills, writing and reading opportunities along with technological applications. We collaborate with other science teachers in the district as well other departments in our school such as the English department (with writing assignments and rubrics) and the Special Education department but direct collaboration with other departments to create integrated learning opportunities is an area where we can and need to improve in order to offer students meaningful and applicable learning opportunities.

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

The science department has inclusion classes in our department where several Assisted Education students are mainstreamed into regular classes. A faculty member from Assisted Education department is also in the class to assist with the students and collaborate with the other teacher on effective teaching strategies for the class. Because of this collaboration, our team-taught classes have evolved into environments where assisted education students feel comfortable in a regular education classroom without feelings of being “singled-out.”

There are teachers in the science department who have implemented a layered curriculum. They have worked hard to tailor this curriculum to all learning styles, especially ESL and Assisted Education students.

We also use strategies such as cooperative learning groups (especially with projects and labs), kinesthetic teaching tools, hands-on activities, demonstrations and graphic organizers along with peer tutoring to assist us in meeting all the needs of our students.

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

The instructors in the science department are aware of the established department policies and operational procedures specific to our department because of the high degree of collaboration that occurs between teachers. We have accounts specific to each subject-taught course that goes towards lab supplies, classroom materials, field trips and other resources. We regularly discuss the allocation of those resources as to better supply our students with many varieties of learning opportunities. All purchases have to be approved by the department head and school administrators.

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

The instructors in the science department engage in informal collaboration of ideas, teaching strategies and lab activities on a regular basis (weekly, if not daily). We collaborate on common assessments and pooling our results and using that data to improve and adjust our teaching activities and strategies. We have a formal collaboration meeting every other week on Mondays to discuss department needs, develop effective intervention and remediation programs and evaluate our progress as a department. We are all involved in professional development classes and other opportunities such as being members of NSTA (National Science Teacher Association), PLC Boot camp, attending PLC conferences and we are very lucky to have a staff developer in our department as well. Because of our collaboration time, we have been able to streamline our teaching practices to adapt to student needs and abilities.

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

A peer-tutoring program provides the science students an opportunity to gain additional support. Some teachers in the department have developed websites for students to access for help with assignments. Many informal teacher/student meetings and study sessions are held before, during lunch and after school. PowerSchool® and our school email system also offers students and parents with any concerns or questions to contact us for help. This system is an effective tool for communication. ESL and Assisted Education students receive additional support from staff members in the ESL department and the Assisted Education department.

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

We are fortunate to have several computer labs in our school, which allow us to develop web quest/interactive learning activities for our students. Technology is such a large part of science and we have resources that provide our students with numerous outlets to utilize various technologies. Some of these resources include; projectors, smart boards, CBL's, lab equipment, classroom websites and UTIPS.

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

In the science department, we have highly qualified staff that teaches within their certifications. There are two teachers currently working on completing their endorsement classes to become highly qualified and the rest of the department has met those requirements. We are fortunate to have teachers with multiple endorsements, which allow us to offer a variety of courses in our department. We have an excellent balance of male and female teachers in both biological and physical science.

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

All of the teachers in this department are well aware of the school's improvement goals and those areas of focus are top priorities with all of us. We have focused our efforts this year towards developing an enrichment and intervention program that rewards and celebrates the success of students who "get it" as well as offering time and additional resources to those students who are struggling to grasp concepts in their science courses. Every single teacher in this department places a high value on collaboration between and within subjects. We hold weekly collaboration meetings within our departments and within subjects to share ideas, collaborate on labs and field trips and organizing enrichment/intervention schedules. We have aligned our curriculum in those subjects where there is more than one teacher involved and we regularly share ideas for lesson activities, labs and assessments.

Areas of Strength:

With respect to the above questions, what are the department's strengths, and what evidence/data validates these findings?

We have qualified teachers who are continuously looking for and sharing ideas to improve our teaching practices so as to provide a classroom environment that values learning, exploring and applying science concepts. Evidence of this is our SAT and ACT scores in science reasoning have consistently been above the national average. We are all involved in continuing education through summer programs, university classes, state workshops and national/state/district conferences. One of the most beneficial aspects of the teachers within this department is the open collaboration that occurs on a weekly, if not daily, basis. We work well together; everyone is willing to offer suggestions and ideas that will benefit our teaching and our students. Our collaboration and teamwork is definitely strength, and we all know that we can talk to each other about anything and receive the help or input that we need.

Recommendations:

With respect to the above questions, what are the major sources of departmental growth, and what evidence validates these findings?

We need to incorporate more data mining in to our analysis of student work and assessments. The biggest issue that we face is finding the time to collaborate and analyze/evaluate the effectiveness of lessons, labs, use of technology and other resources in our teaching. Trying to organize a common prep hour is one solution that we are working on incorporating if the scheduling permits. We feel that having a common prep would be extremely beneficial as we continue to focus on improving our teaching practices.

SOCIAL STUDIES

Todd Shaw: Department Chair, U.S. Studies, U.S. Government & Citizenship, AP U.S. Government & Politics

Duane Dickey: Honors World Civilizations, U.S. History II (1876—Present)

David Holt: AP U.S. History, World Civilizations, U.S. Government & Citizenship

Cheryl Kitchen: Sociology, Psychology, U.S. History II (1876—Present)

Guiding Questions for Departmental Analysis

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

- ✎ Through the use of Summative and Formative assessment; e.g. Layered curriculum, quizzes, multiple choice tests, oral presentations, group discussion, and cooperative learning.
- ✎ Instructional strategies include a variety of written assessments, which include the following; worksheets, outlines, note taking, short answer and essay tests.
- ✎ Questioning methods during discussion and lecture are based upon Bloom's taxonomy that provide for problem solving and critical thinking opportunities.
- ✎ Cooperative learning strategies are used to help foster self-esteem, creativity, and critical thinking among members as each student's opinion is valued.
- ✎ Oral presentations encourage effective communication skills, as do group assignments, which also develop leadership skills by allowing students opportunity to lead.
- ✎ Group discussions and assignments allow students to demonstrate respect and responsibility in their interactions with each other.
- ✎ Oral presentations also allow students the opportunity to use technology as they do research, and put together the presentation.

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

All courses use national and state curriculum standards as the foundation for organizing curriculum and instruction. All course outlines, units, chapter, pacing guides, formative and summative assessments match state core curriculum and national standards.

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

The following formative and summative assessments are used to measure student achievement they include:

- A. Quizzes
- B. End of daily lecture/chapter/unit quizzes and exams

- C. Written (essays; i.e. informative, persuasive, and biography)
- D. Oral exams (Formative and Summative)
- E. Participation
- F. Presentations (power point, video, and oral) they include (individual, small group, large group)
- G. Historical Plays or Re-enactments

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

- ✎ Through discussions of books that students are reading in English: which includes the historical context and significance, thus promoting a deeper understanding of the text.
- ✎ By encouraging students to focus on Social Science related topics when they do their core papers in English.
- ✎ Through discussions of current events that relate to other classes e.g. as we discuss global warming in a historical and social context, students then are in encouraged to discuss the same issue with their science teachers in order to obtain biological and medical information.
- ✎ Another way of cross curriculum use is in the use of historical plays or readers theater presentations, we give drama students the opportunity to hone their skills while at the same time promote the drama department.

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

- ✎ Full cooperation with the Assisted Ed. Department happens so our special needs students are given an equal educational opportunity. The Assisted Ed. and Social Studies Departments work together monitoring the progress of individual Assisted Ed. Students. Continuous communication between departments makes this relationship effective.
- ✎ Our ESL specialist maintains contact with department personnel so that ESL students obtain the help they need to have, as well as equal opportunities as other students.
- ✎ Our counseling department also keeps us informed of students needs (medical/emotional etc.)
- ✎ Our teachers use a wide variety of opportunities for their students to gain equal access to curriculum e.g. layered curriculum and alternative assignments/assessments.
- ✎ Team teaching provides yet another opportunity for special needs students to feel included and supported in their education.
- ✎ Our school also offers peer tutoring for students who need specific help.
- ✎ Our remediation program that fits into the PLC model provides all students the opportunity once a week to re-take or make up tests and missed assignments, as well as receiving further instruction or help in all their 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?

- ✎ Individual classroom policies and procedures are in line with our school's mission.
- ✎ Resources: All classrooms are equipped with standard audio video equipment; however, current up to date instructional aides; i.e. videos, books, and other materials are up to teachers to create their own collections from out of pocket.
- ✎ Social Studies department members share their resources freely with one another.

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

- ✎ Faculty meetings provide all departments, and teachers, with additional opportunities to learn and grow, as do departmental meetings.
- ✎ The PLC model has provided not only students, but teachers too, with additional opportunities to collaborate whether it is in the creation of common assessments or in the sharing of ideas, strategies, and knowledge. This all leads to further professional growth, thus resulting in improved student achievement.

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

- ✎ Students have additional access to teachers before or after school or through the remediation process, as well as e-mail, telephone, or letter.
- ✎ The excel program also provides students with a one-on-one teacher support.
- ✎ We also encourage students to look for, and find, additional support e.g., Internet research, parent or guardian, and private tutors.
- ✎ Every effort is made to accommodate the student's needs in a variety of ways.

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

- ✎ We have three computer labs, as well as a lab in the counseling department and several other classrooms that are equipped with labs.
- ✎ Teachers are encouraged to utilize technology as they present information through computer, podcasts, video or other audio-visual means.
- ✎ Our school technology committee is working on specific goals to improve the utilization of technology throughout the school, as well as helping teachers to further implement technology into their classroom instruction.
- ✎ Internet access is available in library before or after school, and can be accessed during instruction time with a teachers note. Students are encouraged to have internet access at home; if not possible, they are encouraged to use the schools access.

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

- ✎ Currently we have four social studies teachers and all are endorsed in the content areas they are teaching.
- ✎ Some of our teachers have advanced degrees, thus demonstrating to our students a positive example of lifelong learners.
- ✎ Our teachers come from a variety of backgrounds: geographical, political, and educational, thus providing a good balance.

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

- ✎ All members of the department are heavily involved in the district and school improvement plan through their participation in PLC. Some members of the department have attended PLC seminars further helping them to understand what is expected of them.
- ✎ Members of the department participate and are involved in our schools remediation program.
- ✎ All members of department are actively implementing school improvement plan in their classrooms.

SPECIAL EDUCATION/ASSISTED EDUCATION*

Brett Gifford: Department Chair, (Assisted Education) AE Algebra I, AE Algebra B, AE Testing, AE LS Math II

John Flint: Learning Opportunities, AE General, AE English, AE World Civilizations

Chris Holub: Com Based Peer Tutor, Job Sampling Coordinator

Justin Phillips: AE Financial Lit, AE English 10, Learning Opportunities, AE Biology, AE English 12

Michelle Stubbs: AE Consumer Engineering, Learning Opportunities, AE Biology, AE English 12

Annette Watson: Com Based Peer Tutor

*Note: Special Education and Assisted Education (and related abbreviations) may be used interchangeably throughout this document.

Guiding Questions for Departmental Analysis

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

The Assisted Education Department supports the school's desired results for student learning through the support services and instruction provided in team taught core classes (English, Math, History, Science, and Financial Literacy), as well as in life skills classes where students are taught and encouraged to learn essential content that pertains to the student becoming a responsible citizen. The department offers a continuum of services

that are in place to meet each student's unique needs, which range from "pull-out" resource classes to monitoring students enrolled in all general education classes.

The Assisted Education Departments goal is to help each student by implementing an effective Individualized Education Plan (IEP) that aligns with the students unique needs as well as aligning with the school's desired results for student learning which include an increase in end of level test scores, passing state required tests, and helping the students increase overall grade level academic performances.

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

Assisted Education does not have a state or national core curriculum. The department modifies curriculum to meet the unique needs of individuals based on specific individualized education plans. The department is unique in the sense that it involves a variety of instructional strategies and practices that range from full time severe students to monitoring students. The department is aligned with both the students' IEP goals as well as the state core curriculum of the course through the following:

- ✎ Pull out classes: These classes are designed to modify instruction to meet the students' needs at a lower level. The teacher follows the state core curriculum for the course, but it may be the English 10 core rather than English 12 depending on the reading and writing levels of the students.
- ✎ Team teaching: The department has some teachers that team teach with a general education teacher in Math, English, Science, History, and Financial Literacy. Collaboration and assistance is made in planning and using the state core to drive the instruction of the classes.

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

The Assisted Education department utilizes a variety of assessments to monitor student achievement and adjust instructional practices based on the assessments through the following measures:

- ✎ Performing Cognitive and Achievement Assessments for initial students placed in assisted education as well as on a three-year re-evaluation basis for students who are being served in assisted education.
- ✎ UBSCT, CRT, and UAA assessment results are analyzed and kept as references to help with monitoring and adjusting instruction to meet the students' needs.
- ✎ STAR reading program assessments are used in aiding with the instructional practices that will be taught.
- ✎ Common Assessments are used by teachers teaching similar classes where ideas are shared and compared based on students results on the assessments.
- ✎ Grade checks are performed weekly in study skills classes where students can continue to receive support and guidance.
- ✎ Progress reports are completed on each special education student and are sent with the student in addition to their midterm and quarter grades.

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

The Assisted Education Department collaborates with other departments to create integrated learning opportunities for students through the following measures:

- ✎ Team teaching- the Assisted Education Department team teaches with the Mathematics, Language Arts, Science, and Vocational departments to ensure that students are being placed in the least restrictive environment, and receiving every opportunity possible to learn core contents and necessary skills for graduation.
- ✎ Individualized Education Plan's (IEP)- the Assisted Education Department holds IEP's for every student receiving special education services, and invites all members involved to the IEP, and also collaborates with the departments to discuss services and accommodations that are being provided to the students throughout the school.
- ✎ Study Skills- the Assisted Education Department provides study skills classes where students are given additional time and support for all other classes. The teachers often team teach and collaborate with other teachers that the students have, and are well aware of the different assignments, expectations, and requirements of the courses at Pine View High School.

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

The Assisted Education Department members utilize inclusionary teaching strategies to meet the needs of all students through the following measures:

- ✎ Team teaching- the Assisted Education Department team teaches with the Mathematics, Language Arts, Science, and Vocational departments to ensure that students are being placed in the least restrictive environment, and receiving every opportunity possible to learn core contents and necessary skills for graduation.
- ✎ Individualized Education Plans (IEP) - the Assisted Education Department holds IEPs for every student receiving special education services, and invites all members involved to the IEP, and also collaborates with the departments to discuss services and accommodations that are being provided to the students throughout the school.
- ✎ Peer Tutoring- The Assisted Education Department provides opportunities for students to serve as peer tutors for the students with severe disabilities by serving as role models, escorting students to classes, and helping student's complete assignments in classes.
- ✎ Job sampling-the department provides a job sampling class where students are given the opportunity to work with community stakeholders by sampling different jobs and learning new skills that will help the students with future opportunities.

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 Assisted Education Department at Pine View High School holds all students accountable and to the same standards as other students in the school. The students are expected to follow the same school policies in accordance with their IEP and disability. The vision of “Learning is what matters most” is the overall goal that staff members believe and push on the students.

The allocation and use of resources in assisted education is based on funding and unique needs. The department uses technology in its instruction including the use of LCD projectors, computer-aided reading programs, and variety of instructional practices based on trainings and resources provided by the district. The department follows the belief statements from the school vision and mission statement, and also uses IEP’s and state core curriculum to drive current instruction.

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

The Assisted Education Department collaborates and engages in ongoing professional development growth with the purpose of improving student performance through the following measures:

- ✎ Professional Learning Community Model
- ✎ Departmental meetings
- ✎ Monthly trainings at the district office
- ✎ Utilization of our Special Education cone site coordinator.

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

The Assisted Education Department provides different opportunities to receive additional support beyond the classroom. The following are measures that are taken by the department to help students receive the supports.

- ✎ Peer Tutoring
- ✎ Study Skills
- ✎ IEP’s
- ✎ Accommodations/modifications-testing, and Criterion referenced tests.

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

The Assisted Education Department gives students the opportunity to access and utilize technology through the following measures:

- ✎ School computer Labs
- ✎ StarBoard®- interactive whiteboards used for instruction
- ✎ LCD Projectors
- ✎ Power School
- ✎ Reading 180- program used with computers
- ✎ Online classrooms- used to submit assignments, agendas, and saving information taught during class.

- ✶ Utah Test Item Pool Service (UTIPS): online website used for practice assessments, assessments, and student data.

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

The Assisted Education Department has six full time teachers within the department. Three teachers have dual major degrees in special education endorsing them from K-12. Two teachers are completing master degrees in special education, and two teachers have masters degrees in education with one of them endorsed in administration. Two of the teachers have a bachelor degree in History, which helps with team teaching in that academic area. The department also has five aides who support students and provide appropriate services necessary to accommodate the students' needs.

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

The Assisted Education Department follows the professional learning community model of using curriculum mapping, common assessments, and then using the data to determine the next step for instruction. The department also holds individualized education plans that involve all teachers associated with the individual. The modifications and accommodations require collaboration and feedback throughout the year so that the students can best be served. The department is also involved with team teaching, which requires collaboration and planning on a daily basis to help with the instruction of all students.

Areas of Strength:

With respect to these questions, what are the department's strengths?

The department's strengths include the implementation of accommodations, modifications, and adapting instruction to meet the unique needs of all students who have disabilities. The department provides resources for students including testing accommodations, and support through study skills classes where students can get the extra support that they need. The department also provides packets, and alternative placement support including a work release program through the department that encourages students to work and gain necessary experience to help with future careers and experiences.

What evidence/data/indicators validate these findings?

Fulfillment of students IEP goals, progress reports of the IEP's, and successes in all classrooms based on report cards and students grades. Fulfillment of packets, credits, and work stubs also validate the successes of students taking advantage of the programs.

Recommendations for Growth:

With respect to these questions, what are the major areas for departmental growth?

The department needs to continue to improve on its collaboration efforts between the students' regular education classroom teachers and the case managers in classes that are not team-taught. The department also needs to meet more often with a student support team to help in providing interventions, suggestions, and ideas that can help all students throughout the school, and encourage collaboration among staff members throughout the school.

PART 4: FOCUS GROUPS—REPORTS

INSTRUCTIONAL EFFECTIVENESS

QUALITY CURRICULUM DEVELOPMENT

Group Members: Kristine Alder, *Bell Breen*, Eddie Candland, Nancy Endsley, Sharyl Mathews, Kerry Moody, Justin Phillips, Raymond Sundin, [student input from Jordan Braegger (12th) and Susan Earl (12th)]

Principle 1: Develops a Quality Curriculum

Current Level of Performance: 3.2

The curriculum is based on clearly defined standards established by the Utah State Office of Education that reflect worthwhile expectations for students learning.

The curriculum at Pine View High School is aligned with standards established by the Utah State Office of Education. All disciplines have clearly defined power standards, which are stated and disclosed to all students and parents through the disclosure statements. Power standards and objectives are shared with students in all disciplines through PowerSchool®; which is made available to all parents and students. The posting of power standards and objectives makes it possible for educators at Pine View High School to assure alignment with the Core Curriculum.

Furthermore, life skills as set forth in the Life Skills document distributed by USOE help to guide the curriculum. Teachers and administrators recognize that the primary purpose of education is to develop not only the intellectual knowledge of all students, but their emotional and social understanding as well.

Vertical planning among the intermediate, middle and high schools in the English Department has taken place to assure the essential skills align with the USOE's Core Curriculum. In addition to the End of Level testing, which measures a student's comprehension of the year's curriculum, a common rubric is in place in the English department which assesses the standards outlined in the State's Core Curriculum. Technology has been put in place to offer immediate feedback on a student's writing in all of the disciplines. This program (Turnitin®) is an efficient program that is also being

used in many colleges throughout the country. This is an important technology feature that provides a smooth transition from high school to college. Another aspect of technology and its importance is the use, on a bi-yearly basis, of the STAR test, which helps educators identify the reading grade level of each student. This measurement is one piece of assessment that students, parents and educators can use to meet their needs.

The development of the curriculum is focused on supporting and challenging all students to excel in their learning.

Pine View High School teachers are aware of the diverse population that makes up each classroom. Communication between the ESL departments continues to be an effective tool to meet the needs of the ESL student. Educators are committed to exploring through best practices structures within the classroom that will allow and encourage the students to reach their educational goals. Through project oriented and participation productions, students make use of problem solving and critical thinking skills to arrive at the solutions necessary for success. All educators at PVHS continue to encourage both individual and group work to support and challenge all students.

The development of the curriculum reflects a commitment to equality and the belief that all students can learn.

The Assisted Education Department of PVHS works at a high level of expertise to address the needs of those students with a wide range of disabilities. The need for all students to gain the essential knowledge and skills as set forth in the core curriculum has driven the continued teaming in all core classes. The assimilation of special needs students with the general school population is extremely important to all educators at PVHS. As a result, all students and teachers work closely with the AE department and individual students on a daily basis.

The development of the curriculum addresses the diverse learning needs of students, without compromising the essential knowledge and skills that all students are expected to achieve.

The student population at PVHS includes gifted and talented who require their needs to be addressed. To meet the needs of our high performing students, we offer both honors and Advanced Placement (AP) courses, approved by the College Board, in a wide range of courses.

In addition, we offer a wide range of career and technical programs for students who show strong aptitude in various areas, or who want to explore specific career opportunities.

Principle 2: Ensures Effective Implementation and Articulation of the Curriculum

Current Level of Performance: 3.0

The curriculum implementation plan is focused on ensuring the alignment of teaching strategies and learning activities, instructional support and resources and assessments of student learning with the curriculum.

The curriculum at Pine View High School is aligned with standards established by the Utah State Office of Education. Washington School district conducts seminars for educators to support the standards, departments meet with their Cone Site counterparts in an effort to promote vertical alignment, and horizontal alignment continues within departments.

The administration schedules weekly meetings for professional development, presentations of current research and other topics that assist Pine View High School teachers in the planning of their curriculum. In addition, administrators provide time for teachers to meet and plan with their Professional Learning Communities (PLC's) and/or collaborate with their department members in the development of, and alignment of curriculum. Teachers are also provided the opportunity to attend Professional Development workshops.

Departments create Curriculum Mapping, common goals, and common assessments for mastery of student learning. They share teaching strategies, use peer observations with feedback in order to improve teaching methods, and use cooperative learning in the classroom and between classes. A common goal is to develop curriculum that aligns with that of teachers in their departments, within the school, district and state.

Support is provided for the effective use of research-based instructional practices in implementing the curriculum.

Instruction at PVHS has been supported by learning research-based practices. Teachers are provided the opportunity to attend conferences, training sessions and seminars. They incorporate research-based curriculum such as Kagan Structures, and use Dr. Robert J. Marzano's research, among others, to prepare curriculum. English programs used in the classroom include the STAR reading program, which establishes the current reading level of students, and Turnitin® for originality checking and proper research citation. The Assisted Education department uses the research-based Read 180® curriculum with their students.

The selection of instructional support materials and resources is based on the essential knowledge and skills for student learning.

Our teachers adhere to the state core curriculum and students are given state proficiency tests. Pine View High teachers embody district wide curriculum mapping. Our cone site meets to establish "essential knowledge" before moving students to a higher level. In the classroom, goals are established for higher achievement, and students have access to computers and physical data gathering devices, and are offered alternative resources such as field trips, art shows, science exhibits, All State competitions and visiting artist programs.

The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, and parents and community members.

The State Core Standards are published on the USOE website. Pine View High School's method of communication to students, parents and community is one of the school's strongest attributes. Disclosure Statements are sent home to parents at the beginning of each course to communicate standards, objectives, goals and expectations.

PowerSchool® is a program, which provides information that can be accessed by students and parents in order to track progress. In addition, parents can contact teachers by email through PowerSchool®. Report cards and midterms are mailed to the homes, and Parent/Teacher Conferences are held twice yearly. Assisted Education teachers conduct Individual Education Plans and counselors meet with parents and students for Student Educational Occupational Plans. The administration added "Texting" during the school year 2008-2009, which allows immediate communication with parents and students. Information forwarded includes dates and times of testing, meetings, activities and educational programs.

Job sampling, internships and Work-Based Learning provide students chances to visit and work in their community. Adult High School is an opportunity for those who want to earn a diploma after high school and vocational rehabilitation is available.

Principle 3: Evaluates and Renews the Curriculum

Current Level of Performance: 3.6

There is an ongoing process in place for evaluating the curriculum

Common rubrics provide an assessment for all Core papers in the English department. Portfolios in both the English department and Art department provide a system of reflection for students and teachers throughout the year. As the year progresses, students select and add to a portfolio which serves as a collection of work they can assess as part of their ongoing growth.

Teachers engage in regular self-assessment and they are also regularly observed by administrators and colleagues. Learning walks take place once or twice a year, which provides opportunities for colleagues to observe teaching in other classrooms, which offers them a view of instruction other than their own. This is done in a non-threatening, collegial manner that benefits all.

The curriculum is evaluated based on the extent to which it supports students' achievement of the goals for their learning. Student performance data is used to evaluate the curriculum.

Common rubrics provide an assessment for all Core papers in the English department. Portfolios in both the English and Art departments provide a system of reflection for

students and teachers throughout the year. As the year progresses, students select and add to a portfolio which serves as a collection of work they can assess as part of their ongoing growth.

The curriculum is evaluated collaboratively within departments and through membership in professional organizations. Opportunities to receive PLC training off campus allow educators to bring additional resources to their departments.

The curriculum is updated and modified as needed. Dated, irrelevant, ineffective, or non-research based aspects of the curriculum are eliminated.

Teachers discuss the curriculum with their peers and their students to identify the most important aspects of their curriculum. This ongoing dialogue empowers the students and teachers to insure the most effective method for curriculum development.

Course offerings are discussed within departments and from time to time recommends changes to the administration.

On-going school and district in-service provides the opportunity to evaluate current programs and enhance technological aspects of instruction.

Strengths:

- ✎ Power standards are developed in each discipline
- ✎ Life skills are reflected in our school's desired learning outcomes
- ✎ Technology, as it enhances student learning, is embraced by the educational community
- ✎ Ongoing communication between parents and teachers
- ✎ Literacy is a top priority as evidenced by the ongoing commitment to collaborative efforts in all departments
- ✎ Continued common goals to work with Special Education and ESL students
- ✎ Departments rely upon research-based practices
- ✎ Collaboration within and between departments is a highly valued endeavor
- ✎ Curriculum is diverse and offers students choices
- ✎ Study skills/hall provided for all athletes
- ✎ Celebration of successes
- ✎ Desire to improve
- ✎ Highly motivated staff
- ✎ Quality instruction

Recommendations:

- ✎ Finding adequate time to meet collaboratively
- ✎ Finding time to implement strategies
- ✎ Administration/teachers must address the appropriate placement of honors and Advanced Placement students

- ✎ Teachers must focus on teaching to a diversity of learning styles
- ✎ In some areas, limited space, equipment and supplies for the number of students
- ✎ Insufficient funding of programs
- ✎ Block Scheduling
- ✎ Absenteeism
- ✎ Low attendance at Parent Teacher Conferences

QUALITY INSTRUCTIONAL DESIGN

Group Members: Duane Dickey, Ryan Eves, *John Hinton*, David Holt, Sunny Schuler, Braden White (Student)

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectation for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

Summary of Findings

A study group was formed to analyze the Quality Instructional Design Learning Standard. The study group members consisted of an administrator, faculty members, a parent and a student. At our first meeting, we reviewed the complete rubric from NSSE. After focusing on the four principles in the Instruction rubric, we discussed the levels of development and implementation at Pine View High School. Our next few meetings were times of discussion, reflection and preparation of survey questions for our stakeholders; teachers, parents and students. The teaching and learning standards are connected and related so we joined with other focus groups to prepare a comprehensive survey (see attached). Summaries of the two school-wide learning walks were also considered and reviewed as evidence of physical environment, student engagement, questioning and materials used. These learning walks took place on January 22, 2009 and November 4, 2009. Small groups of five to eight teachers, with an administrative leader visited three classrooms for a period of fifteen minutes. Pre-observation and post-observation conferencing and discussion took place. All participants agreed that a variety of teaching strategies and techniques were observed, which would then be incorporated in our classroom instruction (please refer to summary of observations attached). After consideration of the results of the surveys, observations, and reflection, evaluations of the standard principles were made. Commendations and recommendations were also agreed upon by the members of the focus group.

There are also numerous extra-curricular programs, which encourage students to enrich their learning, expand, and apply concepts they have been taught in class. Some examples include; Sterling Scholar, Art League, Astronomy Club, Concert Choir, Madrigals, Jazz Band, Orchestra, Debate Team, FBLA, FCCLA, FFA, French Club, German Club,

Spanish Club, SkillsUSA®-VICA (Vocational Industrial Clubs of America), Drama Club, SCROLLS Student/Faculty Book Club, National Honor Society, Key Club, RASCAL, P.E.A.C.E., Dance Company, Drill Team, Cheer, Athletic Teams, Work Based Learning, Student Council, Educational Talent Search, Upward Bound and Yearbook.

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

Current Level of performance (on NSSE rubric): 4

Teachers discuss best practices and communicate expectation to students and parents.

Evidence:

Students and parents receive course disclosures at the first of each semester

- ✎ Course Description
- ✎ Expectation
- ✎ Grading Procedures
- ✎ Syllabus (Calendar of curriculum pacing is included in some classes)
- ✎ Power Standards based on state core curriculum

Curriculum Mapping for courses in all departments

DRSL posters in all classrooms

- ✎ Basic Skills
- ✎ Technology
- ✎ Communication

Principle 2: Employs data-driven instructional decision making

Current Level of performance (on NSSE rubric): 3

Teachers vary teaching techniques to facilitate a variety of learning styled, and to modify instruction when a student does not understand.

Evidence:

Teachers discuss best practices

- ✎ Staff Development and faculty meetings
- ✎ Department meetings
- ✎ District in-services
- ✎ School-wide learning walks
- ✎ Faculty dialogue

Diagnosis Tests in Language Arts

- ✎ Star Reading given 2-3 times per year
- ✎ Tracking of CRT scores
- ✎ Holt, Rinehart, and Winston entry-level and end of the year standards based tests

✎ Writing assessments

UTIPS is used as practice and preparation for UBSCCT and CRT's in Math, Science, and Language Arts

Common Assessments are given in all departments each quarter

- ✎ Analysis of student work done quarterly in departments
- ✎ Modifications made to accommodate learning process
- ✎ Summative and Formative assessments
- ✎ Benchmark tests based on state core
- ✎ Checking for student understanding formally and informally
- ✎ Students are encouraged to ask for individual help on an as-needed basis

Professional development opportunities to improve best practices

Principle 3: Actively engages students in their learning

Current Level of performance (on NSSE rubric): 3

*Teachers use a variety of teaching techniques to keep students actively engaged in class. Teachers are aware of best practices, and they use a variety of instructional strategies in their classrooms. Students and parents will be more aware of the different strategies and programs available when more communication takes place. It is important for parents to be involved **in their student's education**.*

Evidence:

Higher order thinking skills

- ✎ Bloom's Taxonomy posters in classrooms, integrated into class activities
- ✎ Results of Learning Walk
- ✎ Students use application, synthesis, evaluation, analysis, etc.

Positive learning environment

- ✎ Positive reinforcement
- ✎ Students enjoying classroom activities
- ✎ Student experiencing success
- ✎ Challenging learning environment
- ✎ Performance Projects: portfolios, technology, and vocational classes
- ✎ Resources and instruction material engage students; SMART boards, journals

Writing across the curriculum

The following learning activities have been observed during the learning walks:

- ✎ Whole class instruction, visual aids, questions onboard
- ✎ Hands-on activities, white boards, share writing, markers
- ✎ Flexible grouping designs
- ✎ Individual seat work, reading textbooks, research, writing

- ✎ Clear signals to get students' attention or redirect
- ✎ Wait time provided for responses

The following questioning strategies were observed during the learning walks:

- ✎ Teacher and student generated factual question
- ✎ Teacher and student generate higher order question
- ✎ Student evaluate others
- ✎ Deeper inquiry

Principle 4: Expand instruction support for student learning

Current Level of performance (on NSSE rubric): 4

The school community provides additional opportunities for students who need extra assistance in order to succeed.

Evidence:

INTERVENTION program to assist student that need additional support

- ✎ Teachers available for one-on-one assistance
- ✎ Released time on Thursdays for additional learning
- ✎ Students are notified of missing assignments

EXCEL Program for at-risk students

Instructional Resources

- ✎ Online and print library resources are available
- ✎ Textbooks are aligned with Utah State Core
- ✎ Remedial classes and Special Education IEP's
- ✎ Media center is open before, during, and after school
- ✎ Computer labs
- ✎ Math tutoring
- ✎ UBSCCT and ACT tutoring workshops
- ✎ Different levels of instruction
- ✎ Honors and AP classes

Strengths:

1. Extra assistance time is set aside for students
2. Expectations for student success are communicated through course disclosure, calendars, power standards, DRSL posters, and PowerSchool®
3. Recognition of the importance of the individual student and their learning needs and styles.
4. The faculty provides a variety of learning experiences to actively engage students.

5. Student learning is enhanced through the implementation of technology in core classes, elective, applied technology classes, computer labs, and the media center.

Recommendations:

1. Insure that students are made aware of different learning strategies, and the benefits of using them.
2. Improve student opportunities to ask for help when needed.
3. Continue to communicate opportunities for extra assistance as a community effort, with all departments and teacher being willing to help improve student learning.
4. Provide teacher with on-going training to increase integration of technology to support teaching and learning.

QUALITY ASSESSMENT SYSTEMS

Group Members: Ramona Cox, *Telly Esplin*, Randy Green, Mark Harris, Peggy Horrocks, Gwen Pascoe, Brenna Reimer (student), Robert Reimer (parent), Annette Watson

The Quality Assessment Systems Focus Group at Pine View High School surveyed teachers and students to gain insight to write this report (the survey statistics are available). Our survey questions emphasized the NSSE rubric for level of performance indicators of school quality.

We would like to emphasize that Pine View High School has been developing common quarterly assessments in all subject areas. We have been meeting as departments to collaborate and set goals to further these common assessments into common chapter tests etc. Many departments (& teacher teams) have caught the vision of establishing a cohesive horizontal alignment in their common subject level curriculum. The Departments have met as a Pine View Cone Site to insure that vertical alignment is understood and working between feeder schools for the high school. Placement testing in core classes is being implemented to insure that a student has met the prerequisites for a class. The Washington County District Office has implemented throughout the district, curriculum mapping and benchmark testing in mathematics courses this year (with more subject areas to come). The language of assessment has become a buzz word in our PLC meetings. We've trained teachers in many of the basic principles of sound classroom assessment like: formative assessment or assessment "for" learning, as well as, summative assessment or assessment "of" learning. We understand that our school improvement efforts in assessment literacy will help students attain higher levels of academic achievement. We are driven to help a larger proportion of our students meet high standards of academic excellence.

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

Current Level of Performance: 2

Teachers were asked on survey if they tell students what they are supposed to learn or achieve before an assessment is given. Likewise, students were asked if they understand what they are supposed to learn or achieve before their test.

60% of the teachers think they are clear all the time; 33% of the students think it's always clear what they are supposed to learn before a test is given.

Results are reversed as 40% of the teachers think they are only sometimes clear, while 66% of the students feel they only sometimes know what is expected of them before a test.

Teachers were also asked if they tell their students the level of quality or standards they will use to assess student work.

45% of the teachers said they always use models of good and poor work to help students with level of quality expected and 39% of the students surveyed agreed with this.

50% of the teachers sometimes use this approach with 59% of the students saying they sometimes know what level of quality is expected.

The focus group finds the level of performance to be a 2 because the expectations for student achievement and performance standards are not fully developed. In those cases where the expectations of student learning are clearly defined, assessments of student learning are aligned with the essential knowledge and skills and performance standards for student learning.

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

Current Level of Performance: 2

The focus group did a second survey of 34 teachers for the following results:

Teachers were asked if the purpose of each student assessment was explained to the students at the beginning of the learning process.

50% of the teachers answered that they always present this way.

Another 47% said they do this sometimes but not consistently and 3% said they never have done this.

In addition, teachers were asked if their students could actually describe in their own words what standards or objectives would be tested.

Of the 50% teachers that said they do explain the purpose before a test, only 18% thought their students could always explain the purpose. 79% of the teachers thought their students could explain the purpose sometimes.

Finally the teachers were asked if they explained to their students how to use the test results to improve their own learning.

38% said they always use this process and 56% said they sometimes use this process but are not consistent. 6% said they never do this.

The first set of survey questions to both teachers and students found the following: Teachers were asked if they tell students when assessments will be taking place. Likewise, students were asked if they knew when a test would be taking place in class.

80% of teachers vs. 62% of students understand when a test will be given. 20% of the teachers polled said they sometimes tell students when a test will be given with 36% of the students polled saying they sometimes know about tests in advance. There are 2% of the students polled that feel they never know when they will be tested.

Then teachers were asked if they tell students who will be using the assessment results and students were asked this also.

About 35 % of teachers and 32% of students seemed to understand who would be using the results of their assessments and 50% of teachers, along with 52% of students understand this sometimes.

Finally, teachers and students were asked if they know when an assessment is formative or summative.

45% of teachers always understand what the assessment results will be used for – formative or summative, while about 24% of students understand this.

50% of the teachers understand or communicate this information but not consistently. 60% of the students feel the same way.

16% of the students never know what their results will be used for.

It is the findings of the focus group that the survey shows a performance level of 2 for about half of the faculty because in most cases the purposes of the assessments of student learning are defined but are not consistently communicated. Most assessments are linked to specific instructional uses to promote student achievement and continuous learning.

50% of the faculty show a performance level 3 because they are consistently fully functioning and operational between themselves and students. About 18% of those teachers are closer to an exemplary level 4 because they clearly define and effectively communicate the purpose of assessments of student learning prior to assessment.

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

Current Level of Performance: 3

Teachers were surveyed concerning their appropriate selection of testing methods (multiple choice, short answer, essay, oral, performance) as aligned with the instructional approach used in the classroom that aligns with standards.

First, teachers were asked if they designed assessments with predetermined learning targets in mind.

71% said they always do this and 29% said they sometimes do this.

Second, teachers were asked if they thoroughly test all the standards and objectives taught.

26% said they always test this way, 68% said they sometimes test this way, and 6% said they never test all the standards.

Third, teachers were asked if they were consistently sensitive to selecting an appropriate method of assessment of student learning as aligned with their instruction (example: multiple choice, short answer, essay, oral, performance).

59% said they are always aware. 38% said sometimes and 3% said never aware.

Fourth, teachers were asked if the method they choose for the assessment is based on a specific performance standard when they evaluate student achievement (like a grading rubric).

47% said they always know the standard they're looking for before grading. 50% said sometimes they know and 3% said they never know.

Students were asked if they thought their assessments reflected what their instruction was about.

38% of the students said they always thought it did. 59% of the students said sometimes they thought this, while 3% of the students never thought their assessments reflected instruction.

It is the findings of the focus committee that teachers of Pine View High School have a majority of teachers at the level 3 performance of selecting the method of assessing student learning based on the type of learning to be assessed, the specific performance standards for evaluating student achievement, and the purpose of the assessment.

Exemplary level of development and implementation requires more consistency and surety that methods are administratively feasible and cost effective.

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.

Current Level of Performance: 2

Teachers and students were asked if they thought students were given multiple opportunities to demonstrate learning.

The survey shows that about 46% of both teachers and students believe they are given multiple opportunities to demonstrate learning. While about 53% believe they are only given multiple opportunities sometimes. 2% of the students felt they never had multiple opportunities to demonstrate learning.

Teachers were asked if they used enough strong evidence (data) of student's abilities to generalize results for fair student grades.

65% of teachers felt they always do and 35 % of teachers felt they sometimes do. The student percentages were reversed with approximately 37% seeing their grades as fair and 62 % seeing them fair sometimes and 1% never seeing that their grades are fair.

The focus group finds that about the same percentage of students/teachers believe they have enough opportunities to demonstrate what they know or have learned. With many students feeling the need for more opportunities to demonstrate learning and 62 % of students believing that more data needs collected before a final grade is given. Level 2 has limited samples of student performance and in some cases does not provide sufficient evidence that results are generalizable. Students are provided with some additional opportunities to demonstrate their learning beyond the initial assessment.

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.

Current Level of Performance: 1 to 2

Teachers were surveyed whether they check student assessments for sources of bias and distortion.

About 30% said they always do and 65 % said they sometimes do with 5% never checking for bias.

Teachers were also asked if they reviewed assessments to determine any sources of mismeasurement.

40% said they are always aware of this and 60% said only sometimes.

Students were asked if the assessments of their learning and grading practices used were fair.

26% of the students said they were always fair. 68% of the students stated sometimes fair and 6% said they were never fair.

The focus group finds when considering both teacher and student survey data that the level of performance is between 1 and 2 because most of the assessments of student learning and grading practices are fair, however, some assessments or grading practices do not fully meet the standards of fairness.

Strengths:

- ✎ Mathematics Department has curriculum mapping, common quarterly assessments, some common chapter test & quizzes, horizontal and vertical alignment, and data driven decision making.
- ✎ The faculty in general is using more formative assessment before the summative assessment is given. Assessment for learning and not just assessment of learning.
- ✎ Professional Learning Communities (PLC) has encouraged and given rise to more collaboration in departments and teams.
- ✎ English Department has worked diligently to align instruction, core curriculum, both horizontally and vertically.

Recommendations:

- ✎ There needs to be a more consistent understanding amongst the student learners in their overall responsibility and involvement in their own learning process. Teacher/student communication needs to be more consistent and complete so both buy into a common goal of “Learning Matter Most”.
- ✎ There needs to be a continued professional development of the faculty in the current movement of “Assessment Literacy”. We would like to see training videos by some of the guru’s of assessment like: Richard Stiggins and Robert Marzano.
- ✎ There needs to be a more consistent shared vision of what good performance looks like to teachers, students, and parents.

- ✶ We need to build student confidence through assessment by accentuating what they know.

ORGANIZATIONAL EFFECTIVENESS

EDUCATIONAL AGENDA: SHARED VISION, BELIEFS, MISSION AND GOALS [DRSLS]

Group Members: Martell & Sherilyn Bennion (parents), Brian Bennion (student), Vance Casperson, Joan & Mark Chipman (parents), Julia Chipman (student), *Richard Condie*, John Flint, Norman Lister, Liz Ovard, Travis Roberts

Principle 1: Pine View High School facilitates a collaborative process to build a shared vision

Current Level of Performance: 3

Pine View High School relies on all the school stakeholders to help develop its beliefs, mission and goals. We have collected and analyzed data about our school relative to its varied cultural and economic populations, the characteristics of a school that succeeds at producing educational excellence, and the current and prognostic strategies for the educational profession. We have examined this data to guide our decisions to improve school outcomes and we are working to make them happen.

Relying on data that has been compiled over the last ten years at Pine View High School, we have investigated the principles that were developed for the improved achievement of our students. We have divided these concepts, principles and strategies among focus groups to determine the adherence of the school and its personnel to the methods and materials that produce educational excellence. The eight focus groups studied, evaluated, and scrutinized the functions of the academic climate of our school and made improvements to the former details that have guided our institution to its current degree of success.

Currently Pine View High School has an improved and amplified list of beliefs, desired results for student learning – DRSLS – and a precise and succinct mission statement that all educational stakeholders can remember and quote at any given notice. We understand that the process of excellence requires continual assessment and evaluation, which we intend to do as we proceed to prepare our students for their professional lives. We will use all the strategies and methods available to us through professional services, school surveys, and community suggestions that will help us stay abreast of the research and development of new measures for understanding and implementing the benchmarks of a successful education.

Principle 2: Pine View High School develops and effectively communicates a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.

Current Level of Performance: 3.5

Reflecting on the degree of our improvement over the past twenty-seven years, we are determined to continue to work as a professional school staff, parent teacher association, community council committee, student council, student auxiliaries, and through parent teacher conferencing, to forge the future of our students with the latest and best education they could receive anywhere on the globe.

Students are encouraged to succeed in academic disciplines that will allow them to be responsible citizens in their community and country. At the same time, behavior and character is modeled by their teachers, administrators and staff members, for them to be good citizens, to show respect for people and property, and to reject abhorrent activities that degrade individuals and the culture. Club participation, assemblies, enrichment activities, field trips, excursions, academic competitions and sportsmanship at athletic events are emphasized for the development of their talents and mature attitudes toward their fellow citizens of a civilized gentry.

All personnel at Pine View High School participate in professional seminars, departmental discussions, professional learning communities, quality teaching activities and degree seeking studies relative to their educational majors and minors, that elicit their understanding of a course of progress for the young people with whom they share their expertise. Our progress in this arena, and any other of the educational agenda, develops over time by trial and evaluation. We aspire to the pinnacle of modality and substance that will allow Pine View High School to be the epitome of high school education, and we will share our successes with all schools that regard us as a quality institution.

Principle 3: Pine View High School defines measurable goals focused on student learning.

Current Level of Performance: 3.5

The current goals established at Pine View High School from our professional learning communities and departmental meetings all focus on the development and success of our students.

Elements of the curriculum: We have developed lesson objectives that are outcome based and relate directly to our DRSLs. We have established departmental norms for concept presentation and standard assessment. We have aligned our DRSLs with the state core curriculum.

Universal Learning Goals: All learning activities are directed toward development of student achievement. Professional service data and student performance information are used to adjust lesson objectives. Reading levels, writing skills, thinking processes and verbal articulation are assessed and lower level students are assisted by intervention strategies.

Develop a professional learning community: We determine student needs and organize study groups. We have developed and implemented an intervention and enrichment program during school hours to allow students to stay caught up with class assignments. We provide colleague observation for methods and materials sharing. Weekly we meet in professional learning community groups, department meetings or faculty meetings. We utilize peer coaching for student development and as an achievement incentive.

Institutional Communication: The Pine View High School Community Council meets quarterly for school updates, notices, policy review, and scholastic developments. Administrators, faculty representatives, student representatives and PTA personnel meet at scheduled times for school support, activity supervision, and PTA newsletter processing. Power Teacher and Power School allows instant messaging for parents, teachers, and students concerning academic progress. Our school website displays calendar events, student awards, and school and district information and policies. All materials in the definitions, policies, and procedures of Pine View High School are translated to Spanish for the benefit of the high number of Spanish speaking students in the school and their parents who may not be Spanish-English bilingual.

We at Pine View High School are actively involved in the implementation of the aforementioned standards and goals for the accelerated achievement of our students who now compete in the global community.

LEADERSHIP FOR SCHOOL IMPROVEMENT

Group Members: Andrea Clark, Darrell Larsen, Clark Magleby, *Dianna Moore*, Todd Shaw, Becky Reed

Faculty, parents, and students were surveyed regarding principles of leadership. After further analysis of all stakeholders' responses and according to the assessment rubric, our focus group rendered the following performance level.

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

Current Level of Performance: 3

Evidential Support:

- ✎ Power Standards have been established by all departments, and are improved upon every year, thus displaying Pine View High Schools faculties continued support of departmental collaboration.
- ✎ Continued success by our school's strong showing in art, school musicals, plays, band, and choir competitions.
- ✎ Mission statements and DRSLs are posted in all classrooms.

- ✎ Continued improvement of our schools scores on the UBSCT tests, as well as other state assessments.
- ✎ Development of the PLC program at Pine View High School promoting more collaboration across the curriculum, thus helping overall student achievement
- ✎ The development and implementation of the school wide Remediation and Enrichment program
- ✎ Mentoring program for new and veteran teachers—Entry Years Enhancement—(EYE) as well as staff development based around the PLC model.
- ✎ Administration walk abouts and teacher evaluations of all classrooms providing faculty members with constructive and useable feedback to teachers in regards to school and departmental goals, thus facilitating improved instruction in all classes.
- ✎ School Programs promoting the success of student performances academically, athletically, and fine arts. National Honor Society, Senior Honors Evening, Sterling Scholar Program, Get your Brain on, Spirit and recognition assemblies, The RASCALS', FFA, PTSA programs, VICA/DECA (VICA—Vocational Industrial Clubs of America), and Debate competitions.
- ✎ All stakeholders feel welcome and accepted and that their opinions are of value and importance.
- ✎ Student and Athlete of the months recognition programs promoting the success of our students
- ✎ Administration effectively involves teachers and support staff in collaborated efforts to help improve Pine View High School.
- ✎ Departmental collaboration has developed new opportunities for student success in the ways of more pretesting and test retakes in promoting the schools belief of “Learning is what Matters Most”.

Areas of Improvement:

- ✎ Promoting publically student successes, as well as publically promoting the great things other stakeholders are doing.
- ✎ Continue to insure at least three common assessments are being administered throughout the year so that data mining can be conducted.
- ✎ Use data from common assessments to further ensure student academic success.

PRINCIPLE 2: Develops school wide plans for improvement focused on student learning.

Level of Performance: 2.75

Leadership has focused our need to improve collaboration in order to build curriculum that meets the need of all students as measured by appropriate common assessments. Leadership has also adopted a variety of venues to improve communication with parents, students, teachers, administration and community.

Collaboration among teachers has taken place during PLC (Professional Learning Communities) training, and is continued through Quality Teaching Sessions. In addition, department collaborations are scheduled to develop common assessments, comparison of formative and summative assessments, SMART Goals in conjunction with state core-curriculum standards, and remediation and/or needs of individual students in order to improve achievement. Focus groups meet as well as the entire faculty to discuss school improvement plans, analyze data as it relates to student learning and address the needs of all students. Other evidence of collaborative efforts are Learning Walks with specific focus for student and school improvement in regards to posted objectives, engaged students, instructional strategies and transitions. The EYE program is also a well-defined program to prepare new teachers as defined by the district and implemented at each school site.

SEOP's are conducted for all students at every grade level—in conjunction with Parent-Teacher Conferences. These provide opportunity for parents, teachers, students and counselors to communicate about student learning and goals.

The Enrichment/Remediation Program was recently implemented to help students who are behind in work, or needing additional remediation in order to ensure their success in class. This program as a pilot is held once a week in conjunction with the school day. Students who participate receive more specialized attentions in smaller groups, while students who are up to date with their work and/or do not require remediation, are rewarded with a variety of Enrichment Activities. Students may also choose to attend special tutoring sessions being held simultaneously. This pilot will be studied and analyzed by data gathered in order to determine its effectiveness in student learning.

Programs that focus on student learning, celebrating success and providing opportunities for students to excel include Goal Graduation, Excel, Hope for Tomorrow, Advanced Placement Courses, National Honor Society, Senior Honors Evening, Sterling Scholar Program, PTSA Reflections Contest, Student of the Month programs and Panther Paw Program.

Communicating with students and parents to increase achievement and success in learning, PowerSchool® offers daily access for parents and students in regards to progress in class, missing assignments and current grade. Increasing the ability to communicate with students and parents, a school wide text-messaging program has been implemented to give current and up to date information regarding programs at school, changes in scheduling and any emergency notification if needed. Email is another resource adopted by administration and teachers to better communicate with both parents and students. Currently, teachers are in the process of creating, or have already completed, web pages that may be used by students and parents to access class materials in the case of absences or epidemic events.

Evidence of Improvement:

Increased collaboration with accountability for programs to ensure student achievement and success. More departments have developed and are using more common assessments tools. Programs are in place or are being adopted to address all students' needs to be successful. Utilizing a variety of communication venues, improvement has been made in communicating with students and parents in regards to information, academic standing and provide collaboration with teachers.

Areas of Improvement:

- ✎ Increase departmental collaboration using more common assessment tools.
- ✎ Explore more techniques to motivate students.
- ✎ Find innovative ways to celebrate student success even more
- ✎ Continue to develop ways to communicate more with parents and the community
- ✎ Utilize data more efficiently and effectively in order to direct change

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

Performance Level: 3

Evidence supporting Level Choice:

- ✎ Decisions are aligned with the school's beliefs, mission and goals.
- ✎ Math Department uses department developed placement test that every year is given to students to place in appropriate math class
- ✎ CRT results are used within departments to evaluate adjustments to teaching to increase students understand of curriculum
- ✎ English department uses department developed test to measure students reading level and to remediate students below grade reading level
- ✎ School wide intervention is held most Thursdays to allow students who may be behind or falling behind in classes to receive extra help from all subject areas.
- ✎ Departments collaborating to develop common assessments and review the assessments once giving to students to improve instruction and student learning
- ✎ Many principles and "Best Practices" and shared and used in classes to improve instruction
- ✎ Several teachers yearly are attending PLC conferences with the goal of having all teaches within the school attend at least one conference
- ✎ Departments and the faculty as a whole work together to review and evaluate curriculum and instruction to ensure they are in-line with the school's beliefs and mission

Areas for improvement:

- ✎ Teachers that are "ones" within the school have little common assessment due to the nature of the curriculum and need more time to collaborate with teachers within the district

- ✎ Continued improvement on weekly intervention
- ✎ Teachers posting learning objectives for students daily

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

Performance Level: 3

- ✎ Teachers evaluate student's assessments weekly to see who will need to stay in class and participate in intervention
- ✎ Weekly intervention program to help student that are failing or need extra help to understand concept in every class
- ✎ All new teachers participate in the Entry Years Enhancement (EYE) program to help them improve and adjust curriculum to better meet the needs of the students
- ✎ All teachers have the chance to be involved in "learning walks" to view master teachers and what is working in other classrooms
- ✎ School data mining specialist supplies student assessment data in forms that are used by each department to identify areas that may need improvement
- ✎ Departments meet together to develop department norms that will help improve student's learning
- ✎ Department developed assessment is given three times a year to students in Math and English to evaluate students learning and assess best practices used by teachers.

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

Performance Level: 3

- ✎ School wide intervention program has been implemented to focus on student learning.
- ✎ Teachers have and discuss classroom rules with students
- ✎ Students and parents are given a copy of school and district rules
- ✎ Regular emergency drills are performed and evaluated.
- ✎ Emergency procedures are posted in most classrooms
- ✎ As a school and as departments we review the DRSLs and school mission to ensure all members of the faculty instructing with them in mind.
- ✎ Yearly we are improving the methods for mining data and using those results to improve student learning and identify students who may need to be placed in different classes

Areas of improvement:

- ✎ Focus more on successes of students
- ✎ Continue to focus on DRSLs and ways to improve goals in the classroom

- ✎ Better collaboration for departments that only have one teacher within a subject

Strengths:

- ✎ Learning walks for all teachers to view what is working in other areas throughout the school
- ✎ Using data mining to place students and to identify struggling students
- ✎ Development of school wide Remediation and Enrichment program

Recommendations:

- ✎ Celebrate student's successes
- ✎ More time to collaborate within departments for increased student learning

COMMUNITY-BUILDING

Group Members: Jenny Broadhead, *Ashlee Christiansen*, Rich Hentosh, Ray Hosner, Ray Miller, Colby Neilson, Michelle Stubbs

Principle 1: Fosters Community-Building conditions and working relationships within the school

Level of Performance: 2.86

Our focus group felt that as a school community, we have succeeded in creating positive and productive relationships among students, teachers, support staff, and administrators. We felt that students and teachers overall have mutual respect for one another. This is evidenced by the many teachers that make themselves available to students for help with class work or school sponsored programs before or after school even beyond contracted hours. Teachers, administrators and support staff have built good working relationships with one another through staff meetings, socials and activities, and interdepartmental focus groups. The PTSA at our school is very active and coordinates their efforts with administrators. Some possible areas for improvement include increased teacher involvement with parents through the PTSA and more participation from parents in parent teacher conferences and back to school night.

Our school is dedicated to creating and supporting a learning environment for students that nurtures a sense of caring and belonging. We have created and have implemented a successful intervention program in which successful students are rewarded and students who need extra help can receive remediation to help them get caught up. In our stakeholders survey, both student and teacher responses showed superior ratings in the area of "Trusting Relationships." Classrooms provide a safe positive atmosphere in which learning can take place. Most classrooms have learning objectives posted clearly for students to see. Many of the classrooms also have student work displayed to give recognition to students who have done well. We have numerous recognition programs throughout the school to recognize student success and achievement. Most departments

have their own student of the month recognition, as well as school wide recognitions including Athlete of the Month, Cool Kid of the Day, Get Your Brain On, and many more.

Our focus in staff development has been to create professional learning communities or PLC's. Through our PLC's we are better able to collaborate with team members who teach similar subjects. Teachers are able to share teaching strategies, develop common assessments and establish intervention plans. Through our collaboration with one another, we feel that student learning has and will increase. This allows us to focus on and implement the best practices in our teaching methods. The PLC model helps to create a sense of community and oneness among teachers and creates an optimal learning environment for students. The administration at our school has supported our efforts to collaborate by encouraging all teachers to become involved and by providing time for PLC teams to meet. Many of the teachers at our school, who do not have others to collaborate with because they are the only one teaching their subject, work with teachers from other schools to share ideas and learn from others.

Principle 2: Extends the school community through collaborative networks of support for student learning

Level of Performance: 2.64

As a team, we felt that we had some great strengths in that our PTSA is so involved in our school. Parents are always willing to help out. We also felt that our SEOP process sees to the needs of all our students. Each student and parent meets with a counselor to discuss future educational and career goals.

We have real strength in this area. We have excellent programs involving school to careers. We have students doing internships and job shadowing. We have business relationships with Costco, Harmons, Albertsons, Walmart, etc. We feel that the counselors do a great job in helping to link us to the larger academic community. We have Career Day where different colleges come to the school and inform the students of what is available. We also have College Day where our seniors go to Dixie State College and have the opportunity to learn of different careers available what they need to do to achieve that career. Also, many of our students are concurrently enrolled in college courses. We now have Success Academy, where a few of our students are provided with the opportunity to graduate high school and also have their Associates Degree. In addition to the College Career day, we also have a CTE Career Day at our local fairgrounds. Local business owners donate their time, equipment, and expertise in their place of employment. They provide hands- on demonstrations for the students to be actively engaged in. They also provide one-on-one interaction with visiting students helping them choosing a career path. This program is available for all students in grades 7 through 12. This event is one of the best community school collaborative efforts in the state. We also have a number of students that are involved with the ROTC in the community.

The following organizations and programs were discussed within our group as services that provide opportunities for teachers, parents, and students to develop a sense of community at Pine View High School.

General (listed alphabetically):

- Academic Standards Committee
- ACT Prep Course
- Assemblies
- Career Day
- Clubs
- Collaboration with District Personnel
- Common Assessments
- Dances
- Debate
- Department Meetings
- Faculty Email
- Faculty Meetings
- Faculty Socials
- Focus Groups
- Homecoming Week Activities
- Leadership Academy
- Leadership Class
- Learning Walks
- Peer Tutoring
- PV Day
- Quality Teaching
- RASKALS
- Rebound Program
- ROTC
- Safe Schools Policy
- School Newspaper
- SEOP
- Sporting Events
- Student Body Elections
- Student of the day
- Success Academy
- Teacher Websites
- Text Message System
- Writing across the Curriculum
- Yearbook



Arts (listed alphabetically):

- Art Shows
- Black Light Show
- Choir and Dance Tours and Competitions
- Concerts

Guest Speakers
Plays and Musicals
Visits to Art Events in the Community

CTE (listed alphabetically):

Agriculture Days
Computer Maintenance
Construction Days
DECA and FBLA Clubs
FCCLA

FFA Committee
Guest Speakers
HOSA
School of Business
State Competitions

English (listed alphabetically):

English Fair PVMS
Journalism *Panther Press*
Kaleidoscope
Poetry Readings
Readers Theater

Reading to Elementary Students
Redrock Writers Guild
St. George Book Festival
Yearbook

Foreign Language:

Clubs (Spanish, French, German)
Teach Elementary students Spanish

Science (listed alphabetically):

Field Trips
Guest Speakers
Havasupai Trip
Science Clubs
Science Fair
Sports Medicine
Student Internship Opportunities



Social Studies (listed alphabetically):

Collaboration
Common Assessments
Current Events
Guest Speakers
Student of the month



Special Education (listed alphabetically):

Co-Teaching
Job Sampling
Paraprofessional Assistance
Peer Tutors

Post High
Study Skills/Remediation
Vocational Rehabilitation

Math (listed alphabetically):

BASE Program (BSCT help)
Collaborative Meetings (Cone Site)
Common Curriculum Development
Remediation
Tutoring

PE/ Health:

Guest Speakers

Strengths:

- ✎ There is a positive working relationship between students, faculty, staff and administrators as evidenced by the number of well-attended activities and the minimal amount of discipline problems at Pine View High School.
- ✎ Our school provides a caring environment. Classroom teachers are readily available to offer assistance to students both before and after school, and some during their lunch breaks.
- ✎ Our new 'Enrichment' schedule offers additional opportunities for teachers to assist those students that require additional time/instruction, while rewarding those that are succeeding.
- ✎ With the Professional Learning Community (PLC) Model, there is more collaboration between teachers within departments, across departments, and between schools and cone sites. This can be seen in the number of new committees and groups being organized at all levels.
- ✎ A good number of our organizations are taking steps to increase parent involvement. There are a number of parent-led committees that work directly with teachers to provide students with outside experiences in numerous disciplines. The POSS-abilities (choir) and DRAMA MAMA's (theatre) are two examples of parent groups.
- ✎ We have strong programs that involve the college and community such as our School-to-Careers program, the college curriculum offered to students, Career Day, and College Day.
- ✎ PowerSchool® has greatly improved communication between home and school with regard to grades.
- ✎ Several organizations work directly with the community on several fronts; for example RASKALS, NHS, ROTC, Success Academy, CTE Career Day, etc.
- ✎ Each teacher has a website dedicated to their discipline which greatly increases the communication between the home and school in regards to what is being taught in the classroom. Also, students can be more proactive in obtaining missed work.

Recommendations:

- ✎ That we work on developing stronger collaborative relationships among the staff and between the staff and the administration.
- ✎ We need to make sure all students are recognized for their accomplishments.
- ✎ Communication between the front office and the faculty (particularly those that do not teach at Pine View High School every day) needs to be improved.
- ✎ There should be an effort to increase an awareness of scholarships and other monies for post-secondary education.
- ✎ Students of the month banquet planned for the end of the school year.

Encouraging students to have more school spirit/more student involvement

CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING

Group Members: Zach Alvey, Shelley Bracken, Jill Burkett, Brett Gifford, *Chris Holub*, Steve Jones

Principle 1: To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

Current Level of Performance: 3

As faculty members, the school and district administrators have provided us with the correct programs to help us grow as teachers, such as the Entry Years Enhancement (EYE) program for new teachers, professional learning communities, (PLC) and Focus Groups to help with our accreditation. The school administration has also provided each department and its teachers with opportunities to attend national and state conferences and workshops that relate to our specific content areas. Our school administrators have been very supportive and encouraged us to participate in as many professional development opportunities as possible.

The professional development programs and in-services that are set up for us as teachers, administrators, and support staff are designed to focus on obtaining the necessary and appropriate knowledge needed to improve student success. For example, all special education teachers attend bi-monthly district workshops that help keep IEP's compliant and up- to- date with new curriculum ideas, all paraprofessionals attend specialized training on handling difficult situations in classrooms and specific training on data collection.

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

Current Level of Performance: 3

Currently the support for productive change and continuous improvement is being implemented from several facets. These include the implementation of the Staff Development program, which is currently tied to the professional learning communities (PLC) model in which all staff members participate. Along with workshops and curriculum models that are introduced through these programs, teachers are also encouraged to participate in “learning walks” in which they are given opportunity to observe other teachers in the individual classrooms whether within the school or in other states. Beginning teachers in the district are required to take part in the EYE program at the district level for the first 3 years of their employment and are allowed the time needed to complete this program.

The school administration has always tried to provide the faculty with financial support and encouragement for individuals and departments to attend national conventions for their given areas. Because of the minimized budget of late with which the district is functioning, this continues to be provided on a smaller scale. For example, individuals from different departments attending PLC conferences and relaying information to their individual departments. In a show of wonderful support for the arts and continuous professional development, Pine View High has also hosted the “Utah Arts Educators Association” statewide conventions 7 of the last 8 years and continues to offer the facility for this purpose. At Pine View High teachers are allowed professional time with substitutes to cover their classes as necessary. In most situations the administration is supportive in allowing both the Time necessary for teachers to better their professional skills.

Strengths:

As a school we feel that some of our biggest assets are the number of quality learning opportunities that are provided for our students, such as our music development/performing arts programs, the School of Business and several technology courses, these help enrich student growth beyond just books and tests. We feel that we are given tremendous support from the administration in attempting to create new learning environments and that the open door policy within the school has helped with our discussions to work towards continuous improvement.

Recommendations:

As a school, we need to improve in our participation and effort in many of these programs that have been provided for us. We feel that there are more teachers participating in following through with best practices than in years past, but in order for this improvement to continue, the administration needs to be clear and concise with what each meeting will address (whether it be PLC's or department work, or focus group) and it needs to be made clear to faculty and staff in advance of showing up for meetings so the correct materials and focus will be provided.

PART 5: REPORT OF PROGRESS

REPORT ON PROGRESS OF THE PREVIOUS ACTION PLAN (2002)

The Action plan developed by Pine View High School in 2002 included six goals. The following is a brief summary of the progress made in each goal. More complete explanations of the work of the school in regard to these goals can be found in department reports and focus group reports.

2002 PINE VIEW HIGH SCHOOL: GOALS

Goal 1: Teachers will collaborate on a regular basis to assess the needs of the students and plan curriculum to effectively address these needs.

All teachers are allowed to utilize up to one-half of a school day each semester to observe and collaborate with other teachers. Every Tuesday morning from 7:15 a.m. until 8:00 a.m. all Pine View High School staff members meet together for the purpose of staff development. It is and has been a regular practice for departments to meet to reflect on various student-based items such as student performance data, curriculum alignment, common assessment issues, assessment of individual student needs and to plan improved alignment, assessment and instruction. Each department meets to develop and adjust curriculum guides that align with State Standards and Objectives. These curriculum guides are housed in the administrative offices as well as with the department chair and with each teacher. Departments celebrate student achievement in numerous ways enabling departments to receive positive reinforcement for their collaborative efforts. Whole faculty collaboration was utilized to develop a school wide behavior management plan, which established consistent consequences for inappropriate student behaviors.

Goal 2: Teachers will effectively integrate technology into their curriculum.

Various technology training was provided to each department. Training ranged from how to utilize CSIP, COGNOS 7 and COGNOS 8 software for the purpose of developing and posting department goals to reviewing various student assessments for the purpose of improving instruction. Teachers also received training in the new student information system (SIS) software, PowerSchool®, which was implemented through the district in 2008. Additionally, training was and is offered continually through the district on a consistent basis. This training is ongoing and provides teachers with a myriad of opportunities to assist them in building course web sites and creating a plan for the integration of internet resources into course curriculum. Since our last accreditation in 2002, two general student computer labs and two CTE labs have been completely updated. Overhead projectors have been installed in every classroom. Additionally, we have purchased five Smart Boards, four StarBoards and are purchasing three Promethean boards for assisting teachers in implementing technology into their curriculum and instruction.

Goal 3: Students will perform writing on demand in every class. Assigned writing will encourage problem solving and critical thinking. Writing will be evaluated in part by using the “6-Traits” assessment rubric.

Implementing writing across the curriculum was a priority beginning with the 2002-2003 academic school year. Staff development in “Six Traits” writing was provided through the English department. It was initially very successful and in many cases still is; however, in subsequent years the focus shifted to other areas. While we can attribute some of this to a major change in overall staff and administration, we acknowledge that not enough was or has been done. For this reason, we have decided to rededicate our focus to writing across the curriculum to make it a part of our school culture.

Goal 4: The entire school staff will use advocacy groups to present curriculum related to self-worth and character development.

Beginning with the 2003-2004 school year students were divided into advocacy groups comprised of seven sophomores, seven juniors and seven seniors. Each group was assigned an adult advocate that had received training through the LEADERS program. Groups met once a month to consider topics related to character development and reinforce the instruction of the LEADERS program. As of the 2006-2007 school year the structure and format of the Advocacy Group program was changed. The counseling center under the requirements for compliance with Comprehensive Guidance inherited additional responsibilities, among them were increased student interaction with a focus on student self-esteem and character development. Since then, counselors have utilized various times throughout the year to work in cooperation with classroom teachers to teach various components relating to self-esteem and character development. Additionally, utilization of large group functions such as assemblies and specific components of our school enrichment program are traditionally used over the course of the year to expose students to additional self-worth and character based curriculum.

Goal 5: School Beliefs, Mission, Desired results for Student Learning (DRSLs) and Action Plan Goals will be effectively communicated to all Pine View High School stakeholders (parents, students, staff, board of education and the community).

Posters with PVHS Beliefs, Mission, Goals and DRSLs are prominently displayed in every classroom and office. PVHS Beliefs, Mission Goals and DRSLs are printed in the Parent / Student handbook. All PVHS students provide proof that they review the handbook with a parent. This is accomplished by having all PVHS students return a form (at the beginning of the academic year) signed by a parent stating that the student has reviewed the handbook with a parent. Teachers are instructed to (and do) take time to explain and review to their students The PVHS Beliefs, Mission, Goals and DRSLs.

Goal 6: Develop an assessment system to evaluate the implementation of the DRSLs.

As we went through the self-evaluation process over the last year here at Pine View High School, it became very apparent that we needed to revisit our current Mission Vision statement and our Desired Results for Student Learning as well. This review has brought

about some changes in our Mission, Vision, beliefs statements as well as in our DRSLs. We have adopted new DRSLs for the coming year and along with this have developed a system by which we can evaluate the implementation of these new DRSLs. Our goal is to see the DRSLs at Pine View High School become a part of the culture of our school. We feel that in order to accomplish this we must:

- A. Communicate to each student what the DRSLs are and how they are important in the development of each student.
- B. Implement the DRSLs as a component of the curriculum in each class.

To accomplish this:

1. Departments are responsible for declaring the indicators that they will utilize in implementing each DRSL within each of their respective curriculums.
2. Each department must declare the method by which they will assess each DRSL according to the specified indicator(s).
3. Each department must declare the method by which they will report how they chose to implement and assess each of the DRSLs.
4. The department head will be responsible for maintaining these records and for reporting this information to administration.

A copy of this information will be kept in a specific folder for each department. This folder will be housed in the administrative offices.

REPORT ON PROGRESS REGARDING RECOMMENDATIONS OF THE 2002 VISITING TEAM

Progress Regarding Recommendations of the 2002 Visiting Team:

Development of the school's assessment procedures must occur, including gathering and disaggregation of data and analyzing information on student achievement for the purpose of making informed decisions regarding improvement in meeting the needs of the students who are not meeting the school's performance standards.

Over the course of the past eight years, much has been done to develop our school's assessment procedures to satisfy the recommendation of the 2002 visiting team. Some departments and teachers have aligned their curriculum with Utah State Standards and objectives and are utilizing common formative and summative assessments, as well as collecting and analyzing data to drive instruction. We have added a data miner to our staff who gathers and disaggregates data that isolates student performance of multiple subgroups including minority and disadvantaged populations. This information is made available to all instructors and departments on a timely basis. However, we acknowledge there is still much to do in realizing the goal the 2002 visiting team envisioned. Much of this can be attributed to the level of administrative and staff turnover experienced at Pine View High School over the past eight years. Of the original sixty-two administration and staff members that participated in the 2002 accreditation, only twenty-six remain. There are no administrative members from the 2002 administration at Pine View High School. This has made it even more difficult to develop a level of consistency in many

departments concerning individual curriculum alignment and development as well as use of and analysis of formative and common assessments. It is clear to our current administration and staff that improved focus must be implemented in regards to curriculum alignment, assessment and data so as to effectuate the recommendation of the 2002 visiting team. The following are changes and practices being made and implemented in all departments at Pine View High School:

A. The school mission/vision statement (see goals, faculty and staff commitments to student learning, and action plan sections) has been restructured to include language specifically addressing the need of curriculum alignment, common formative/summative assessments, as well as the gathering, interpretation and implementation of data driven instruction.

B. Section(s) 1A.3, 1B.1, 1B.3,1B.4, 1C.1,1C.2, 1C.3, of the new Pine View High School Action Plan have been specifically designed so as to address this recommendation of the 2002 visiting team.

As an ongoing continuous practice, all teachers and departments are to:

1. Develop curricula as well as curriculum maps that are aligned with Utah State Standards and Objectives as well as DRSL- based indicators.
2. Develop common formative and summative assessments.
3. Gather, analyze and interpret data based on student performance on department developed as well as other common formative and summative assessments when applicable (e.g.; CRT, etc.).
4. Utilize the analyzed and interpreted data to improve instruction for all students (this is inclusive of mainstream populations and various subgroups).
5. Develop and maintain records (to be housed with department head and administration) documenting these practices.

Curriculum Alignment Survey Results (March 2010)

Percentage (%) of teacher respondents who:

- | | |
|--|-----|
| 1. Are utilizing Curriculum Maps for each course the teach: | 83% |
| 2. Are utilizing Curriculum Maps for over half the courses the teach: | 14% |
| 3. Are utilizing Curriculum Maps for less than half the courses the teach: | 3% |
| 4. Have aligned all their curriculum maps with the Utah State Core: | 97% |
| Have aligned fewer than half of their curriculum maps with the Utah | |
| 5. State Core: | 3% |
| 6. Have common assessments for every course they teach: | 69% |
| 7. Have common assessments for over half the courses they teach: | 24% |
| 8. Have common assessments for less than half the courses they teach: | 7% |

- | | |
|---|-----|
| 9. Utilize common assessments for all courses they teach: | 66% |
| 10. Utilize common assessments for over half the courses they teach: | 28% |
| 11. Utilize common assessments for less than half the courses they teach: | 6% |
| 12. Currently utilize data from common assessments to drive instruction: | 55% |
| 13. Do not yet utilize data from common assessments to drive instruction: | 45% |

There is a need for the opportunity for the teachers to collaborate on a regular basis to assess the needs of individual students and plan curricula to effectively address their identified needs. The school needs to develop a structure that allows time for teachers to meet as departments and interdepartmentally.

This recommendation is also addressed in Goal 1 of the Report on Progress of the Previous Action Plan section of this document. For the sake of consistency, the same response will be utilized:

All teachers are allowed to utilize up to one-half of a school day each semester to observe and collaborate with other teachers. Every Tuesday morning from 7:15 a.m. until 8:00 a.m. all Pine View High School staff members meet together for the purpose of staff development. It is and has been a regular practice for departments to meet so as to reflect on various student-based items such as student performance data, curriculum alignment, common assessment issues, assessment of individual student needs and to plan improved alignment, assessment and instruction. Each department meets to develop and adjust curriculum guides that align with State Standards and Objectives. These curriculum guides are housed in the administrative offices as well as with the department chair and with each teacher. Departments celebrate student achievement in numerous ways enabling departments to receive positive reinforcement for their collaborative efforts. Whole faculty collaboration was utilized to develop a school wide behavior management plan, which established consistent consequences for inappropriate student behaviors. (See response to Goal 1 of 2002 PVHS Action Plan).

The school needs to develop a set of indicators to clearly define the DRSLs so they can be better utilized at the classroom level to guide instruction and assessment for all teachers and classrooms.

Once the Desired Results for Student Learning were determined, the process to develop a set of indicators began. Departments collaborated to determine the best indicators for each DRSL that would be implemented into each teacher's curriculum for each class taught. Each department then collaborated to determine the means by which they would assess each indicator. Finally, each department collaborated to determine the means by which they would record and report the results of their chosen assessment. The indicators for each DRSL at Pine View High School can be viewed on page () of this document.

PART 6: NEW SCHOOL ACTION PLAN

OVERVIEW: NARRATIVE DESCRIPTION OF DEVELOPING THE ACTION PLAN

During the past year, Pine View High School has engaged in an extensive self study to determine areas that need to be addressed to improve student learning at our school. By progressing through the steps of completing a stakeholder survey, analyzing data, creating a school profile, re-examining our mission, vision and beliefs, refining our DRSLs, analyzing our departmental effectiveness, we have thoroughly examined the organizational expectations and structures that are in place to achieve the highest levels of student learning. The last section of our report, the Action Plan represents the culmination of the efforts involved in all phases of our self-study.

Using the information gathered from the stakeholder survey, school profile, department reports, and focus group reports, the school leadership team assessed the areas of greatest concern communicated through parents, students, teachers and Washington County School District goals and objectives. In response, the team concluded that improvement in the following areas would result in a more productive and meaningful educational experience for students at Pine View High School:

A. Communication:

Recommendations were made to increase communication with parents and students regarding the school mission and DRSLs; increase communication about opportunities to participate in various extra-curricular activities to parents, students, and other cone-site schools to increase school and community participation and/in various events and activities; develop better communication with the ESL population, specifically the Hispanic population to better inform them of school rules, graduation requirements and various opportunities at PVHS.

B. Data and Assessment:

Recommendations were noted to more fully acquaint staff with research defining best practices in how to collaboratively develop and implement curriculum-aligned, common formative and summative assessments. Furthermore, recommendations were made that additional training of staff would be useful in the development of a culture at PVHS that collaboratively utilizes the collection, analysis, interpretation and implementation of data to drive instruction. This is viewed by the leadership team at PVHS as a piece of the PLC-puzzle that needs additional work. The school plans to continue its efforts to strengthen the PLC organization at PVHS, and will emphasize assessment and data-driven instruction in our staff development training and implementation in the classroom. High levels of effective collaboration on these topics will remain a top priority.

C. Professional Learning Communities (PLC)—**previously called “collaboration”**:

Recommendations were made to continue the development of a PLC culture at Pine View High School; to increase staff development to provide teachers and staff with current research-based best practices regarding education; leading to improved instruction and student achievement.

D. Recognition:

Recommendations were made to increase opportunities for recognizing student effort and achievement, and to increase opportunities for recognizing excellence in teaching.

E. Subgroups:

Previously, we identified a goal to meet the needs of all learners. While we have directed some efforts towards this goal, we have subgroups of our school population who do not do as well as students at large. Our improvement plan includes a strategy to address this, beginning with staff development. Effective strategies are in place to improve learning for all students, including economically disadvantaged and ESL students. By identifying these practices, then conducting site-based staff development in these best practices and implementing these practices into the classroom, we plan to improve student performance for those groups. Beyond staff development, we plan to incorporate more use of common formative and summative assessments. Utilization of collaboratively developed common assessments enable teachers to greater access to data that if analyzed and interpreted correctly (as additional staff development will also be directed towards) enable teachers to better identify the specific needs of these populations to better develop and adjust instruction that is more effective and meaningful.

The goal of our Action Plan is that it will complement the mission and beliefs of our school, and create a climate that will facilitate higher awareness and implementation of best practices in education.

We accept the premise that all students should be engaged, supported, and challenged, and have included in our Action Plan goals that are intended to increase student engagement, student support, and challenge for all students at Pine View High School.

Goal 1: Professional Learning Community

To continue the work of a Professional Learning Community at Pine View High School and improve its implementation and practice as a vehicle for improving student learning by meeting the needs of all learners.

Action Plan Goal 1 Part A: “What do we want students to know?”			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
1A.1: Re-examine Essential Standards for each course and develop Power Standards for new courses.	Department collaborative teams	Submit Power Standards to administration	August, Annually
1A.2: Create and revise state and district aligned curriculum maps to plan for inclusion of guaranteed curriculum in teaching calendar, including participation in district-wide curriculum mapping efforts.	Department collaborative teams	Curriculum maps submitted to administration	September, Annually
1A.3: Communicate this guaranteed Curriculum to students and parents	Teachers	Include in course disclosures, disseminated to parents and students. Post on PVHS web site	August, January
1A.4: Implement “6-Traits” writing program to emphasize writing in all content areas.	Administration / Staff Developer / Teachers	Student samples to be kept in teacher binder	Years 1-6

Action Plan Goal 1 Part B: “How will we know if the students have learned it?”			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
1B.1: Develop frequent common summative and formative assessments that align with state and district aligned curriculum maps. Additionally, participate in district efforts to develop district benchmark tests, and collect student performance data.	Department Collaborative teams/assisted by Data Miner/directed by District improvement initiatives.	CSIP Goals	September, Annually
1B.2: Provide staff development in best practices in assessment as well as collection and interpretation of data.	Administration / Staff Developer / Data Miner		August Annually Years 1-6
1B.3: Assess students in classrooms using best practices of assessment.	Teacher / Department collaborative teams	Teacher survey of practices used	May, Survey Annually
Action Plan Goal 1 Part C: “What will we do when they don’t learn it?”			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
1C.1: Utilize CRT and test data, set goals regarding student improvement specific to the needs of the students and consistent with district improvement goals, to be evaluated yearly.	Teachers / Departments Collaborative teams	CSIP goals submitted to administration	Annually: September, Years 1-6
1C.2: Emphasize improvement in test scores of underachieving subgroups. Strategies to be identified in study groups, staff development, department collaborative groups.	Department Collaborative teams	CSIP Goals Chart / Track progress of these student groups	Annually: September, Years 1-6. Annual evaluation of data.
1C.3: Use frequent common assessments to guide instruction.	Teachers / Department collaborative teams	Department Chairs	Annually: Years 1-6
1C.4: Conduct staff development training on effective strategies for working with underachieving, or special-needs subgroups. These experiences will include Kagan trainings emphasizing student engagement, and district staff development for math teachers designed to: a) focus in improvement in student learning in math; b) improve student understanding of math content; c)	Administration / Staff Developer	Learning walks, classroom evaluations by administration	2010-2011, continue as needed Years 1-6

implement best practices in math instruction. Following training, learning walks / evaluations by administration to verify that best practices are used in classrooms.			
1C.5: Develop, utilize and refine Enrichment Program as a school-wide response when students are not learning.	Administration Teachers Enrichment Coordinator	Enrichment Stats	Annually Years: 1-6 Quarterly evaluation of student response to Enrichment data. Annual evaluation of program data.
1C.6: Continue assessing 10 th grade students in reading grade level; refer students to STAR Reading program	Reading Instructor	STAR Reading Assessment	Annually Years: 1-6
1C.7: Continue support programs currently in place; i.e., math tutoring, remediation, UBSCT prep (Base), Excel, Upward Bound, ETS, LRP.	Administration		Annually Years 1-6
1C.8: Develop and refine an effective student placement strategy for math students	Counseling Administration Coordination with Pine View Cone site teachers	Star Math, or other to be determined	2010-2011, to continue
1C.9: Develop additional home study packets.	Content Area Teachers	Dept. Chair	Years 1-6, Ongoing
Action Plan Goal 1 Part D: “What will we do when the students already know it?”			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
1D.1: Staff development on classroom practices for accelerated students.	Administration Staff Developer		2010-2011 Ongoing years 1-6
1D.2: Refer accelerated students to specific academic oriented extracurricular outlets (Science Fair, History Fair, etc.).	Teachers Dept. Collaboration		Years 1-6
1D.3: Continue enrichment structures already in place (AP classes, concurrent enrollment, Success Academy, etc.).	Administration Counseling	Evaluation of AP scores, ACT scores, etc.	Years 1-6
1D.4: Celebrate student performance through the development of Recognition Programs to recognize superior	Teachers Counseling Administration		Years 1-6

performance of students. These programs are to include a weekly recognition of students who are performing well in classes.			
1D.5: Quarterly school-wide and departmental recognition of students through a Quarterly Honor Roll program where identified students names are listed in the counseling center and communication is sent to parents acknowledging the recognition.	Counseling Administration		Years 1-6
1D.6: Monthly recognition of teachers demonstrating excellence in teaching.	Counseling Administration Department Chairs		Years 1-6

Goal 2: Communication

To increase the quality and quantity of communication to all stakeholders (parents, students, staff, board of education and the community) regarding all aspects associated with student learning (School Beliefs, Mission, Desired Results for Student Learning (DRSLs), Action Plan, activities, opportunities, etc.

Action Plan Goal 2 Part A: Distribute the school Mission and DRSLs to all stakeholders.			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
2A.1: Post the school Mission, Beliefs, Goals, DRSLs, and Action Plan on PVHS website.	Tech Specialist	Review by administration	August 2010
2A.2: Develop attractive posters with school Mission, Beliefs, Goals, DRSLs, and Action Plan to be posted in every classroom and office.	School Improvement Committee	Review by Administration	August 2010
2A.3: Information outlining the school Mission, Beliefs, Goals, DRSLs, and Action Plan will be included in the parent/student handbook.	Administration	Review by administration	August 2010
2A.5: Provide staff development for teachers to encourage discussion of Mission, Beliefs, Goals, DRSLs in the context of the classroom.	Administration Staff Developer	Administration	Annually Years 1-6

Action Plan Goal 2 Part B: Increase communication regarding academic success and/or concerns.			
ACTION STEPS	PERSON(S) RESPONSIBLE	EVALUATION	TIMELINE
2B.1: Develop consistent use of electronic media for improved communication; i.e., text messaging (via txtwire™), email lists for parents/students to be notified concerning tests, assignment, and/or student progress, as well as extracurricular functions, etc.	Administration: Requests for information to be included in registration materials, classroom teachers: email lists compiled for each class. Development and implementation of “Text” system to contact stakeholders.	Administration	September 2010
2B.2: Conduct Staff development to increase the ability to utilize websites and email to be able to provide online curriculum in the event of emergencies.	Tech Specialist Teachers	Administration	September 2010
2B.3: Develop a Spanish component of the PVHS website to include the school Mission, Beliefs, Goals, DRSLs, and Action Plan as well as the handbook and other pertinent stakeholder information.	Tech Specialist Administration	Administration	September 2010
2B.4: Periodically, send out a letter (in English and Spanish) concerning important events, dates, etc., at PVHS.	Administration ESL Department	Review by administration	Years 1-6 Periodically
2B.5: Develop communication with other cone site schools concerning events, activities, and opportunities at PVHS.	Tech Specialist Activities Director	Review by administration	Years 1-6

PART 7: APPENDICES

PVHS ACCREDITATION 2010 TIMELINE

A = TASK

B = PLAYERS

C = PRODUCT(S)

STATUS

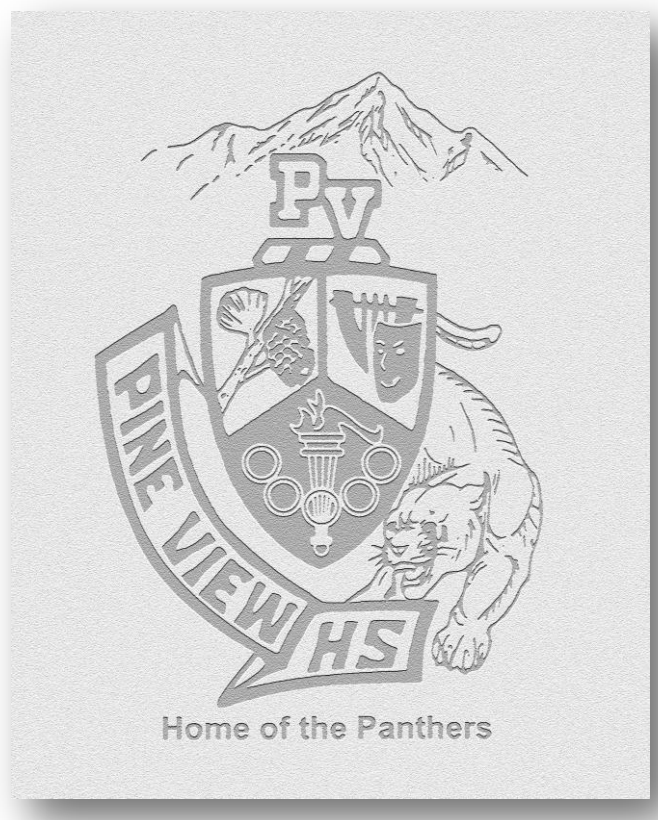
A. Staff Orientation B. Leadership Team: Members of Leadership Team: Mike Mees (Principal) Randy Wyatt (Assistant Principal) Matt Kreitzer (LMS/Coordinator) Teresa Peterson (Guidance Dept.) Geneal Jacobsen (Language Arts Dept. Head) Grace Goncalves (Teacher/Foreign Language, Spanish-speaking) Kendrik Snow (Foreign Language Dept. Head) Gary Higgins (Science, Staff Development) Jon Howell (Assistant Principal/Athletic Director) C. .PPT by Kreitzer		Completed OCT 2008
A. Revisit & Refine Mission and Belief Statements B. Staff: Focus Groups organized & put to work C. Educational Agenda [CSIP]		Completed NOV 2009
A. Review past School Profile Report B. School Profile Committee: Alvey, Zack Griffin, Lesa Higgins, Gary Horrocks, Peggy Howell, Jonathan Hutchinson, JeNee	Jacobsen, Geneal Keele, Ila Kreitzer, Matt Mees, Mike Ovard, Liz Peterson, Teresa Wyatt, Randy C. Assignments made for updating profile	Completed DEC 2009
A. Organize Focus Groups B. Leadership Team [Focus Groups] C. Focus Group Assignments: Review NSSE Rubrics/collect supporting evidence, analyze data		Completed OCT 2009
A. Revisit DRSLs and Strategically plan for DRSL Implementation B. Leadership Team & Desired Results Committee C. Results & Indicators, and at Least one Identified DRSL		Completed DEC 2009
A. Reconvene Focus Groups B. Focus Groups C. Focus Group Reports		Completed FEB 2009
A. Refine DRSLs and Strategically plan for DRSL Implementation B. DRSL Committee (DEC – FEB) 24 FEB 2010 in Lab A. DRSL Committee: Grace Goncalves, Gary Higgins, Matt Kreitzer, Kendrik Snow, and Randy Wyatt. C. Updated Desired Results for Student Learning (DRSLs), including identifying one DRSL to incorporate into school culture		Completed MAR 2010

A. Document progress of previous Action Plan B. Leadership Team C. Report of Progress and establish New Action Plan	Completed MAR 2010
A. School-wide Consensus on Action Plans B. All school stakeholders C. Information	4 APR 2010
A. Finalize Pine View High School Self Study and School Improvement Plan document B. Leadership Team Chair: Kreitzer & Administrator: Randy Wyatt C. Accreditation Report [Final draft submitted for final copy/format editing, binding]	Completed 31 MAR 2010
A. Send Copies of Report to Visiting Team Chair 3 weeks Prior to Scheduled Visitation B. Leadership Team/Steering Committee Chair C. Packet mailed	Completed 31 MAR 2010
A. The Accreditation Visit B. All Staff & Visiting Team C. Visiting Team Report	To be made 20 & 21 April 2010

Following Visitation

A. Implement & Monitor Action Plan and its Impact on Student Learning B. All Staff C. Yearly Update of Progress to the State for Northwest Accredited Schools	15 October of each year
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Ongoing, continual process motivated by a desire to improve the quality of all we do.



ADMINISTRATIVE ASSIGNMENTS & DUTIES (2009-2010)

Washington County School District Policy dictates the number and kind of administrators available based on the number of students in the school and the type of school, i.e. secondary. Currently, we are authorized a principal, one full time vice principal, one half time vice principal, one half time athletic director, and a resource officer. The resource officer is funded both by the Washington County School District, and the City of St. George. The primary responsibilities of each of these individuals is outlined in the table below.

Principal: K. Michael “Mike” Mees		Assistant Principal: Randy Wyatt	
Accreditation		Bell Schedules	
Business Partnerships		Counseling Department	
Curriculum Development		Emergency Procedures & Drills	
District Budget		Excel, ESL, Y.I.C.	
Faculty & Staff Issues		Faculty Handbook	
Fundraising		Fee Waivers	
Personnel Evaluation		Focus Center Referrals	
PTSA Board		Local Educational Administrator (LEA)	
Recruitment & Hiring		[IEP-facilitator]	
Region Board of Managers		Master Schedule	
School Community Council		Millcreek Referrals, Directed Studies	
School Improvement		Physical Facilities (Keys)	
Student Government		Student Discipline	
Student Teachers		Student Enrollment	
Substitute Teachers		Student Handbook	
Assistant Principal: Vance Casperson		Assistant Principal/Athletic Director: Jonathan Howell	
Court Referrals		Advanced Placement (AP) Director	
Discipline Help		Athletic Budgets	
In-School Finance		Executive Council Supervisor (Student Government)	
Personnel Evaluation		Extra/Co-Curricular Accounts	
Recruitment & Hiring		Facilities Scheduling	
Restitution		Fee Waivers	
School Attendance		Fundraising (Activities)	
Student Activities (Assembly/Dance)		School Recognition	
		Special Education Representative (IEP’s)	
		Student Activities	
Resource Officer: Matt Orr			
	Campus Parking	Traffic on Campus	
	Gang Activity	Trespass	
	Hall Monitor	Vandalism	
	Illegal Activity	Y.I.C. Staffing	
	Police Supervision at Student Events		

Updated by administration 30 March 2010

FACULTY AND STAFF

Adviser Assignments: Clubs, Committees, Groups, and Student Government (2009-2010) Listed alphabetically, by organization

- | | |
|--|---|
| <ul style="list-style-type: none">✎ Art Club Adviser: Kristine Alder✎ Assembly Adviser: Jenny Broadhead✎ Astronomy Club Adviser: John Hinton✎ Book Club Adviser: Geneal Jacobsen✎ Cheerleader Adviser: Gwen Pascoe✎ Chess Club Adviser: Ray Sundin✎ Class Advisers (10th—Sophomores): Nancy Endsley, Randy Green✎ Class Advisers (11th—Juniors): Duane Dickey, Michelle Stubbs✎ Class Advisers (12th—Seniors): Chris Holub, Zack Alvey✎ Computer Club Adviser: Zack Alvey✎ Debate Adviser: TBA✎ DECA Club Adviser: Dianna Moore✎ Drama Club Adviser: Jenny Broadhead✎ Elections Committee Advisers: Ashlee Christiansen, Kerry Moody, Mr. Howell, Mr. Wyatt✎ Executive Council Advisers: Ashlee Christiansen, Kerry Moody✎ FBLA Adviser: Dianna Moore✎ FCCLA Club Adviser: Sharyl Mathews✎ FFA Club Adviser: Andrea Clark✎ French Club Adviser: Grace Goncalves✎ German Club Adviser: Kendrik Snow✎ Graduation Committee/Coordinators: (Administration, et. al., listed | <ul style="list-style-type: none">alphabetically by last name): Shelley Bracken, Bell Breen, Vance Casperson, Duane Dickey, Ryan Eves, John Flint, Brett Gifford, Gary Higgins, Jon Howell, Darrell Larsen, Officer Matt Orr, Mike Mees, Colby Neilson, Liz Ovard, Teresa Peterson, Travis Roberts, Randy Wyatt✎ Homecoming Committee Advisers: Gwen Pascoe, Ashlee Christiansen, Kerry Moody, Becky Reed, Eddie Candland✎ HOSA Club Adviser: Ray Miller✎ Journalism Adviser: Matt Kreitzer✎ Kaleidoscope Adviser: Nancy Endsley✎ National Honor Society Adviser: Travis Roberts✎ Panthera (Dance Company) Adviser: Becky Reed✎ Photo Club Adviser: Jill Burkett✎ Pine View Day Adviser: Michelle Stubbs✎ Ping Pong/Table Tennis Club Adviser: Zack Alvey✎ PTSA Committee: Mike Mees✎ RASKALS Adviser: Ramona Cox✎ Spanish Club Adviser: Richard Condie✎ Spirit Club Adviser: Darrell Larsen✎ Sterling Scholar Adviser: Geneal Jacobsen✎ Technology Student Association Adviser: John Hinton✎ Ultimate Frisbee Club Advisers: Dave Holt, Zack Alvey |
|--|---|

Departments and Members (2009-2010)

Members listed alphabetically, by last name. Department Head/Chair *italicized in bold type*

Career and Technical Ed. (CTE)

Alvey, Zack
Bracken, Shelley
Christiansen, Ashlee
Clark, Andrea
Harris, Mark
Hentosh, Rich
Jensen, Adam
Magleby, Clark
Mathews, Sharyl
Moore, Dianna
Peterson, Teresa

Fine Arts

Alder, Kristine
Broadhead, Jenny
Candland, Eddie
Jones, Steve
Lister, Norm
Reed, Becky

Foreign Language

Condie, Richard
Eves, Ryan
Goncalves, Grace
Snow, Kendrik

Guidance/Counseling

Breen, Bell
Horrocks, Peggy
Keele, Ila
Ovard, Liz
Peterson, Teresa
Sorensen, Krystal

Healthy Lifestyles (Physical Ed.)

Reed, Becky
Hosner, Ray
Larsen, Darrell
Casperson, Vance

Language Arts/English

Burkett, Jill

Endsley, Nancy
Jacobsen, Geneal
Kreitzer, Matt
Pascoe, Gwen
Roberts, Travis
Snow, Kendrik

Library Media (& Technology)

Bennion, Sherilyn
Evans, Lisa
Kreitzer, Matt
Mortenson, Jacquie
Telford, Stacy

Math

Cox, Ramona
Esplin, Telly
Green, Randy
Hinton, John
Neilson, Colby

Science

Hinton, John
Miller, Ray
Moody, Kerry
Schuler, Sunny
Sundin, Ray

Social Studies

Dickey, Duane
Holt, Dave
Kitchen, Sheryl
Larsen, Darrell
Shaw, Todd

Special Education (Assisted Ed.)

Flint, John
Gifford, Brett
Holub, Chris
Phillips, Justin
Stubbs, Michelle
Watson, Annette

Listing with key responsibilities

FACULTY AND STAFF

The following table lists the faculty and staff of Pine View High School. The group is organized alphabetically by each member's last name. The right-hand column lists the key responsibilities and/or subjects taught.

Name	Key responsibilities and/or subjects taught
Alder, Kristine	Art Foundations II, Drawing, Painting I, Printmaking I, Commercial Art
Allred, Ellis Drew	Paraprofessional: Special Education
Alvey, Zack	Computer Programming I and II, Web Development I and II, and Multimedia I and II
Armstrong, Brady	Paraprofessional: English as a Second Language (ESL) Assistant
Bartholomew, Greg	Carpentry (Building Construction)
Bennion, Sherilyn	Library Media Center Patron Services, Cataloging, Collection Maintenance, utilization of technology
Bentley, Addie Jean	Paraprofessional: Special Education
Bracken, Shelley	Marketing classes; Entrepreneurship, Real Estate, Sports Marketing, Travel & Tourism, Leadership Management (attriculated), Marketing (attriculated)
Breen, Bell Rue	Guidance Counselor
Broadhead, Jenny	Film Making, Beginning Theatre, Advanced Theatre II, III, IV; Intro to Technical Theater; Advanced Technical Theater (Stage Crew)
Burkett, Jill	Language Arts 10, Language Arts 11, Yearbook Advisor
Caldwell, Dani	Swimming Head Coach
Candland, Eddie	Advanced Orchestra, Jazz Band, Concert Band, Percussion: Band III, Guitar
Casperson, Vance	Vice Principal, Fitness for Life, Individual Lifetime Activities
Christiansen, Ashlee	Food and Nutrition I & II, Adult Roles and Responsibilities, Financial Literacy
Clark, Andrea	Animal Science, Floriculture & Greenhouse Management, Nursery & Landscaping, Agriculture Biology
Condie, Richard	Spanish III, Spanish IV, Language Arts 10
Cottle, Kendal Mae	Paraprofessional: Severe Special Education
Cox, Ramona	Intermediate Algebra, Geometry
Dickey, Duane	World Civilizations, World Civilizations Honors, U.S. History II (1876-Present)
Duran, Natalie	Paraprofessional: Special Education
Eaton, Mary Beth	Vocal Music Accompanist
Endsley, Nancy	Language Arts 10, Creative Writing, Education 1010

Esplin, Thomas	Elementary Algebra A, Intermediate Algebra, Geometry
Evans, Lisa	Library Media Center Patron Services, Cataloging, Collection Maintenance, utilization of technology
Eves, Ryan	Spanish I
Fillmore, Al	Custodian
Flint, John	Assisted Education/Special Education, Driver's Education
Gifford, Brett	Assisted Education (Team teaching in Algebra A and B, Life Skills math) and special education testing
Goncalves, Grace	ESL Coordinator, French, ESL English
Green, Randy	Elementary Algebra B, Pre-Calculus, AP Calculus, AP Statistics
Griffin, Lesa	Secretary: Attendance & Athletic Director Secretary
Hafen, Kim	Softball Head Coach
Harris, Mark	Exercise Science/Sports Medicine, Sports Med. Work-Based Learning-Internship
Hentosh, Rich	Small Vehicle Tech., Auto Tech., Advanced Auto Tech.
Higgins, Gary	Physics, Staff Development
Hinton John	Algebra B, Physics: Science & Engineering, Pre-Engineering
Holt, David	World Civilizations, U.S. Government & Citizenship, AP U.S. History (1876-Present)
Holub, Chris	Community Based Learning (CBL); Adviser: Peer Tutor program, Job Sampling Tutor
Horrocks, Peggy	Testing Coordinator/Academic Data Miner
Hosner, Ray	Advanced Weight Training, Health II (HS)
Howell, Jonathan	Athletic Director
Hurt, Jeremy	Custodian
Hutchinson, Jenee	Secretary: Finance
Irvine, Stacy	Secretary: Accounts Payable, Purchasing, Supplies, Insurance & Worker's Compensation Rep., Phones and Bells
Jacobsen, Geneal	Reading, Honors Language Arts 10, AP English Literature and Composition
Jensen, Adam	Computer-aided Design (CAD), Architectural Design
Johnston, Samuel	Soccer Head Coach
Jones, Stephen	Ceramic I & II, Studio Art & A.P. Studio Art
Keele, Ila	Guidance Office Registrar/Secretary
Kitchen, Sheryl	Psychology, Sociology, U.S. History II (1876-Present)
Kreitzer, Matt	Library Media Coordinator/Specialist/School Librarian, Journalism Adviser
Larsen, Darrell	Fitness for Life, Body Toning, Excel/YIC, Driver's Education
Lister, Norman	Choral Music: Chamber Choir, Mixed Choir, Ladies Choir, Men's Choir, Vocal Techniques. Music: AP Music Theory
Magleby, Clark	Woodworking, Furniture Design and Manufacturing
Mathews, Sharyl	Financial Literacy, Child Development, Interior Design I & II, Fashion Strategies, Clothing/Sports Sewing
McArthur, Richard	Cone Site Technology Specialist

Mees, Mike	Principal
Miller, Ray	Biology, Medical Anatomy & Physiology, Intro to Health Science, Medical Terminology
Moody, Kerry	Biology, Honors Biology Natural Resource Science
Moore, Dianna	Accounting I & II, Computer Technology, Desktop Publishing, Economics
Mortensen, Jacquie	Library Media Center Patron Services, Cataloging, Collection Maintenance, utilization of technology
Munsterman, Pam	Paraprofessional: Severe Special Education
Neilson, Colby	Pre Calculus; Algebra B
Orr, Matt	School Resource Officer
Ovard, Liz	Dept. Chair: Guidance Dept., District (Comprehensive Guidance) Advisory Committee, Chair: District Responsive Services In-Service Committee
Pascoe, Gwen	Language Arts 11, 12
Peterson, Teresa	Counselor and Work Based Learning Coordinator
Phillips, Justin	Assisted Education: Language Arts, Vocational Training, Biology
Record, Elizabeth	Girls Basketball Head Coach
Reed, Becky	Dance Company, Dance I, II and III, Social Dance & Social Dance II
Roberts, Travis	Spanish II, Language Arts 11 Honors, Language Arts 12
Sandes, Deanna	Custodian
Schuler, Sunny	AP Biology, General Biology, Chemistry
Shaw, Todd	U. S. History II, U.S. Government & Citizenship, AP Government & Politics
Snow, Kendrik	Language Arts 12, German I, II, III
Sorensen, Krystal	Educational Talent Search (ETS)
Stout, Jessica	Girls Tennis Head Coach
Stubbs, Michelle	Consumer English/Language Arts, Study Skills, Team Teaching Language Arts 12, Biology
Sundin, Raymond	General Chemistry, AP Chemistry, Science Dept. Chair
Telford, Stacy	Library Media Center Patron Services, Cataloging, Collection Maintenance, utilization of technology
Watson, Annette	Community Based Learning (CBL); Adviser: Peer Tutor program
White, Dawna	Custodian
White, Kyle	Custodian
Whitney, Trudee	Head Custodian
Wilstead, Randy	Baseball Head Coach
Wogksch, Kara	Secretary: Athletics
Wyatt, Randy	Vice Principal
Wymer, John	Custodian

Key to Degrees and Institutions information provided in the staff profiles

DEGREES

Abbreviations:	Key to Abbreviations of Degrees
M.A.	Master of Arts
M.Arch.	Master of Architecture
M.Ed.	Master of Education
M.Ed.Admin.,	Master of Educational Administration
M.Ind.Ed.,	Master of Industrial Education
M.M.	Master of Music
M.M.Ed.	Master of Music Education
M.S	Master of Science
B.A.	Bachelor of Arts
B.Arch.	Bachelor of Architecture
B.Ed.	Bachelor of Education
B.F.A.	Bachelor of Fine Arts
B.M.	Bachelor of Music
B.S.	Bachelor of Science
A.A.	Associate of Arts
A.S.	Associate of Science

INSTITUTIONS (Note: all colleges and universities listed by their current name)

Abbreviations:	Key to Abbreviated Institution names, City, State
BYU	Brigham Young University, Provo, UT
BYU-Idaho	Brigham Young University, Rexburg, ID
CSUF	California State University, Fresno, CA
CSULB	California State University, Long Beach, CA
DSC	Dixie State College of Utah, St. George, UT
GCU	Grand Canyon University, Phoenix, AZ
ISU	Idaho State University, Pocatello, ID
IUP	Indiana University of Pennsylvania, Indiana, PA
NMSU	New Mexico State University, Las Cruces, NM
SC	Snow College, Ephraim, UT
SDSU	South Dakota State University, Brookings, SD
SLCC	Salt Lake Community College, Salt Lake City, UT
SUU	Southern Utah University, Cedar City, UT
SYR	Syracuse University, Syracuse, NY
UNLV	University of Nevada Las Vegas, Las Vegas, NV
USIU	United States International University, San Diego, CA
USNY	University of the State of New York, Albany, NY

USU	Utah State University, Logan, UT
UofU	University of Utah, Salt Lake City, UT
UOPX	University of Phoenix
UVU	Utah Valley University, Orem, UT
WSU	Weber State University, Ogden, UT

*Example of Staff Profile entry format: **

Last name, First name (of staff member)

Position: (for example; Administration, or Teaching Staff)

Years at PVHS: (number years—current year included—staff member has served PVHS)

Years in Educ.: (number years staff member has been involved in the field of education)

Degrees: (degree(s) [most recent degree—typically the highest degree—is listed first, followed by earlier degrees], field(s) of study, Institution from which the degree was earned). Note: Baccalaureate/Bachelor degree fields of study are typically separated by “/”, signifying the student’s “major,” followed by their “minor”; e.g., “History/Psychology.”

Endorsements: USOE-recognized areas in which the staff member is endorsed

Duties: Extra duties assigned, or volunteered for

*Note: “N/A” in any field represents either “No Applicable,” or “Not Available.”

Staff Profiles



Alder, Kristine

Position: Teaching Staff

Years at PVHS: 3

Years in Educ.: 9

Degrees: B.F.A. Art Education/Printmaking/Graphic Design

Endorsements: Secondary Art Education

Duties: Art Club Adviser



Allred, Ellis Drew

Position: Aide: Special Ed.

Years at PVHS: 1

Years in Educ.: 1

Degrees: N/A

Endorsements: Mandt (Managing People) Training Endorsement

Duties: N/A



Alvey, Zack

Position: Teaching Staff

Years at PVHS: 5

Years in Educ.: 5

Degrees: M.Ed. Teaching and Learning; B.S. Computer Science, UofU; A.S. in Computer Information and Technology, LDS Business College

Endorsements: Computer Programming, Computer Science, Mathematics Endorsement 3, Multimedia

Duties: Table Tennis Club, Ultimate Frisbee Club, Senior Class Adviser



Armstrong, Brady
 Position: Aide/assistant: Esl
 Years at PVHS: 3
 Years in Educ.: 3
 Degrees: None

Bartholomew, Greg
 Position: Teaching Staff
 Years at PVHS: 5. Years in Educ.: 20
 Degrees: N/A
 Endorsements: English, ESL, Building Construction



Bennion, Sherilyn
 Position: Aide: Library/media/technology
 Years at PVHS: 1.5
 Years in Educ.: 1.5
 Degrees: B.S., Business Education, SUU; A.S., S.C.
 Endorsements: N/A

Bentley, Addie Jean "Jeanie"
 Position: Aide: Special Ed.
 Years at PVHS: 1. Years in Educ.: 6
 Degrees: B.S., Sociology/Cultural Anthropology & Business, WSU, A.S., WSU
 Endorsements: Licensed Social Service Worker



Bracken, Shelley
 Position: Teaching Staff
 Years at PVHS: 11
 Years in Educ.: 11
 Degrees: M.Ed., SUU; B.A. Communications, BYU
 Endorsements: Marketing, Business

Duties: Pine View High School of Business Adviser



Breen, Bell Rue
 Position: Guidance/counseling
 Years at PVHS: 2
 Years in Educ.: 35
 Degrees: Counseling Certificate, UOPX; M.Ed., Special Education, Gifted and Talented emphasis, UofU; B.A., P.E./English, CSULB

Endorsements: English, Physical Education, Secondary Counseling



Broadhead, Jenny
 Position: Teaching Staff
 Years at PVHS: 2
 Years in Educ.: 2
 Degrees: B.F.A., Theater Ed., USU; A.S., UVU
 Endorsements: English as a Second Language

Duties: PVHS Drama Club, Fall Musical, Spring Play, etc. Auditorium Coordinator



Burkett, Jill
 Position: Teaching Staff
 Years at PVHS: 12. Years in Educ.: 12
 Degrees: M.Ed., Secondary Education; B.S., Special Education; B.S., Secondary Education
 Endorsements: English, Gifted & Talented Education, K-12 Special Education
 Duties: Yearbook Adviser

Caldwell, Dani
Position: Head Coach: off Campus
Years at PVHS: 2. Years in Educ.: N/A
Degrees: B.A., Communications, UofU



Candland, Eddie
Position: Teaching Staff
Years at PVHS: 10. Years in Educ.: 17
Degrees: M.M.Ed., BU; B.M., UofU
Endorsements: Music, K-12

Duties: Jazz Band, Marching Band, Orchestra, Wrestling Asst. Coach, Ladies Golf Coach



Casperson, Vance
Position: Administration / Pe
Years at PVHS: 20
Years in Educ.: 25
Degrees: M.Ed.Admin., ISU; B.S. History/P.E., SUU
Endorsements: Drivers Education, History, & Physical Education



Christiansen, Ashlee
Position: Teaching Staff
Years at PVHS: 5. Years in Educ.: 5
Degrees: B.S., Family and Consumer Sciences Education, SUU
Endorsements: N/A
Duties: Utah FCCLA State Adviser; PVHS Executive Council Adviser



Clark, Andrea
Position: Teaching Staff
Years at PVHS: 1. Years in Educ.: 1
Degrees: B.S., Agricultural Education, USU
Endorsements: Agriculture & General CTE
Duties: FFA Adviser



Condie, Richard
Position: Teaching Staff
Years at PVHS: 8. Years in Educ.: 38
Degrees: M.A., English Education, USU; B.A., Spanish/English, WSU
Endorsements: Spanish, English
Duties: Spanish Club Adviser



Cottle, Kendal Mae
Position: Aide: Special Ed.
Years at PVHS: 3. Years in Educ.: 3
Degrees: High School Diploma + 1 year higher ed.
Endorsements: N/A



Cox, Ramona
Position: Teaching Staff
Years at PVHS: 11
Years in Educ.: 17
Degrees: M.Ed., SUU; B.S. Mathematics/English, SUU
Endorsements: Mathematics Endorsement 4, English, and English as a Second Language
Duties: RASKALS Service Club Adviser (Random Acts of Selfless Kindness and Little Surprises);
UBSCT Remediation Teacher



Dickey, Duane
 Position: Teaching Staff
 Years at PVHS: 7
 Years in Educ.: 10
 Degrees: M.Ed.; B.A., History
 Endorsements: Social Studies. Economics.

Duties: Assistant Coach-Wrestling. Leadership and Resiliency Counselor.



Duran, Natalie
 Position: Aide: Special Ed.
 Years at PVHS: 2. Years in Educ.: 4
 Degrees: H.S. Diploma (Nearing completion of A.A., SLCC)
 Endorsements: N/A



Eaton, Mary Beth
 Position: Aide: Music
 Years at PVHS: 16. Years in Educ.: 16
 Degrees: ND (University courses in Music, Business)
 Duties: Musical accompaniment, Solo/Ensemble accompaniment



Endsley, Nancy
 Position: Teaching Staff
 Years at PVHS: 6. Years in Educ.: 25
 Degrees: M.Ed.; B.A. Speech/Theatre Arts/English
 Endorsements: Administration, Reading Specialist. Special Education
 Duties: Kaleidoscope Literary Magazine Adviser. Sophomore Class Adviser. Debate

Coach (4 years)



Esplin, Thomas
 Position: Teaching Staff
 Years at PVHS: 6. Years in Educ.: 7
 Degrees: B.S., P.E./Math, SUU
 Endorsements: Math Level 3, Physical Education
 Duties: Track Head Coach, Assistant Football Coach



Evans, Lisa
 Position: Aide: Library/media/technology
 Years at PVHS: 3.5. Years in Educ.: 4
 Degrees: Paraprofessional, High School Diploma



Eves, Ryan
 Position: Teaching Staff
 Years at PVHS: 2. Years in Educ.: 5
 Degrees: B.A., Spanish/P.E., SUU.; A.A., DSC
 Endorsements: Spanish, Physical Education
 Duties: Assistant Boys Basketball Coach. Leadership and Resiliency Counselor



Fillmore, Al
 Position: Custodian
 Years at PVHS: 14
 Years in Educ.: N/A
 Degrees: N/A



Flint, John
 Position: Teaching Staff
 Years at PVHS: 5. Years in Educ.: 5
 Degrees: B.S., History/Political Science, USU
 Endorsements: History, Political Science
 Duties: Driver's Ed.



Gifford, Brett
 Position: Teaching Staff
 Years at PVHS: 4
 Years in Educ.: 6
 Degrees: M.Ed., SUU; B.Ed., SUU, A.A., DSC
 Endorsements: Administration, Special Education, and Physical Education
 Duties: Football Assistant Coach, Head Wrestling Coach



Goncalves, Grace
 Position: Teaching Staff
 Years at PVHS: 23
 Years in Educ.: 25
 Degrees: M.Ed., SUU; B.A., DSC
 Endorsements: French, Spanish, ESL
 Duties: French Club



Green, Randy
 Position: Teaching Staff
 Years at PVHS: 16
 Years in Educ.: 3
 Degrees: M.Ed., SUU; B.A. Math Ed., BYU
 Endorsements: Math
 Duties: JV Baseball



Griffin, Lesa
 Position: Secretaries
 Years at PVHS: 15. Years in Educ.: 16
 Degrees: High School diploma/2 years of higher education
 Duties: Appeal Committee/School Profile Committee

Hafen, Kim
 Position: Head Coach: off Campus
 Years at PVHS: 4. Years in Educ.: 4
 Degrees: B.S., Accounting/Bus. Mgmt., SUU; A.S., DSC



Harris, Mark
 Position: Teaching Staff
 Years at PVHS: 4. Years in Educ.: 5
 Degrees: B.S., Sports Medicine: Sports Training Emphasis, BYU, Certifications: ATC/L (Athletic Trainer Certified/Licensed), LRPT (Limited Radiological Practical Technologist)
 Endorsements: Exercise Science/Sports Medicine
 Duties: Athletic Trainer (all sports)



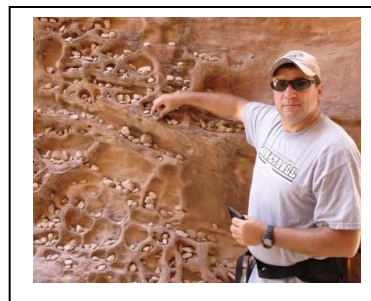
Hentosh, Rich
 Position: Teaching Staff
 Years at PVHS: 13. Years in Educ.: 25
 Degrees: Vocational Teaching Certificate, IUP
 Endorsements: Auto Services Technician
 Duties: Girls Volleyball Head Coach



Higgins, Gary
 Position: Teaching Staff
 Years at PVHS: 21. Years in Educ.: 23
 Degrees: M.Ed.; B.S., Resource
 Management/Geology
 Endorsements: Physical Science Endorsement,

Coaching Endorsement

Duties: Boys and Girls Golf Coach, Leadership Committee
 Member, Staff Developer



Hinton John
 Position: Teaching Staff
 Years at PVHS: 4. Years in Educ.: 18
 Degrees: M.Ed., Instructional Design Educational Technology, UofU; B.S., Mathematics,
 NMSU
 Endorsements: Mathematics level IV, Physical Science , Earth Science, CTE Engineering ,

Technology

Duties: Astronomy Club



Holt, David
 Position: Teaching Staff
 Years at PVHS: 6
 Years in Educ.: 11
 Degrees: M.Ed. Instructional Design and Curriculum Development; B.S. History
 Endorsements: History, English

Duties: Boys and Girls Cross Country, Girls Track, NHS asst. supervisor



Holub, Chris
 Position: Teaching Staff
 Years at PVHS: 4. Years in Educ.: 10
 Degrees: B.S., Exercise Science; B.A., P.E.
 Endorsements: K-12 P.E. , 6-12 Special Ed.



Horrocks, Peggy
 Position: Secretaries
 Years at PVHS: 8. Years in Educ.: 8
 Degrees: 4.5 years of higher education/High School diploma
 Endorsements: N/A
 Duties: School Profile Committee



Hosner, Ray
 Position: Teaching Staff
 Years at PVHS: 9
 Years in Educ.: 17
 Degrees: M.Ed., SUU; B.A., Special Ed./Physical Education, SUU
 Endorsements: Special Ed., Physical Education K-12

Duties: Football Head Coach



Howell, Jonathan
 Position: Athletic Director
 Years at PVHS: 10
 Years in Educ.: 15
 Degrees: M.Ed.Admin., GCU; B.A., History/P.E./Health, USU; A.A., Ricks College
 Endorsements: Administration, History, Physical Education, and Health.

Duties: None at this time

Hurt, Jeremy
Position: Custodian
Years at PVHS: 2 Degrees: B.A.



Hutchinson, Jeneé
Position: Secretaries
Years at PVHS: 14. Years in Educ.: 17
Degrees: UVU, BYU, NYU, SUU & DSC; Finance, Vocal Performing, Interior Design and Business
Duties: School Community Council



Irvine, Stacy
Position: Secretaries
Years at PVHS: 9. Years in Educ.: 11
Degrees: H.S. Diploma, + 1 year Higher Education
Endorsements: N/A



Jacobsen, Geneal
Position: Teaching Staff
Years at PVHS: 19. Years in Educ.: 24
Degrees: B.A. English; B.A. German
Endorsements: English, Reading
Duties: Dept. Chair, Sterling Scholar Adviser, Book Club Adviser, School Profile

Committee, School Leadership Committee



Jensen, Adam
Position: Teaching Staff
Years at PVHS: 2. Years in Educ.: 2
Degrees: M.Arch.; B.Arch.Studies.
Endorsements: Level 1 Teaching Certificate (non-traditional)



Johnston, Samuel - Soccer
Position: Head Coach: off Campus
Years at PVHS: 1. Years in Educ.: 1
Degrees: B.S., Communications/Sociology
Endorsements: Special Education



Jones, Stephen
Position: Teaching Staff
Years at PVHS: 8. Years in Educ.: 14
Degrees: M.Ed., SUU; B.S., Art Ed. Composite, SUU
Endorsements: Secondary Art Ed.
Duties: Dept. Chair/Fine Arts Past Pres. UAEA



Keele, Ila
Position: Secretaries
Years at PVHS: 13. Years in Educ.: 13
Degrees: High School diploma



Kitchen, Sheryl
Position: Teaching Staff
Years at PVHS: 0.5
Years in Educ.: 0.5
Degrees: B.S., Teaching Psychology/Health Ed.
Endorsements: Psychology, Health



Kreitzer, Matt
 Position: Teaching Staff
 Years at PVHS: 26
 Years in Educ.: 26
 Degrees: M.S., American Studies, USU; B.S., Family Life Ed./History, SUU; A.S. with Nursery Assistant Certificate; DSC
 Endorsements: Native American Studies, Library Media (K-12), History, Journalism, Family Consumer Sciences (CTE/General)
 Duties: Journalism Adviser, Accreditation Steering Chair/Team Leader



Larsen, Darrell
 Position: Teaching Staff
 Years at PVHS: 13
 Years in Educ.: N/A
 Degrees: B.S., Physical Education/History, SUU
 Endorsements: N/A



Lister, Norman
 Position: Teaching Staff
 Years at PVHS: 25
 Years in Educ.: 34
 Degrees: M.M., Choral Conducting with Vocal Performance: Secondary Emphasis, UofU, B.S., Music Ed. Composite/Drama, SUU
 Endorsements: Music, Theater
 Duties: Choir



Magleby, Clark
 Position: Teaching Staff
 Years at PVHS: 9
 Years in Educ.: 39
 Degrees: M.Ind.Ed., USU; B.S., SUU; A.S., Automotive & Metal Technology
 Endorsements: T&I Certificate for Industrial Arts, Automotive, and Cabinetmaking



Mathews, Sharyl
 Position: Teaching Staff
 Years at PVHS: 6
 Years in Educ.: 12
 Degrees: M.Ed., SUU; B.A., SUU
 Endorsements: Secondary Education (6-12) Family Consumer Sciences (CTE/General)
 Duties: FCCLA (Family Career and Community Leaders of America) Preference



McArthur, Richard
 Position: Cone Site Technology Specialist
 Years at PVHS: 27
 Years in Educ.: 36
 Degrees: M.Ed., USU; B.S., Business Ed., SUU; A.S., Business Admin. Emphasis, DSC
 Endorsements: None at this time.
 Duties: None at this time.



Mees, Mike
 Position: Administration
 Years at PVHS: 7
 Years in Educ.: 27
 Degrees: M.Ed., SDSU; B.S., BYU
 Endorsements: Administration (K-12), History, Physical Education



Miller, Ray
 Position: Teaching Staff
 Years at PVHS: 3
 Years in Educ.: 3
 Degrees: B.S., Health/Biology Ed., BYU-Idaho
 Endorsements: Health, Biology, Medical Anatomy & Physiology, Intro to Health Science

Duties: HOSA Adviser



Moody, Kerry
 Position: Teaching Staff
 Years at PVHS: 9
 Years in Educ.: 9
 Degrees: M.S., Agricultural Systems Technology; B.S., Agricultural Education
 Endorsements: Biology Endorsement

Duties: Executive Council Adviser



Moore, Dianna
 Position: Teaching Staff
 Years at PVHS: 7
 Years in Educ.: 7
 Degrees: M.Ed.Admin., GCU; B.S., Business Education/Marketing, WSU
 Endorsements: Business, Marketing, Work-Based Learning, Administration

Duties: FBLA Adviser, DECA Adviser



Mortensen, Jacquie
 Position: Aide: Library/media/technology
 Years at PVHS: 10
 Years in Educ.: 10
 Degrees: A.Acct., LDS Business College



Munsterman, Pam
 Position: Aide: Special Ed.
 Years at PVHS: 1
 Years in Educ.: 24
 Degrees: N/A



Neilson, Colby
 Position: Teaching Staff
 Years at PVHS: 3. Years in Educ.: 15
 Degrees: M.Ed., SUU; B.A., SUU; A.A., DSC
 Endorsements: Administrative Supervisory; Math Level 4; French; Driver Education; Marketing Education

Duties: Girls Basketball



Orr, Matt
 Position: Resource Officer
 Years at PVHS: 4. Years in Educ.: 5
 Degrees: Police Officer, Level III



Ovard, Liz
 Position: Guidance/counseling
 Years at PVHS: 20
 Years in Educ.: 20
 Degrees: M.Ed., Educational Psychology and Marriage & Family Therapy Credential, UNLV; B.S., English/History, WSU; Teacher Certification, SUU
 Endorsements: School Counseling, English



Pascoe, Gwen
 Position: Teaching Staff
 Years at PVHS: 12
 Years in Educ.: 30
 Degrees: B.A., English, UofU
 Endorsements: English, Sociology



Peterson, Teresa
 Position: Guidance/counseling
 Years at PVHS: 15. Years in Educ.: 18
 Degrees: M.Ed., Severe Special Ed. Emphasis, UofU; B.S., Physical Education, SUU
 Endorsements: Mild/Moderate Special Education, Severe Special Education, and Physical Education



Phillips, Justin
 Position: Teaching Staff
 Years at PVHS: 5
 Years in Educ.: 5
 Degrees: B.S., History/Special Education, SUU



Endorsements: N/A
 Record, Elizabeth
 Position: Head Coach: off Campus
 Years at PVHS: 2
 Years in Educ.: 4
 Degrees: B.A., Sociology, SYR

Duties: Girls Basketball Head Coach



Reed, Becky
 Position: Teaching Staff
 Years at PVHS: 14
 Years in Educ.: 29
 Degrees: M.A.Ed., USIU; B.S. P.E.-Dance Emphasis, CSUF
 Endorsements: Dance Level IV; Health

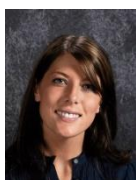
Duties: Dance Company, Dance Crew, P. E. Dept. Head, Fine Arts Dept., UDEO So. Rep.



Roberts, Travis
 Position: Teaching Staff
 Years at PVHS: 4. Years in Educ.: 4
 Degrees: B.A., English Ed./Spanish Ed., SUU; A.S., Biology, DSC
 Endorsements: English, Spanish, ESL



Sandes, Deanna
 Position: Custodian
 Years at PVHS: 4. Years in Educ.: N/A
 Degrees: N/A
 Duties: Spanish, and piano teacher



Schuler, Sunny
 Position: Teaching Staff
 Years at PVHS: 3
 Years in Educ.: 3
 Degrees: B.S., Biological Science Composite Teaching, USU
 Endorsements: Chemistry

Duties: Assist. Volleyball Coach Assist. Basketball Coach Faculty Association



Shaw, Todd
 Position: Teaching Staff
 Years at PVHS: 9. Years in Educ.: 15
 Degrees: M.Ed.Admin.; B.S., P.E./History
 Endorsements: History, Physical Education, Educational Administration



Snow, Kendrik
 Position: Teaching Staff
 Years at PVHS: 15. Years in Educ.: 15
 Degrees: M.A., English Literature, BYU; B.A., Humanities, BYU
 Endorsements: English, German
 Duties: Fine Arts Dept.



Sorensen, Krystal
 Position: ETS Adviser
 Years at PVHS: 0.25. Years in Educ.: 1
 Degrees: B.S., Human Nutrition/Sociology, SUU

Stout, Jessica - Tennis
 Position: Head Coach: off Campus
 Years at PVHS: 1. Years in Educ.: 4
 Degrees: B.A., English, BYU



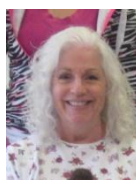
Stubbs, Michelle
 Position: Teaching Staff
 Years at PVHS: 10
 Years in Educ.: 10
 Degrees: B.S., Special Education; B.S., Elementary Education
 Endorsements: Mild/Moderate Special Education



Sundin, Raymond
 Position: Teaching Staff
 Years at PVHS: 4. Years in Educ.: 16
 Degrees: B.A., Biology/Chemistry, SUU
 Endorsements: Biology, Chemistry
 Duties: Chess Team, Tennis Team



Telford, Stacy
 Position: Aide: Library/media/technology
 Years at PVHS: 2.5
 Years in Educ.: 2.5
 Degrees: Paraprofessional, High School Diploma
 Endorsements: N/A



Watson, Annette
 Position: Teaching Staff
 Years at PVHS: 5. Years in Educ.: 5
 Degrees: M.Ed., Severe Special Education emphasis, UofU; B.S., Accounting
 Endorsements: ESL



White, Dawna
 Position: Custodian
 Years at PVHS: 2. Years in Educ.: N/A
 Degrees: High school diploma and Dental Assistant school (CDA)



White, Kyle
Position: Custodian
Years at PVHS: 16
Years in Educ.: N/A
Degrees: A.A.
Endorsements: N/A



Whitney, Trudee
Position: Head Custodian
Years at PVHS: 13. Years in Educ.: 13
Degrees: Beauty School
Endorsements: N/A

Wilstead, Randy - Baseball
Position: Head Coach: off Campus
Years at PVHS: 1. Years in Educ.: N/A
Degrees: B.S. Physical Education
Duties: Baseball Head Coach



Wogksch, Kara
Position: Secretaries
Years at PVHS: 5
Years in Educ.: 5
Degrees: B.A., Communication, Public Relations Emphasis, SUU



Wyatt, Randy
Position: Administration
Years at PVHS: 2
Years in Educ.: 15
Degrees: M.Ed., SUU; B.S., USNY

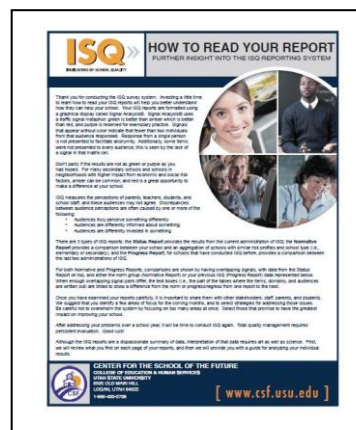
Endorsements: Administration, Social Science (composite), Geography, Business.

Wymer, John
Position: Custodian
Years at PVHS: 5

INDICATORS OF SCHOOL QUALITY (ISQ) MAY 2009 COMPLETE SURVEY RESULTS INFORMATION/INTERNET ADDRESS (URL)

Complete results of our May 2009 ISQ Stakeholder survey results can be viewed and/or downloaded via our school web site.

Go to: <http://www.pineview.org/school-accreditation-2010.html>



SCHOOL INFORMATION

Map

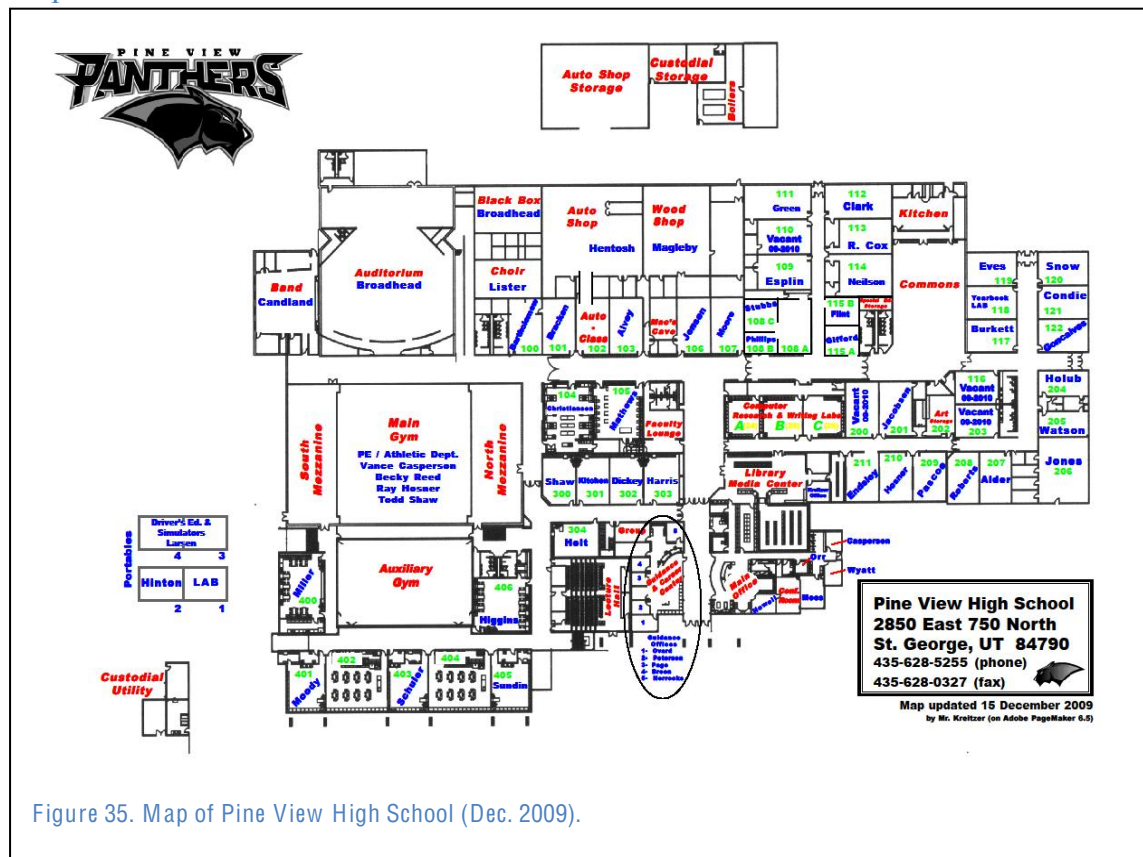


Figure 35. Map of Pine View High School (Dec. 2009).

Bell Schedule

(2009-2010)

Regular School Day

1st / 5th period 8:15 - 9:37
2nd / 6th period 9:42 - 11:06
Lunch 11:06 - 11:51
3rd / 7th period 11:56 - 1:18
4th / 8th period 1:23 - 2:45

Minimum School Day

(Day before Thanksgiving and P/T Conference days)

1st / 5th period 8:15 - 9:15
2nd / 6th period 9:20 - 10:20
3rd / 7th period 10:25 - 11:25
4th / 8th period 11:30 - 12:30

****Busses will run at 12:40**

General Assembly Schedule

Assembly 8:15 - 9:25
1st / 5th period 9:30 - 10:35
2nd / 6th period 10:40 - 11:45
Lunch 11:45 - 12:25
3rd / 7th period 12:30 - 1:35
4th / 8th period 1:40 - 2:45

Pep Assembly Schedule

1st / 5th period 8:15 - 9:25
2nd / 6th period 9:30 - 10:40
3rd / 7th period 10:45 - 11:55
Lunch 11:55 - 12:45
4th / 8th period 12:50 - 2:00
Pep Assembly 2:05 - 2:45

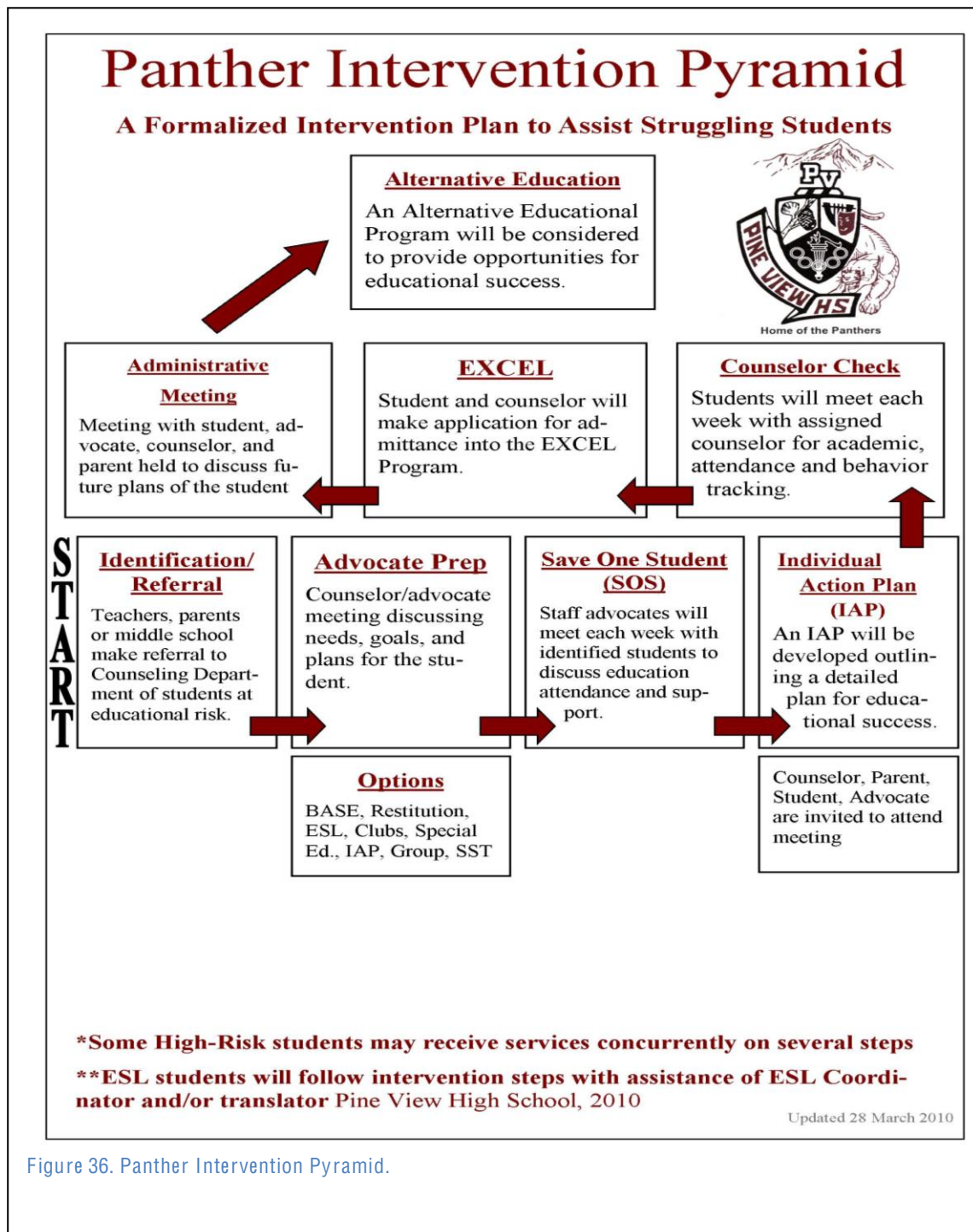


Figure 36. Panther Intervention Pyramid.