THE ACCREDITATION PROCESS

The accreditation process began long before the doors opened and students were welcomed to Maple Mountain High School (MMHS). During the spring, before construction was completed, John Penrod, the school’s new principal, brought future teachers, students, parents, and administrators together to represent the many stakeholders of the new school. There were six faculty members, eight parents, and 20 students on the committee. They met in April, May, and June working and collaborating to create the mission statement and motto for MMHS. Kim Gerke, a counselor, facilitated the process. The mission statement was presented to the faculty and school community council in August of 2008 and was approved by both. This statement has guided the efforts of all school members since. Our mission is to educate and empower students through an attitude of excellence founded on respect, trust, and accountability.

PARTICIPATION AND TRAINING

Mr. Penrod arranged for department heads, counselors, administrators, the accreditation facilitator, and himself to attend the Utah State Office of Education training during the fall of 2010 in preparation for the accreditation process. Out of this training, a school-wide plan was made for creating the Desired Results for Student Learning (DRSLs) and the beginning stages of this process were set in motion. The basics of that training process were shared with the entire faculty later that month in a collaboration meeting.

MISSION AND SHARED BELIEFS

During faculty collaboration meetings in January of 2011, faculty members were given a list of belief statements from the National Study of School Evaluation (NSSE). Teachers were also encouraged to write their own beliefs if they were not included on the list. Teachers were surveyed individually as to the statements they felt were most in line with their own beliefs about education. After individual department discussions, each department submitted their list of beliefs to the facilitator. When all department results were compared consensus had been reached on seven beliefs. By combining the wording of several beliefs, a total of five beliefs were created. The five beliefs were then discussed, refined, and adopted. These have been used to guide the work of the school ever since.

DEVELOPING DESIRED RESULTS FOR STUDENT LEARNING

In January of 2011, during faculty collaboration meetings, teachers were introduced to the life skills document and the seven domains of 21st century skills. Teachers worked within departments to agree on the importance of the listed life skills and again, departmental consensus was reached on which of these skills were the most critical to each department.
During the next collaboration meeting, 21st century skills were discussed and teachers brainstormed within departments and created lists of 21st century skills needed for success in the future. These lists were then shared and compared with the list created by the Partnership for 21st Century Skills. After consensus on our most valued 21st century skills was reached, the faculty began the process of brainstorming for DRSLs that would express our consensus on the most important skills and attributes needed by graduates from MMHS. Through this process our faculty agreed on which we thought were most important.

In the first week of February, the department heads met and created two possible DRSL sets using the agreed upon 21st century skill set. We created these options using the unique initials of MMHS. In a follow up collaboration meeting, the faculty approved these choices. These possibilities were then placed on the first of our online surveys to generate a consensus from our parents, students, and teachers on which they felt best represented our goals at MMHS. This first survey served two purposes. We wanted to have students and parents become familiar with the online survey process in anticipation of our future stakeholder surveys in the fall of 2011 and we also wanted to have all stakeholders input in choosing the DRSL set that was the most in line with our school priorities.

Department Analysis
Departmental analysis was begun in the spring of 2011 and finished reports were written in the fall of 2011. Each department used collaboration time to discuss each of the department analysis questions and to address the specifics of how that department was meeting the needs of students. Department analysis questions were revisited when each step of accreditation reached the point where the newest aspects of accreditation could be addressed. The DRSLs were decided on early but the process for developing indicators took some time so those questions had to be revisited as the indicators were agreed upon.

Focus Groups
Focus groups were created in the spring of 2011 and met several times before school ended. Each group met and examined the rubrics they would be using and then created questions for the upcoming surveys. This allowed us to have our surveys reflect our specific needs in assessing our school according to the NSSE’s standards for assessing effective school organizations. The online surveys were submitted during the month of September in 2011, and focus groups reconvened in October of 2011 to analyze the data the surveys provided. Students, parents and faculty all participated in the survey process with 75% of students completing the surveys and 85% of teachers. Even parent surveys were fairly successful with 21% of parents responding. The final focus group meetings were held in October of 2011. In these final meetings, school profile and survey data was evaluated and each area of focus was analyzed. The reports were written in November of 2011.
DRSL Indicators
In conjunction with the focus group meetings, DRSL indicators were brainstormed within departments. A consensus vote was taken in October of 2011 by the faculty in much the same manner as previously explained in other areas. Faculty and community council members were given a chance to discuss and approve the DRSL indicators in November and December of 2011 in final preparation for the accreditation team visit.

Action Plan
An action plan committee was created in November of 2011 and using the reports provided by the focus groups and departments in combination with information from the school profile, decisions were made by the committee on which areas the action plans would focus. The plans were presented to the school community council members for approval in December and adopted to drive our future work in school improvement. It was the goal of John Penrod to bring cohesiveness to the three areas involved with school improvement; Accreditation Action Plans, School Improvement Plans, and Professional Learning Communities (collaboration) so that the work each does will align and further the mission of the school.

Accreditation Visit
The accreditation visit will take place in February of 2012. The work that has taken place in this preparation process has given our school community a clearer picture of who we are and the challenges we face. Our goal as a school has been to create a plan that will move us toward the accomplishment of our mission statement created during the months before our doors were even opened. We are dedicated to this ideal and intend for the process of accreditation to help us be better at educating and empowering our students through an attitude of excellence founded on respect, trust, and accountability.
NEBO SCHOOL DISTRICT BOARD OF EDUCATION

Dean Rowley, President
Kristin Betts, Board Member
Rick Ainge, Board Member
Randy Booth, Board Member

Rod Oldroyd, Board Member
Christine Riley, Board Member
K.L. Tischner, Board Member

NEBO DISTRICT ADMINISTRATION

Rick Nelson.................................................................................................................. Superintendent
Scott Wilson ............................................................................................................. Assistant Superintendent
John Degraffenried.................................................................Director of Secondary Education
Julie Warren ............................................................................................Director of Elementary Education
Nedra Call ...........................................................................................................Director of Curriculum
J. Lynn Jones .............................................................................................Director of Special Education
Ann Anderson ..........................................................................................Director of Human Resources
Tracy Olsen ......................................................................................Director of Business Administration
Steve Maughan.................................................................................. Director of Operations

MAPLE MOUNTAIN HIGH SCHOOL ADMINISTRATION

John W. Penrod ..........................................................................................Principal
Alan Ashton ...........................................................................................Assistant Principal
DeAnn Nielsen ......................................................................................Assistant Principal

ACCREDITATION ACTION PLAN COMMITTEE

Parents: Michelle Baer, Mary Kaye Spencer

Teachers: Mindy Hammond, Eric Hyer, Tom Porter, Greg Henry, Jethro Gillespie, Shauna Griffen, Jared Massic

Administration: John Penrod, Alan Ashton, Hugo Villar, Rachelle Miner

Facilitator: Lori Cunningham
# Department Chairs

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CTE) Business</td>
<td>Rita James</td>
<td>C104</td>
</tr>
<tr>
<td>(CTE) Vocational</td>
<td>Kathryn Crandall</td>
<td>F107</td>
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<tr>
<td>English</td>
<td>Mindy Hammond</td>
<td>C205</td>
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<tr>
<td>Fine Arts</td>
<td>Cory Mendenhall</td>
<td>B102</td>
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<tr>
<td>Foreign Language</td>
<td>Thomas Porter</td>
<td>D206</td>
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<tr>
<td>Healthy Lifestyles</td>
<td>Amber Hall</td>
<td>C105</td>
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<td>Math</td>
<td>Thomas Marker</td>
<td>D210</td>
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<td>Science</td>
<td>Eric Hyer</td>
<td>E202</td>
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<tr>
<td>Social Studies</td>
<td>Shauna Griffen</td>
<td>E104</td>
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<tr>
<td>Special Education</td>
<td>Kristie McMurdie</td>
<td>D109</td>
</tr>
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</table>
FOCUS GROUPS

Curriculum Development
Facilitator: John Penrod
Scribe: Kathryn Crandall
Parents: Liz Porter, Vickie Moss
Students: Katelyn Card, Madison McMurdie, Samantha Nielson
Teachers: Ander Arrhenius, Jethro Gillespie, Eric Hyer, Rita James, Alan Marvin, Craig Mustoe, Tyler Lewis, Alan Marvin

Quality Instructional Design
Facilitator: Alan Ashton
Scribe: Parents: Dawn Graham, Tawni Porcaro
Students: Lindsay Schuring, Kelsey Chappel, Mendecino Peacock
Teachers: Johnny Averett, Cory Green, Mindy Johnson, Jared Massic, Justin Nelson, Karla Palfreyman, Carolyn Esplin, Banks Bourgeois

Quality Assessment Systems
Facilitator: RaShel Anderson
Scribe: Parents: Leslie Swanson, Jodi Asay
Students: Tyler Pullido, Kylia Keller
Teachers: Caitlyn Dahl, Shauna Griffen, Jeff Lake, Casey Mattinson, Tom Porter, Lori Thomas, Megan Roper, Robert Eastmond

Educational Agenda: Shared Vision, Beliefs, and Goals
Facilitator: Amy Bond
Scribe: Amber Hall
Parent: Sharalyn Monroe
Students: Jake Harding, Kami Asay,
Teachers: David Jones, Daniel Dewey, Anna Woods, Kaylee Liddiard, Rachel Rigby, Kristie McMurdie, Denise Villarta

Leadership for School Improvement
Facilitator Rachelle Miner
Scribe: Mindy Hammond
Parents: Valerie Savage, Laurie Dallon
Students: Bailey Chiniquy, Emma Dallon, Caleb Russel
Teachers: Dave Boyack, Sherrie Dunford, Mark Holden, Justin Judkins, Mark Roberts, Cory Mendenhall

Community Building
Facilitator: Bree Moulton
Scribe: Molly Brenchley
Parents: Sheila Gibson, Mary Kaye Spencer,
Students: Heather Linde, Dexton Graves,
Ivan Leland Brooks
Teachers: Robyn Dunn, Greg Henry, Cassie Lewis,
Gary Miner, Todd Roach,
Darrell Wyatt, Chris Wilson

Culture of Continuous Improvement
Facilitator: Shaun Blakey
Scribe: Lori Zaremba, Bradley Moss
Parents: Michelle Baer
Students: Shania Steele, Reagan Garlitz, Clayton Spencer
Teachers: Brad Burtenshaw, Patty Fahringer, Gregg Smith, Thomas Marker, Amber Lewis, Nichole Neves
PERSONNEL ASSIGNMENTS

Activity Director...........................................................................................................Melony Mortensen
Athletic Director ..........................................................................................................Dave Boyack
Faculty Fund/ Socials.....................................................................................................Joy Maughan
Public Relations...........................................................................................................Tyler Lewis
Student Council............................................................................................................Gregg Lewis
Yearbook Advisor.......................................................................................................Tyler Lewis
Internships....................................................................................................................Robyn Dunn
Community of Caring.................................................................................................Kathryn Crandell
Accreditation Facilitator...............................................................................................Lori Cunningham

EXTRA CURRICULAR ASSIGNMENTS

Band.................................................................................................................................Chris Wilson
Baseball.........................................................................................................................Gary Miner
Basketball (Boys)............................................................................................................Johnny Averett
Basketball (Girls)...........................................................................................................Cory Green
Soccer (Boys)..................................................................................................................Jesse Kovatch
Soccer (Girls)..................................................................................................................Carolyn Esplin
Softball...........................................................................................................................Cassie Lewis
Swimming.........................................................................................................................Jeana Brough
Tennis (Boys)...................................................................................................................Kamryn Rose
Tennis (Girls)...................................................................................................................Mike Cronquist
Cheerleading...................................................................................................................Caitlyn Dahl
Choir.................................................................................................................................Cory Mendenhall
Cross Country................................................................................................................Darrell Wyatt
Dance Company..............................................................................................................Karla Palfreyman
Drama..............................................................................................................................Bradley Moss
Drill Team.......................................................................................................................Molly Brenchley
Football.........................................................................................................................Brad Burtenshaw
Golf (Boys).......................................................................................................................Johnny Averett
Golf (Girls).......................................................................................................................Justin Nelson
Orchestra.........................................................................................................................Sherri Dunford
Track.................................................................................................................................Darrell Wyatt
Volleyball.........................................................................................................................Amber Hall
Wrestling........................................................................................................................Justin Judkins
# PTA and Community Council

## School Community Council

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Faculty Principal (non-voting)</td>
<td>John Penrod</td>
</tr>
<tr>
<td>Faculty Secretary (non-voting)</td>
<td>Melony Mortensen</td>
</tr>
<tr>
<td>Faculty Asst. Principal (non-voting)</td>
<td>Alan Ashton</td>
</tr>
<tr>
<td>Faculty Asst. Principal (non-voting)</td>
<td>DeAnn Niellenn</td>
</tr>
<tr>
<td>Faculty</td>
<td>Kathryn Crandall</td>
</tr>
<tr>
<td>Faculty Vice Chairman</td>
<td>Eric Hyer</td>
</tr>
<tr>
<td>Faculty</td>
<td>Shauna Griffen</td>
</tr>
<tr>
<td>Faculty</td>
<td>Rachelle Miner</td>
</tr>
<tr>
<td>Faculty</td>
<td>Tom Porter</td>
</tr>
<tr>
<td>Faculty</td>
<td>Gregg Smith</td>
</tr>
<tr>
<td>Faculty</td>
<td>Hugo Villar</td>
</tr>
<tr>
<td>Parent</td>
<td>Jodi Asay</td>
</tr>
<tr>
<td>Parent</td>
<td>Michelle Baer</td>
</tr>
<tr>
<td>Parent</td>
<td>Vicki Moss</td>
</tr>
<tr>
<td>Parent-Vice Chairman</td>
<td>Karl Warnick</td>
</tr>
<tr>
<td>PTSA Representative</td>
<td>Liz Porter</td>
</tr>
<tr>
<td>Parent</td>
<td>Laura Dallon</td>
</tr>
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</table>

## PTA

<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>President</td>
<td>Liz Porter</td>
</tr>
<tr>
<td>President-Elect</td>
<td>Diana Butler</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Jeanine Lewis</td>
</tr>
<tr>
<td>Secretary</td>
<td>Cheralyn Monroe</td>
</tr>
<tr>
<td>Membership</td>
<td>Roxanna Maurer</td>
</tr>
<tr>
<td>General Volunteer Commissioner</td>
<td>Joanne Staheli</td>
</tr>
<tr>
<td>Teacher Appreciation Week</td>
<td>Shiela Gibson</td>
</tr>
<tr>
<td>Teacher Appreciation Monthly</td>
<td>Shannon Brown</td>
</tr>
<tr>
<td>Teacher Birthdays</td>
<td>Tawni Porcaro</td>
</tr>
<tr>
<td>Reflections</td>
<td>Dawn Graham</td>
</tr>
<tr>
<td>Parent/Teacher Conference Dinners</td>
<td>Rena Peacock</td>
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<tr>
<td>Student Service Organization</td>
<td>Laura Henry</td>
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<tr>
<td>Student Service Organization</td>
<td>Jerilyn Jones</td>
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<tr>
<td>Student Service Organization</td>
<td>Jody McMillan</td>
</tr>
<tr>
<td>Health &amp; Safety Commissioner</td>
<td>Vickie Moss</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Jana Kesssinger</td>
</tr>
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</table>
GOLDEN EAGLE MISSION STATEMENT
The Mission of Maple Mountain is to educate and empower students through an attitude of excellence founded on respect, trust, and accountability.

DESIRED RESULTS FOR STUDENT LEARNING
Motivated Learners

Multilevel Problem Solvers

Highly Effective Communicators

Socially Responsible Citizens

GOLDEN EAGLE BELIEF STATEMENTS
Maple Mountain High School Stakeholders (students, teachers, parents, staff, community members, and administrators) are united in these beliefs.

- Student learning is the chief priority for the school; therefore, learning needs should focus all decisions impacting the work of the school.

- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work in meaningful contexts.

- Students are valued individuals who learn in different ways and should be provided with a variety of instructional approaches to support their learning and to address their unique physical, social, emotional, and intellectual needs.

- A safe and physically comfortable environment promotes student learning.

- Students, teachers, staff, administrators, parents, and community members share the responsibility for advancing the school’s mission.
An Attitude of Excellence

**DRSL Indicators**

**Motivated Learners:**
- Students can complete assignments on time.
- Students can display a work ethic and willingness to work to complete complex tasks.
- Students can ask for help before or after school and follow up on getting assignments after an absence.
- Students can be on time to classes.
- Students can volunteer to participate in classroom activities and discussions.
- Students can use technology to enhance learning and all resources available to complete assignments.

**Multi-level Problem Solvers:**
- Students can use reasoning, logic, problem-solving, critical thinking, and study skills.
- Students can adapt prior knowledge to new situations.
- Students can look at a problem and research a solution.
- Students can determine and understand the scope and sequence of a given project from beginning stages to desired outcome.

**Highly Effective Communicators:**
- Students can express ideas clearly and concisely in writing assignments.
- Students can effectively express thoughts and ideas through verbal, written, numeric, and artistic media.
- Students can actively listen, respond appropriately, and acknowledge the ideas of others.
- Students can effectively use technology to communicate with others.
- Students can clearly explain, analyze, and critique work produced by themselves and their peers.
- Students can ask for clarification on assignments before they are due.
- Students can develop communication and social skills in order to be a valuable part of a team, or a team leader.

**Socially Responsible Citizens:**
- Students can follow school rules and policies.
- Students can respect school property.
- Students are prepared when class starts with the needed materials and assignments.
- Students can demonstrate both individual and collective responsibility, and accountability in their personal behavior.
- Students can treat others with respect.
- Students can complete school work with integrity.
SECTION TWO: SCHOOL PROFILE

HISTORY AND COMMUNITY DEMOGRAPHICS

When Nebo School District began the process of creating five high schools from the three they already had it was a community process. The choice of new school names was made by the school board but before any decisions were made, community input was solicited. The whole district was asked to bring any ideas for school names and mascots to be considered to the District office. Articles in the local news media and announcements at all existing schools asked the whole community to participate. The school board considered all suggestions and chose the new names and mascots from among those. The School located closest to Mapleton was named Maple Mountain High School long before construction was even begun. The winning mascot was the Golden Eagle. Maple Mountain High School was established in the fall of 2009.

Maple Mountain High School is building its reputation as an excellent school in the Nebo School District. The student population consists of students from Mapleton, Spanish Fork, and other outlying areas. The contributions of many members of this community were brought together to create the positive atmosphere that is felt within the boundaries of this campus. Members of the Nebo School Board, architects, laborers, students, teachers, parents, administrators, and visitors all brought a sense of excitement to the beginnings of this school. Traditions were begun with careful consideration and a focus on the future that brings a sense of pride to the members of this school community.

Maple Mountain High School is a public senior high school, including grades 10 through 12, with an enrollment of 1,243 Students. This year has the distinction of being the year when the first sophomore class to attend MMHS are now seniors and they will be the first graduating class to have attended Maple Mountain High School throughout their high school years. This has made this year a very unique year with students, teachers, parents and administration all feeling a unity of purpose and a growing feeling of school pride and accomplishment. We call this Golden Eagle Pride.

The data we have been able to collect in our first three years will play a central role in determining the areas of focus for our work to improve our school going forward. We will continue to use this data in our professional learning communities (PLC), community council, and school improvement plans. The sources of the data we have and will use include:

• Criterion Referenced Tests (CRT).
• ACT & Advanced Placement Tests.
• Career & Technical Education (CTE) Tests.
• Various Data Queries run by ourselves and our district technology department including: Grade Distribution; attendance, internships, scholarships, demographics, general enrollment, graduation rates, class size.
• Surveys we created and administered to our school stakeholders.
• State school data comparisons for similar schools.

**Area Growth**

Maple Mountain High School’s enrollment is primarily from two major Utah County cities. The first, Mapleton, is located approximately eight miles south of Provo, and fifty miles south of Salt Lake City. The current population is approximately 7,001 according to the latest U.S. Census figures. The 2000 census showed Mapleton to have a population of 5,809 people and Utah County showed a population of 368,536. The State of Utah is projecting Mapleton’s population to be 20,000 in the year 2020.

The second area of enrollment for MMHS is Spanish Fork. Spanish Fork has two high schools that students are attending. Spanish Fork is located to the west and south of Mapleton. The population of Spanish Fork in the 2010 census was 34,691. The Growth rate in Spanish Fork is also high, around 6 to 7%. These factors indicate that Maple Mountain High School enrollment will continue to increase. Other catchment areas include: Cover Bridge Canyon.

*Figure 1: Spanish Fork/Mapleton Area Map*
ENROLLMENT HISTORY

As the new school was being completed the local news media stated, “Technology can be found throughout the building. Each classroom has a keypad through which all audio and video equipment can be controlled and teachers will be equipped with wireless microphones. The library includes 40 computer workstations. The security system includes 70 cameras inside and outside the building. The Assistant Principal Alan Ashton was quoted saying, ‘MMHS was built to handle 1,600 to 1,800 students and will easily achieve that population within the next 10 years’. Enrollment is expected to jump 200 to 300 between the school’s first and second years because seniors were allowed to choose whether to continue at their current high school or spend their senior year at Maple Mountain High. ‘About 180 out of a potential 425 seniors chose to attend MMHS during the 2009-10 school year’, Ashton said.”

The enrollment of the school has increased each year. Even with future adjustments to boundaries to create more equity in enrollments in the local schools, our numbers should continue to grow.

Figure 2: Enrollment by Year
An Attitude of Excellence

SCHOOL CHARACTERISTICS

Maple Mountain High School is a public senior high school, consisting of grades 10 through 12 with an enrollment of 1243 students in 2011-12. MMHS enrolled 622 Females and 621 Males in 2011.

Figure 3: Enrollment by Gender in 2011

Figure 4: Each Grade - Enrollment by Gender in 2011

Figure 5: Enrollment by Residence

Spanish Fork 642
Mapleton 516
Other 79
*The USOE asks students to classify themselves as one of the ethnicities listed in the chart above and in a separate category asks them to report yes or no to the designation of Hispanic/Latino. We have 74 students who reported yes to the designation of Hispanic/Latino. They may have also reported as being a member of these charted ethnicities.

*Figure 7: Economically Disadvantaged*
STUDENTS WITH OTHER DISADVANTAGES

Figure 8: Percentages Receiving Services Through Special Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Receiving Services</th>
<th>% Resource</th>
<th>% Self Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>87/929</td>
<td>70</td>
<td>17</td>
</tr>
<tr>
<td>2010-11</td>
<td>94/1040</td>
<td>72</td>
<td>22</td>
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<tr>
<td>2011-12</td>
<td>91/1243</td>
<td>81</td>
<td>10</td>
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2009-2010
Students Receiving SPED Services at MMHS
- 87 (9%)
- 91 (91%)

2010-2011
Students Receiving SPED Services at MMHS
- 94 (8%)
- 92 (92%)

2011-2012
Students Receiving SPED Services at MMHS
- 91 (7%)
- 93 (93%)
Figure 9: ELL

ELL Population 2011-12

1% 9/1243

99%

Number of ELL Students

<table>
<thead>
<tr>
<th>Year</th>
<th>ELL Students</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>7</td>
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<tr>
<td>2011-12</td>
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Figure 10: Fluent

<table>
<thead>
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<th>Year</th>
<th>Fluent</th>
<th>ELL</th>
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<tbody>
<tr>
<td>2009-10</td>
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<td>7</td>
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<td>2010-11</td>
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<td>7</td>
</tr>
<tr>
<td>2011-12</td>
<td>37</td>
<td>9</td>
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Figure 11: Homeless

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<tbody>
<tr>
<td>2009-10</td>
<td>31</td>
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<tr>
<td>2010-11</td>
<td>21</td>
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<tr>
<td>2011-12</td>
<td>23</td>
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Figure 12: Migrant

Figure 13: Disadvantaged Minority

Figure 14: Student Mobility Rate
ACADEMIC ACHIEVEMENT

Figure 15: Graduation Rates
Graduation Rates 2010
2% 98%
Graduation Rates 2011
1% 99%

Figure 16: Dropout Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>1.72%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1.99%</td>
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Figure 17: Early Graduation Rates

<table>
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<tr>
<th></th>
<th>TOTAL GRADS</th>
<th>EARLY GRADUATES</th>
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<tbody>
<tr>
<td>2011</td>
<td>315 / 319</td>
<td>8</td>
</tr>
<tr>
<td>2010</td>
<td>200 /201</td>
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</tr>
</tbody>
</table>

Figure 18: Distance Learning

Enrollment Numbers 2011

Distance Learning Enrollment
52/1243 4%

Figure 19: Mountainland Applied Technology Center (MATC) Enrollment

MATC Enrollment
39/1243 3%
Figure 20: WBL Internship Numbers

![WBL Internship Numbers Chart]

Figure 21: 2011-12 MMHS Course Offerings by Department

**Fine Arts**
- Chamber Orchestra
- Concert Strings
- Percussion
- Guitar
- Concert Band
- Jazz Band
- Music Composition
- Art Found 2
- Painting
- Drawing
- AP Studio Art
- Ceramics
- Men’s Chorus
- Women’s Chorus
- Chamber Choir
- Sorelle Voce (SSA)
- Tech Theatre
- Film Video
- Film History
- Theatre 2/3
- Intro to Public Speaking
- Dance Company
- Dance 1
- Soc Dance
- AP Music Theory

**Social Studies**
- US Studies
- Financial Lit
- AP European History
- Sociology
- US Gov
- AP US History
- AP Psychology
- Psychology 1
- Sports Psychology

**Family and Consumer Sciences**
- Adult Roles
- Early Childhood Education
- Clothing 1
- Clothing 2
- Design Sew
- Child Development
- Foods 1
- Foods 2
- Culinary Arts
- Interior Design 1
- Interior Design 2

**Career and Technical Education**
- Business Communications
- TV Broadcasting
- TV Production
- Photo 1
- Photo 2
- Advanced Commercial Art
- Yearbook
- Computer Programming 1
- Computer Programming 2
- Intro to EMS
- Exercise Science
- Sports Medicine
- Accounting 1
- Accounting 2
- Digital Media
- Business Management
- Law Enforcement
- Welding 1
- Welding 2
- Welding 3
- Financial Lit
- Web Page Design
- Economics
- Marketing
- Leadership Principals
- Sports Marketing
- Computer Tec 1
- Architectural Drafting
- Furniture Construction
- Wood Working

**Healthy Lifestyles**
- Fitness for Life
- Jogging
- Zumba
- Body Conditioning
- Aerobics
- Health
- Weight Training
- Lifetime Sports
- Cheerleading
- Drill Team

**Math**
- Pre-Calculus
- Algebra 1
- Algebra 2
- AP Calculus
- AP Statistics
- Basic Math Skills
- Geometry
- College Prep Math
- Math 1050

**Science**
- Biology
- AP Biology
- Chemistry
- AP Chemistry
- Physics with Tech
- AP Physics
- Astronomy
- Geology
- Med Anatomy and Physiology
- Health Sciences Intro
- Animal Sciences

**Foreign Languages**
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- German 1
- German 2
- American Sign Language 1
- American Sign Language 2
- Chinese 2/3

**Special Education**
- English 10
- English 11
- English 12
- Business Communications
- Algebra 1
- Algebra 2
- Geometry
- Computer Tech
- Biology
- Study Skills
- UCBT/Peer Tutor

**Language Arts**
- English10
- English11
- English12
- Creative Writing
- English 10 Honors
- English 11 Honors
- AP Language and Composition
- AP Literature and Composition
- English 1010
Figure 22: Average Class Size by Subject

2011-12

Figure: 23: Maple Mountain concurrent Enrollment Class Offerings 2011-2012

- AP Biology
- AP US History
- Business Management
- Computer Tech 2
- Digital Media
- English 1010
- Ex Sci/Sports Med
- German 3
- Intro to Em. Med
- US Gov’t & Cit
- College Prep Math
- Spanish 3
- Spanish

Figure 24: Maple Mountain AP Class Offerings

- AP Art History
- AP Music Theory
- AP Studio Art
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP Psychology
- AP United States History
- AP Calculus AB
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics
Figure 25: AP Tests Pass Rate

Figure 26: AP Tests Taken By Year
Figure 27: AP Pass Rates for Test Subjects
AP Passing Numbers and Total Tests Taken in 2010 By Subject

Spanish Language - 1
German Language - 1
Physics C: Mechanics - 4
Chemistry - 7
Biology - 10
Statistics - 13
Calculus A B - 27
United States History - 48
Psychology - 9
European History - 21
English Literature and Composition - 22
English Language and Composition - 50
Studio Art: Drawing Portfolio - 1
Music Theory - 6
Art History - 5

AP Passing Numbers and Total Tests Taken in 2011 by Subject

Spanish Language - 2
Physics C: Mechanics - 4
Chemistry - 7
Biology - 10
Statistics - 16
Calculus A B - 41
United States History - 56
Psychology - 23
European History - 25
English Literature and Composition - 23
English Language and Composition - 55
Studio Art: Drawing Portfolio - 10
Studio Art: 3-D Design Portfolio - 3
Studio Art: 2-D Design Portfolio - 3
Music Theory - 17
Art History - 27
Figure 28: ACT Testing Comparison to Utah State Averages for 2010-2011:

Figure 29: MMHS Scholarships Awarded

<table>
<thead>
<tr>
<th>The Class of 2010</th>
<th>$852,970.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Class of 2011</td>
<td>$1,010,000.00</td>
</tr>
</tbody>
</table>
Figure 30: CRT (Core Reference Test) Results for 2011

2011 CRT % Proficient for MAPLE MOUNTAIN HIGH

<table>
<thead>
<tr>
<th>Subject</th>
<th>STATE</th>
<th>NEBO DISTRICT</th>
<th>MAPLE MOUNTAIN HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>86%</td>
<td>66%</td>
<td>62%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>88%</td>
<td>66%</td>
<td>42%</td>
</tr>
<tr>
<td>Science</td>
<td>37%</td>
<td>66%</td>
<td>49%</td>
</tr>
</tbody>
</table>

% Prof Over Time for MAPLE MOUNTAIN HIGH

(Report filtered by Grades: 10, 11, 12)
Figure 31: CRT Score Comparisons with District and State

**End of Level Results**

**Algebra 1**

- **2010**
  - MMHS: 32.4%
  - Nebo District: 20.8%
  - Utah State: 26.3%

- **2011**
  - MMHS: 28.1%
  - Nebo District: 24.8%
  - Utah State: 29.7%

**End of Level Results**

**Biology**

- **2010**
  - MMHS: 74.3%
  - Nebo District: 67.3%
  - Utah State: 67.2%

- **2011**
  - MMHS: 70.6%
  - Nebo District: 66.4%
  - Utah State: 63.1%
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End of Level Results
Chemistry

End of Level Results
Geometry
Figure 32: CRT Proficiency by Gender
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Proficiency - Male/Female

Year 2011

Language Arts
Male: 91%  Female: 94%
Math
Male: 48%  Female: 51%
Science
Male: 78%  Female: 75%

Proficiency - Male/Female

Year 2010

Language Arts
Male: 88%  Female: 94%
Math
Male: 48%  Female: 45%
Science
Male: 74%  Female: 69%
Figure 33: CRT Proficiency By Ethnicity in 2011

Proficiency - Hispanic

Year 2011

Language Arts: 83.0%
Math: 30.0%
Science: 48.5%

Proficiency - White

Year 2011

Language Arts: 93.7%
Math: 50.3%
Science: 78.0%

Figure 34: CRT Proficiency for Special Education Students

Proficiency - Special Education

Year 2011

Language Arts: 60.3%
Math: 28.1%
Science: 48.6%
Figure 35: CRT Comparison with Similar Schools in Utah

**Math**

Showing up to 20 schools that are 90% similar using PVA* to MAPLE MOUNTAIN HIGH in Math

<table>
<thead>
<tr>
<th>School</th>
<th>% Similar</th>
<th>% Prof</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  MAPLE MOUNTAIN HIGH</td>
<td>100%</td>
<td>49%</td>
<td>176</td>
</tr>
<tr>
<td>2  BOX ELDER HIGH</td>
<td>97%</td>
<td>26%</td>
<td>80</td>
</tr>
<tr>
<td>3  SKY VIEW HIGH</td>
<td>96%</td>
<td>32%</td>
<td>126</td>
</tr>
<tr>
<td>4  WESTLAKE HIGH</td>
<td>96%</td>
<td>50%</td>
<td>179</td>
</tr>
<tr>
<td>5  LEHI HIGH</td>
<td>94%</td>
<td>68%</td>
<td>197</td>
</tr>
<tr>
<td>6  FREMONT HIGH</td>
<td>94%</td>
<td>30%</td>
<td>156</td>
</tr>
<tr>
<td>7  HERRIMAN HIGH</td>
<td>93%</td>
<td>29%</td>
<td>131</td>
</tr>
<tr>
<td>8  MOUNTAIN CREST HIGH</td>
<td>91%</td>
<td>47%</td>
<td>124</td>
</tr>
<tr>
<td>9  SALEM HILLS HIGH</td>
<td>91%</td>
<td>32%</td>
<td>128</td>
</tr>
<tr>
<td>10 STANSBURY HIGH</td>
<td>91%</td>
<td>29%</td>
<td>112</td>
</tr>
<tr>
<td>11 JORDAN HIGH</td>
<td>90%</td>
<td>30%</td>
<td>126</td>
</tr>
</tbody>
</table>

* Polytopic Vector Analysis or PVA is a statistical approach to find similar schools. Schools are organized into levels of Elementary, Middle, or High school and then analyzed using the size of the school (number of students) against the percentage of their student populations who are minorities, low income, English language learners (ELL), mobile, and special education. This analysis allows for the plotting of schools location within a virtual three dimensional frame. Schools that are close in proximity to a target school are identified as similar schools. The proximity of schools in the frame is reported as a percent similar number.
Polytopic Vector Analysis or PVA is a statistical approach to find similar schools. Schools are organized into levels of Elementary, Middle, or High school and then analyzed using the size of the school (number of students) against the percentage of their student populations who are minorities, low income, English language learners (ELL), mobile, and special education. This analysis allows for the plotting of schools location within a virtual three-dimensional frame. Schools that are close in proximity to a target school are identified as similar schools. The proximity of schools in the frame is reported as a percent similar number.
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Science

Showing up to 20 schools that are 90% similar using PVA* to MAPLE MOUNTAIN HIGH in Science

Polytopic Vector Analysis or PVA is a statistical approach to find similar schools. Schools are organized into levels of Elementary, Middle, or High school and then analyzed using the size of the school (number of students) against the percentage of their student populations who are minorities, low income, English language learners (ELL), mobile, and special education. This analysis allows for the plotting of schools location within a virtual three dimensional frame. Schools that are close in proximity to a target school are identified as similar schools. The proximity of schools in the frame is reported as a percent similar number.
## Figure 38: School Wide Grade Distribution Tables

### 2009-2010

<table>
<thead>
<tr>
<th></th>
<th>TERM 1</th>
<th></th>
<th>TERM 2</th>
<th></th>
<th>TERM 3</th>
<th></th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3711</td>
<td>51.7%</td>
<td>A</td>
<td>3203</td>
<td>45.6%</td>
<td>A</td>
<td>3345</td>
</tr>
<tr>
<td>A-</td>
<td>799</td>
<td>11.1%</td>
<td>A-</td>
<td>872</td>
<td>12.4%</td>
<td>A-</td>
<td>878</td>
</tr>
<tr>
<td>B+</td>
<td>495</td>
<td>6.9%</td>
<td>B+</td>
<td>545</td>
<td>7.8%</td>
<td>B+</td>
<td>529</td>
</tr>
<tr>
<td>B</td>
<td>544</td>
<td>7.6%</td>
<td>B</td>
<td>623</td>
<td>8.9%</td>
<td>B</td>
<td>564</td>
</tr>
<tr>
<td>B-</td>
<td>363</td>
<td>5.1%</td>
<td>B-</td>
<td>355</td>
<td>5.1%</td>
<td>B-</td>
<td>309</td>
</tr>
<tr>
<td>C+</td>
<td>223</td>
<td>3.1%</td>
<td>C+</td>
<td>251</td>
<td>3.6%</td>
<td>C+</td>
<td>230</td>
</tr>
<tr>
<td>C</td>
<td>247</td>
<td>3.4%</td>
<td>C</td>
<td>276</td>
<td>3.9%</td>
<td>C</td>
<td>286</td>
</tr>
<tr>
<td>C-</td>
<td>177</td>
<td>2.5%</td>
<td>C-</td>
<td>161</td>
<td>2.3%</td>
<td>C-</td>
<td>174</td>
</tr>
<tr>
<td>D+</td>
<td>88</td>
<td>1.2%</td>
<td>D+</td>
<td>121</td>
<td>1.7%</td>
<td>D+</td>
<td>108</td>
</tr>
<tr>
<td>D</td>
<td>123</td>
<td>1.7%</td>
<td>D</td>
<td>134</td>
<td>1.9%</td>
<td>D</td>
<td>156</td>
</tr>
<tr>
<td>D-</td>
<td>99</td>
<td>1.4%</td>
<td>D-</td>
<td>110</td>
<td>1.6%</td>
<td>D-</td>
<td>122</td>
</tr>
<tr>
<td>F</td>
<td>209</td>
<td>2.9%</td>
<td>F</td>
<td>282</td>
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<td>F</td>
<td>169</td>
</tr>
<tr>
<td>I</td>
<td>5</td>
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<td>I</td>
<td>2</td>
<td>0.0%</td>
<td>I</td>
<td>7</td>
</tr>
<tr>
<td>P</td>
<td>91</td>
<td>1.3%</td>
<td>P</td>
<td>82</td>
<td>1.2%</td>
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<td></td>
<td>Total</td>
<td>7017</td>
<td></td>
<td>Total</td>
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</table>

Note: The grades A to F represent different levels of achievement, with A being the highest and F the lowest. The table provides the count and percentage of students falling into each grade category for each term.
<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th></th>
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<td>TERM 4</td>
<td></td>
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<tr>
<td>A</td>
<td>4430</td>
<td>4117</td>
<td>4334</td>
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<tr>
<td>A-</td>
<td>968</td>
<td>901</td>
<td>843</td>
<td>872</td>
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</tr>
<tr>
<td>B+</td>
<td>566</td>
<td>552</td>
<td>532</td>
<td>556</td>
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<tr>
<td>B</td>
<td>588</td>
<td>613</td>
<td>610</td>
<td>622</td>
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</tr>
<tr>
<td>B-</td>
<td>342</td>
<td>398</td>
<td>365</td>
<td>430</td>
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<td>241</td>
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<td>302</td>
<td>319</td>
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</tr>
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<td>C-</td>
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<tr>
<td>D+</td>
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<td>130</td>
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</tr>
<tr>
<td>F</td>
<td>208</td>
<td>213</td>
<td>162</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>6</td>
<td>13</td>
<td>8</td>
<td>3</td>
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</tr>
<tr>
<td>P</td>
<td>84</td>
<td>79</td>
<td>118</td>
<td>98</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>8262</strong></td>
<td><strong>8132</strong></td>
<td><strong>8113</strong></td>
<td><strong>8035</strong></td>
<td></td>
</tr>
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</table>
## 2011-2012

### TERM 1

<table>
<thead>
<tr>
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<th>Count</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>4426</td>
<td>52.5%</td>
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<td>A-</td>
<td>1023</td>
<td>12.1%</td>
</tr>
<tr>
<td>B+</td>
<td>584</td>
<td>6.9%</td>
</tr>
<tr>
<td>B</td>
<td>628</td>
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</tr>
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<td>B-</td>
<td>385</td>
<td>4.6%</td>
</tr>
<tr>
<td>C+</td>
<td>263</td>
<td>3.1%</td>
</tr>
<tr>
<td>C</td>
<td>277</td>
<td>3.3%</td>
</tr>
<tr>
<td>C-</td>
<td>161</td>
<td>1.9%</td>
</tr>
<tr>
<td>D+</td>
<td>121</td>
<td>1.4%</td>
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<td>D</td>
<td>122</td>
<td>1.4%</td>
</tr>
<tr>
<td>D-</td>
<td>87</td>
<td>1.0%</td>
</tr>
<tr>
<td>F</td>
<td>196</td>
<td>2.3%</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>0.1%</td>
</tr>
<tr>
<td>P</td>
<td>119</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8428</strong></td>
<td></td>
</tr>
</tbody>
</table>
Motivated Learners
Multilevel Problem Solvers
Highly Effective Communicators
Socially Responsible Citizens

Figure: 39 Grade Distributions

Grade Distribution

(Figures are for all Year)

Figure 40: Average Daily Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>95.66%</td>
<td>96.04%</td>
</tr>
</tbody>
</table>

95.40% 95.50% 95.60% 95.70% 95.80% 95.90% 96.00% 96.10%
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**Faculty Demographics**

*Figure 41: Faculty Gender*

- Men: 26
- Women: 29

*Figure 42: Faculty full/part-time*

- Part-time: 5
- Full-time: 50

*Figure 43: Faculty with Advanced Degrees*

- Masters: 40%
- Bachelors: 60%

**MMHS Endorsements in ESL**

- Anders Arrhenius
- Lori Cunningham
- Melinda Hammond
- Kristie McMurdie
- Melony Mortenson
- Lori Zaremba

- ESL endorsed
- ESL pending

**Ratios**

- Administration to Teacher: 1 to 16
- Administration to Student: 1 to 431
- Counselors to Students: 1 to 323
- Teacher to Student: 1 to 26
School Clubs

When Maple Mountain High was created students were coming from two Utah County cities, Springville and Spanish Fork. The students from each town had been attending their different high schools, SHS and SFHS. Since these two high schools had been rivals, there were concerns that the students from the two different cities would be unable to overcome that long standing rivalry. Knowing that many of the active participants in school programs at these other schools might attend the other schools and that students coming to MMHS might need help with feeling comfortable with participation in school activities, the school’s new principal came up with an idea. The school would provide some time for school clubs to meet during the instructional time of the day to make new friendships and bring the two catchment areas together. The hope was that participation would begin to bridge the two communities together. This began the school clubs program at Maple Mountain High School.

In a time when most schools are seeing a decline in club memberships and participation, Maple Mountain still has a strong commitment to the school club idea. This administrative support with school instructional time dedicated to the forming of school clubs and encouragement of all students to participate, has led to a unity among students from the different catchment areas. Visitors to Maple Mountain High School activities have commented to the administration that they have noticed a level of school spirit and pride that is exceptional for a new school with Maple Mountain’s unique challenges. The Clubs have fostered an atmosphere of service and camaraderie that is exceptional. Every teacher at MMHS is expected to lead a club. All students are asked to pick one club and participate in that club throughout the year. The activities that clubs have participated in include many activities from service to relaxation.
SURVEYS
In September of 2011, Maple Mountain High School implemented three stakeholder surveys. The survey questions were created by our focus groups and then combined to create the three surveys using Google documents. The surveys were then attached to our accreditation page online and disseminated through email solicitation so that all members of our school community were given an opportunity to participate. Students, teachers, and parents were invited to complete the surveys online. English teachers even devoted some class time to be sure all students were given the chance to take their survey.

The survey questions were created by our focus groups so that we could direct the research to answer the questions we had that pertain to the rubrics in the NSSE Survey of Instructional and Organizational Effectiveness. Our questions were combined to create surveys that would give us the data we needed from all our stakeholders to assess our school effectively.

We were able to survey 944 students, 263 Parents, and 47 Faculty. The appendix includes the survey results for each question. This report was a timely and accurate measurement of where we were at the time given the number of responses that were acquired.

Figure 44: Survey Response Percentages

Students: 75%
Parents: 21%
Teachers: 85%

*See Appendix for specific survey questions and results.*
OVERVIEW
Maple Mountain High School has taken the time to consider all aspects of the accreditation report and process to best decide how this information can benefit our students and school. Focus groups are a key element in the accreditation process. We wanted our focus groups to really look at the strengths and weaknesses in the specific areas of our school. We also wanted to have members of our focus groups representing all areas of our school and community.

In the spring of 2011, we formed focus groups using members of the school stakeholders including; the school faculty, the student body, parents, and the community. Each group consisted of 10 - 14 members. During the meetings in the spring our focus groups analyzed and learned about the seven areas of focus. The groups used the seven rubrics from the Indicators of Schools of Quality published by the NSSE as a standard to build consensus and create focus group reports. The data that each group needed was discussed and each group decided what data they would like to use in order to assess how our school was doing in each area of focus.

A facilitator was chosen for each focus group. Their responsibility was to acquire the needed data that their group requested. The groups also decided on any specific questions they wanted asked on each of the surveys for the three major stakeholder groups at our school. Each focus group created questions that were included in the fall surveys in 2011. This allowed each group to ask questions of the members of our school community to help with the group’s assessment of where we are on the rubric. We wanted our surveys to really give us the information we needed to assess each area of focus.

Every group met several times in the spring and then met again in the fall after all the data had been gathered. The group also chose a scribe who facilitated the meetings and then created the focus group report for inclusion in this report. In the fall of 2011 the focus groups looked at the data from the surveys and any other data gathered by the facilitator at the group’s request. Some groups even decided they needed more data than previously arranged and small follow up surveys were conducted among the faculty. Each focus group used the gathered data and came to consensus on a score for each principle. The groups ranked our school based on a 0-4 rating point system. The focus groups reports were then presented to the action plan committee. The recommendations from each focus group report was used by the action plan committee to focus and find consensus on which areas should be included in our action plan. This report contains the various data that was available to our focus groups and action plan committee.
FOCUS GROUP REPORT #1

CURRICULUM DEVELOPMENT

Facilitator: John Penrod (Principal)
Parents: Liz Porter, Vickie Moss
Students: Katelyn Card, Madison McMurdie, Samantha Nielson
Teachers: Jethro Gillespie (Fine Arts), Tyler Lewis (CTE), Anders Arrhenius (Special Education), Craig Mustoe (English), Alan Marvin (CTE), Rita James (CTE), Eric Hyer (Science), Kathryn Crandall (CTE)

Principle 1: Develops a quality curriculum

NSSE Rubric Score: 3.3

Teachers at Maple Mountain High School follow the core curriculum as established by the Utah State Office of Education including a balanced and comprehensive set of essential knowledge and skills in each content area. Teachers believe that all students can learn and curricula is developed that focuses on supporting and challenging all students to excel.

Teachers address diverse learning needs of students and develop curricula to meet those needs. Special Education and English as Second Language (ESL) teachers frequently collaborate with general education teachers to meet the needs of students.

Teachers recognize that students have different strengths and abilities when it comes to learning. Knowing this, teachers direct their curriculum to address the needs of all learners.

Principle 2: Ensures effective implementation and articulation of the curriculum

NSSE Rubric Score: 3.0

Teachers focus on teaching strategies that ensure the alignment of activities, instructional support and assessments of students learning with the curriculum. Using school-wide collaboration time each week, teachers have the opportunity discuss, share, and strategize in using research-based instructional practices in implementing the curriculum.

The district and school provide opportunities for teachers to receive ongoing professional development that focuses on research-based practices, such as workshops, conferences, in-service training, etc. Teachers convey an attitude of wanting to improve the effectiveness of implementing the curriculum. Administrative support is available for improvement in this area.

Teachers, parents, and community members share a vision for student learning through the coordination and articulation of the curriculum.

Principle 3: Evaluates and renews the curriculum

NSSE Rubric Score: 2.7
Maple Mountain High School is in the process of developing a plan for evaluating and modifying the curriculum. Being a new school, our faculty and administration have had limited opportunities to meet as departments to address curriculum development in a detailed manner. Currently, the evaluation of the curriculum includes a limited review of student performance. Our desire is that through professional learning communities (PLC) and collaboration on a regular basis, departments will have and take the time to fully evaluate and modify the curriculum in such a way that student needs and learning objectives are met.

CRT, AP, and CTE test scores are beginning to show trends that reflect the learning of our students. Due to the relative newness of our school, collecting data will be an ongoing process that can be used to further evaluate and develop the curriculum.

Strengths:

- Teachers follow the core curriculum to guide their instruction, create objectives, and teach to those objectives.
- Teachers create a variety of learning experiences and accommodate the needs of diverse learners by working with special education and ESL teachers.
- Teachers genuinely believe that all students can learn and have a desire to improve their teaching by modifying the curriculum using research-based instructional practices.

Weaknesses:

- Using CRT, AP, and CTE test data in implementing the curriculum is limited at this time.
- Using common assessments during collaboration time to compare test results as a way to analyze and improve class curriculum.

Recommendations:

- Continue to use collaboration, both school-wide and within departments, to evaluate the curriculum and use that information to make curricular decisions.
Focus Group Report #2

Quality Instructional Design

Facilitator: Alan Ashton (Assistant Principal)

Parents: Dawn Graham, Tawni Porcaro

Students: Lindsay Schuring, Kelsey Chappel, Mendecino Peacock

Teachers: Johnny Averett (English), Cory Green (Science), Mindy Johnson (CTE), Jared Massic (CTE), Justin Nelson (Math), Karla Palfreyman (Fine Arts), Carolyn Esplin (Social Studies), Banks Bourgeois (Sp. Ed)

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

**NSSE Rubric Score: 3.3**

Here at Maple Mountain High School the core is strictly followed for the classes that have a state curriculum. Elective classes that do not have a state core collaborate with other instructors of similar classes to create a curriculum map for their subject area. We consistently meet by departments in collaboration meetings to review and discuss what we are currently teaching in class. We will continue to use our collaboration time as an effective means to improve our instructional practices. This will enable us to maintain consistency in the way our students are receiving instruction.

**Principle #2:** Employs data-driven instructional decision making

**NSSE Rubric Score: 3**

Our teachers use common assessments in a timely manner and give feedback to students. We are working on developing strategies to use the assessment data in a timelier manner so we can make those changes needed to our pacing of curriculum.

**Principle #3:** Actively engages students in their learning

**NSSE Rubric Score: 3**

Our teachers use class time wisely for instruction to support student learning. Time is effectively used to teach the curriculum and engage students in a positive manner. We need to continue to look for ways for students to be actively engaged through projects and assessments that apply 21st century skills, provide immediate feedback, and allow students to use the feedback.

**Principle #4:** Expands instructional support for student learning

**NSSE Rubric Score: 3.5**

Teachers are available before and after school. In addition, we have supervised computer labs before and after school as well as other labs during lunch and after school to provide opportunities for students to improve their learning and to provide academic support. Our school is involved with a variety of student leadership organizations that provide additional scholarship, leadership and competition opportunities. Students who need more academic support to be successful are referred to a learning strategies class through our RTI model.

**Strengths:**
• Collaboration time is well used and teachers value the time they have to help one another improve instructional practices.

• Our overall quality of teachers is high. They care, are motivated and want to have their students succeed.

Recommendations:

• We would like the opportunity to provide students with an after school literacy lab.

• Develop strategies for using data to improve instructional practices.
Focus Group Report #3

Quality Assessment System

Facilitator: RaShel Anderson (Assistant Principal)
Parents: Jodi Asay, Leslie Swanson
Students: Tyler Pullido, Kylia Keller
Teachers: Caitlyn Dahl (English), Shauna Griffen (Social Studies), Tom Porter (Foreign Language), Jeff Lake (Social Studies), Casey Mattinson (Library), Megan Roper (Science/Math), Lori Thomas (Math), Robert Eastmond (Robotics)

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

NSSE Rubric Score 3

Teachers report that they clearly model most of their assessments. The teachers who use common assessments report more effective modeling, because they have had a chance to discuss effective ways to model expectations during collaboration. It was also found that teachers that teach “hands on” classes do a better job modeling verbally, in written form and by demonstrating the objective. Teachers hand out disclosure documents to students and parent at the beginning of the course. The disclosure statements provide information on how students learning will be assessed. Some of our teachers email parents on a weekly basis and describe the expectation for student achievement. The standardized tests administered are CRT, AP, CTE Skills Tests, PSAT, and the ACT. These tests clearly communicate expectations and provide specific feedback to students, parents, and teachers.

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

NSSE Rubric Score 3.4

Data collected from 944 students, 248 parents and 47 teachers resulted in an average rubric score of 3.4. Assessments are directly connected to instructional uses that promote student achievement. The purposes of assessments are communicated to students, parents, and members of society through class and school websites, e-mails, course disclosure statements, direct instruction and newsletters. 53% of the students reported that their assessments matched the instructional strategies and content of their classes and 29% strongly agreed that their assessments matched the instructional strategies and content of their classes. As Maple Mountain High School continues to move forward in the accreditation and collaboration process the development of common assessments in each subject area will take place. By having common assessments we can compare student assessment data and discuss how to reteach and enrich student learning. This will allow us to better serve our students who are not proficient in the given objective. This information would be beneficial to share with our students and parents.

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

NSSE Rubric Score 3.3
Most teachers develop assessments that accurately reflect the students’ performance on S.M.A.R.T. (specific, measurable, attainable, realistic, and timely) goals. Nevertheless, the method of testing is not always aligned with how the objective was taught. It would benefit student learning if all of our departments would write a common curriculum map, set S.M.A.R.T. goals, write “I can statements” for themselves and their students, administer common assessments, and discuss the data collected from their common assessments. This process would lead to consistency among assessment practices and provide invaluable information on how to reteach those students who did not adequately learn the concepts being taught.

**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.

**NSSE Rubric Score 2.9**

Teachers use a variety of informal and formal formative and summative assessments that measure student performance and achievement. However, teachers do not always use these results to make conclusions about what to do with the students who did not learn the concepts at a proficient level. Common assessments would allow teachers to compare data and discuss a variety of new techniques to apply while reteaching their students. Common assessments would also provide generalizable results that could help teachers enrich and provide a deeper understanding to those students who had already mastered the concepts.

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

**NSSE Rubric Score 3.2**

Data collected from 944 students, 248 parents and 47 teachers resulted in an average rubric score of 3.2. Interestingly, teachers scored this rubric at a 3.7, students scored this rubric at a 3.1 and parents scored this rubric at 3.3. Teachers at Maple Mountain High School strive to assess students in a fair and equitable manner. With the use of SIS students and parents are able to receive and view their scores and grades in a timely manner. Many of our teachers are using rubrics to assess student learning which provides students with an accurate way to judge and reflect on their performance. Rubrics provide teachers with an equitable way to assess student learning and eliminates sources of potential bias. Teachers that are reteaching concepts that were not proficient and then allowing those students the opportunity to be reassessed also makes the assessments more fair and equitable since students learn at different rates and in different ways.

**Strengths:**

- Research indicates that Maple Mountain High School teachers use a wide variety of assessment methods.
- We offer many classes that help our students succeed on standardized tests, for example, Maple Mountain High School’s CRT scores are on the average the highest scores in Nebo School District in all areas (Language Arts, Math, and Science). In addition, the percent of students enrolling in AP classes increased as well as the percentage passing the AP exams with a 3 or higher.
• Built-in weekly collaboration creates opportunities for teachers to create common assessments within their departments and across the district. This time is also set up to analyze testing data so teachers can share research based instructional ideas for reteaching and enriching student learning.
• Research shows that assessments are fair and equitable.

Recommendations:
• Through the use of clearly modeling expectations and showing how the students will be assessed we can improve student learning and increase their feelings about being assessed fairly.
• Ensure that our instructions match our assessments and that our assignments match our assessment format.
• All of our departments can start to create common assessments and/or create additional common assessments. In addition we can all improve on comparing and analyzing our student data on those common assessments. This will provide us with invaluable information on who to reteach and enrich, as well as how to best reteach and enrich.
• We can improve reviewing our test results with our students, allowing our students to reflect on their learning and reteach all students who do not meet the proficiency level.
**Focus Group Report #4**

**Educational Agenda: Shared Vision, Belief Statements, Mission Statement, Goals and Desired Results for Student Learning (DRSL's)**

**Facilitator:** Amy Bond  
**Parents:** Sharalyn Monroe  
**Students:** Kami Asay, Jake Harding  
**Teachers:** Amber Hall (Healthy Lifestyles), Kristie McMurdie (Special Education), Denise Villarta (Science), Daniel Dewey (Science), David Jones (Fine Arts), Kaylee Liddiard (Science), Rachel Rigby (Math), Anna Woods (Foreign Language)

**Principle 1: Facilitates a collaborative effort to build a shared vision**

*NSSE Rubric Score: 4*

The focus group rates our school with a 4 on the rubric for facilitating a collaborative effort to build a shared vision. This decision was made due to the fact that parents, faculty, students, and the community were involved in creating a vision, mission statement, and beliefs as well as Desired Results for Student Learning. The school rated a 4 because we have successfully involved ALL stakeholders and the entire learning community in making goals and beliefs for Maple Mountain High School.

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

*NSSE Rubric Score: 3*

The focus group ranked Maple Mountain High School with a 3 on the rubric for developing and effectively communicating a shared vision, beliefs, and mission that define a compelling purpose and direction for the school. Our beliefs are very comprehensive; however, the mission statement is not necessarily compelling. Our group felt that this statement does a great job at addressing issues, but does not define what the issues are. More work could be done to define those issues.

**Principle 3: Defines measurable goals focused on student learning.**

*NSSE Rubric Score: 3*

The focus group feels that Maple Mountain has earned a rubric score of 3 in the area of defining measurable goals focused on student learning. Maple Mountain has defined solid Desired Results for Student Learning. The DRSL’s for Maple Mountain are:

1. Motivated Learners  
2. Multi-Level Problem Solvers  
3. Highly Effective Communicators
4. Socially Responsible Citizens.

These are great goals for our school community; however, the indicators have not yet been defined. In order for our school to rank a 4 on the rubric, we will need to specify the indicators for each of the four desired results for student learning. That process is ongoing.

Strengths:

Our desired results for student learning reflect the school’s core values:

- M: motivated learners
- M: multi-level problem solvers
- H: highly effective communicators
- S: socially responsible citizens

Recommendations:

- Post DRSL’s in various locations around school community
- Continue addressing DRSL’s with the students body through morning announcements
LEADERSHIP FOR SCHOOL IMPROVEMENT

Facilitator: Rachelle Miner (Counselor)
Parents: Laurie Dallon, Valerie Savage
Students: Emma Dallon, Caleb Russell, Bailey Chiniquy
Teachers: Melinda Hammond (English), Dave Boyack (Athletics), Cory Mendenhall (Choir), Mark Roberts (CTE), Sherrie Dunford (Fine Arts), Justin Judkins (Healthy Lifestyles), Mark Holden (Special Education)

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

NSSE Rubric Score: 3

Maple Mountain High School fosters an academic learning environment as evidenced in our dedicated and experienced faculty, a strong attendance policy, mission and belief statements, eligibility for sports and the new teacher mentor program. The school’s Community Council, LPIC Committee, Student Government and administration help maintain our focus on learning. Improvement of student learning is supported through weekly faculty collaboration, after school math labs, concurrent enrollment, Eagle’s Nest, and ACT preparation classes. Students and staff accomplishments are recognized through Keys to Success, attendance awards, Student of the Month luncheons, trophy cases, the Maple Mountain High School website, assemblies and Nebo School Board meetings.

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

NSSE Rubric Score: 2.5

Steps for school improvement are handled formally by the school Community Council. Faculty, Student Council, and LPIC Committee meet regularly to establish plans for school improvement. Maple Mountain High School uses the collaboration model with one of the goals being to develop common assessments across all content areas to assist teachers in identifying and implementing best practices and methods of instruction as measured by student performance. Maple Mountain reviews course offerings to ensure needs of all students are met (special education, career and technical, gifted and talented, college bound, etc.). The action steps of the school’s improvement plan are aligned with the school’s goals and resources; timelines and responsibilities for implementing action steps are mostly determined. The school’s plan for evaluating effectiveness of the improvement is incomplete.

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

NSSE Rubric Score: 3

The majority of the school’s decisions are consistent with Maple Mountain’s beliefs, missions and goals. The present attendance policy and club day were implemented to align with our beliefs and mission. The attendance policy, increased AP classes and after school math lab are examples of decisions made based on grades, CRT results, ACT exams and other data. Department collaboration is allowing teachers
to develop curriculum plans, and common assessments are being developed. Interdepartmental collaboration is evident in some departments.

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

NSSE Rubric Score: 3.25

Maple Mountain High School actively monitors and assesses student progress using a variety of techniques, both formal and informal. School-wide assessment tools consistently monitored for academic progress include SATs, ACTs, CRTs, DRP tests, vocational tests and SEOP meetings. Common department assessments are being created to determine content area understanding. Classroom assessments include performances, projects, portfolios, learning activities, presentations, quizzes, written, and oral tests, etc. Some assessments are administered by outside judges, in areas such as performing arts, and athletic events, etc.

Administrators, teachers and counselors review assessments and adjust instruction. Students also review assessments to improve student learning. Departments review data and create plans to improve student achievement during weekly collaboration meetings. Online access to grades and scores are made available for students and parents through SIS. Educational plans are developed through the counseling department, along with students and parents, based on a variety of assessments. Mentor programs improve instructional effectiveness, in individual teacher’s classrooms.

**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.

NSSE Rubric Score: 2.75

School policies and operational procedures are mostly consistent and aligned with the goals and mission. Maple Mountain consistently enforces district and school policy, which helps the school maintain improvement. The school Community Council has direct responsibility to establish the school improvement plan, which drives most decisions on policies, procedures and allocation of resources. Decisions aligned with the school’s goals and missions are made by leadership in all its forms within the school. This results in maximizing learning. The school improvement plan will consistently be reviewed and modified.

**Strengths:**

• School Mission Statement and Motto are posted in the classrooms and used on the daily announcements.

• Faculty and staff participate in weekly collaboration meetings to discuss and improve student learning and school improvement.

• As our new school has created new traditions and developed a school culture, we have focused on our mission statement.

• We have made decisions about and improvements for our school based on collected data to meet the needs of all learners.
• Departments are focused on student learning, creating common assessments, sharing best practices and creating effective interventions.

**Recommendations:**

• Staff and faculty achievements need to be more publicly recognized.
• Give more awards for academic and non-athletic achievements.
• Stakeholders need to be more meaningfully involved in the school improvement plan.
• More transparency of financial matters needed for Community Council and faculty.
• All departments need to create common assessments.
• Departmental intervention plans need to be developed clearly.
COMMUNITY BUILDING

Facilitator: Bree Moulton (Counselor)
Parents: Shiela Gibson, Mary Kaye Spencer
Students: Heather Linde, Dexton Graves, Ivan Leland Brooks
Teachers: Molly Brenchley (CTE), Robyn Dunn (CTE), Greg Henry (Math), Cassie Lewis (Science), Gary Miner (Social Studies), Todd Roach (English), Darrell Wyatt (Social Studies), Chris Wilson (Fine Arts)

Principle 1: Fosters community building conditions and working relationships within the school.

NSSE Rubric Score: 3.14

Maple Mountain High School (MMHS) is a new school in its third year. MMHS has a strong sense of community within the school. Students feel that there are several opportunities to interact. They also feel that teachers are available before and after school to help them with assignments and to re-take tests, etc. Students and family members feel welcome and invited to the school assemblies at MMHS.

Principle 2: Extends the school community through collaborative networks of support for student learning outside of the school.

NSSE Rubric Score: 3

MMHS builds networks with families, educators, and community members to establish and enhance learning opportunities for students. The following list of indicators gives evidence of strengths in the community building efforts between our school and the local communities: SEOP conferences, parent/teacher conferences, PTA, MMHS website, SIS/email, career day/work based learning, college tour, Make-a-Wish Assembly, Sub for Santa, MATC, Distance Learning, Concurrent Enrollment, LDS Seminary, Community Recreation, Classic Car Club Car Show, and students clubs. Several of the athletic teams sponsor camps where young people in the community can come get involved and see what programs there are available to them at MMHS.

Recommendations:

• Improve the quality of the video announcements at school
• Increase communication/collaboration with junior high schools that feed into MMHS
• Better institutional program to help prepare students for the next step. (higher education)
An Attitude of Excellence

FOCUS GROUP REPORT #7

CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING

Facilitator: Shaun Blakey (Counselor)
Parents: Michelle Baer
Students: Shania Steele, Reagan Garlitz, Clayton Spencer
Teachers: Brad Burtenshaw (World Languages), Patty Fahringer (Athletic Trainer), Thomas Marker (Math), Bradley Moss (Fine Arts), Gregg Smith (Social Studies), Lori Zaremba (World Languages), Amber Lewis (CTE), Nichole Neves (CTE)

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

NSSE Rubric Score: 3

In developing department specific reports for accreditation, teachers remarked that they were engaged in professional development that helped to solidify their work as educators. However, based on surveys of the Maple Mountain High School faculty, teachers suggested that the opportunities for professional development that they engaged in most often were content-based training, and not training tied to pedagogy or best teaching practices. The perception among students is that their teachers are up to date and knowledgeable in their content areas. With the new district focus on incorporating 21st century skills in instruction across the curriculum, the faculty believes it is an ideal time to research and implement best teaching practices. The focus on 21st century skills has influenced many district training sessions that have allowed teachers from MMHS to meet with secondary content area teachers from across the district to brainstorm ideas for modifying curriculum and teaching approaches, and this focus has carried over into department collaborations within the school. The perception among faculty members is that the school supports exploration and change in teaching practice, with nearly all teachers reporting that their own departments were supportive of ideas and change. Now, as a faculty with new district and school improvement goals, we felt that a roadmap now exists to provide a pathway to the desired improvements.

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

NSSE Rubric Score: 3

The accreditation process has allowed the faculty, students, and parents of Maple Mountain High School to focus on the idea and process of improvement. However, as a focus group, we believe that this culture was in place before accreditation, based mainly on the work that all of the stakeholders had to do in bringing together the new school. Early faculty meetings, before the school opened, embraced the idea that having teachers come from many different schools meant that we had the opportunity to mine the best practices from each of our individual backgrounds. One of the largest clubs at the school, the PTSA club, is actively involved in working with students and the community, and the school community council has established open dialogues with a variety of stakeholders with the goal of enhancing student
learning and school improvement. In faculty-wide collaboration meetings, departments have the opportunity to share ideas and successes they are having, so all teachers can consider implementing these new ideas. An example of this has been the continuing examinations of the impact of having students retake tests -- a policy that has been in place this year with the math department.

An area that the focus committee felt needed additional concentration, based on survey results and discussions with faculty members, students, and parents, was a more solid plan for mentoring and training new teachers.

**Strengths:**

- The culture of improvement has been in place, with contributions from all stakeholders, since before the school opened.
- Teachers have a number of opportunities to meet with content-area teachers from around the district in planning and executing new practices tied to 21st century skills.
- Teachers take advantage of the many opportunities to participate in teacher training through workshops and conferences by regional and national organization.

**Recommendations:**

- While school collaboration has worked to improve teacher practice, now departments need to align with school improvement goals.
- Teachers would appreciate more professional development focused on best teaching practices.
- New teachers need more support at the school level--more specific school level programs.
The Action Plan Process:

After the entire process of accreditation was implemented, an action plan committee was created in early December. Many of the participants in the school-wide accreditation process were asked to participate. The members included parents, teachers, administration, staff and a counselor. These members met for a couple of days and reviewed the information that was accumulated during the year by focus groups, departments and stakeholder surveys. After looking at data from the school profile in detail the committee decided on a few areas of concern and agreed on areas of focus for school improvement. After extensive discussion and brainstorming some action plans were created and then presented to the entire faculty for further discussion and feedback. After the feedback was considered a few changes were made and the action plans were presented to the school community council for discussion and approval. After the community councils feedback more changes were made and the final drafts of the proposed actions plans were created. The goal of all involved was to align all of the schools work toward improvement to this ongoing accreditation process.

Action Plan Committee:

Parents: Michelle Baer, Mary Kaye Spencer
Teachers: Greg Henry, Mindy Hammond, Jethro Gillespie, Thomas Porter, Shauna Griffen, Jared Massic, Eric Hyer
Administration: John Penrod, Alan Ashton, Hugo Villar, Rachelle Miner
Scribe: Melony Mortensen
Facilitator: Lori Cunningham
**ACTION PLAN #1 – CONTENT SPECIFIC INTERVENTIONS WITHIN THE CLASSROOM**

**Goal:** To prepare students for the higher demands of the 21st century with skills that will be useful in their future schooling and career choices, the faculty will participate in an ongoing training process to address Content Specific Interventions within the classroom.

**Guiding DRSLS:**
- Motivated Learners
- Multilevel Problem Solvers
- Highly Effective Communicators

**Beliefs addressed:**
Student learning is the chief priority for the school; therefore, learning needs should focus all decisions impacting the work of the school.

Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work in meaningful contexts.

Students are valued individuals who learn in different ways and should be provided with a variety of instructional approaches to support their learning and to address their unique physical, social, emotional, and intellectual needs.

**Justification:** The Action Plan Committee found that there were specific needs for improvement in intervening in behalf of students who are not learning or are struggling in classes. The need for collaborative work time to train within our faculty was a common concern expressed by our Department Analysis and Focus Group Results. Specific concerns were apparent about how to use data to direct interventions within classrooms.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Timeline</th>
<th>Resources</th>
<th>Persons Responsible</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train teachers on teaching study skills to students</td>
<td>Introduce at end of 2011-12 school year</td>
<td>All Teachers/ Collaboration Counseling Dept. Train and explain need.</td>
<td>All teachers attend training Counselors will train</td>
<td>Create calendar or log of trainings</td>
</tr>
<tr>
<td>School-wide focus on one study skill lesson each week - 1st few minutes of class on Mondays</td>
<td>Fall 2012 - ongoing</td>
<td>20 Study Skills lesson plans created by Counseling Dept.</td>
<td>All teachers will teach</td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>4th collaboration of the month – Technology Intervention Training - Use of Email Use of Google Apps Use of Google Website</td>
<td>Feb 2012-ongoing</td>
<td>Administration</td>
<td>Administration/ Alan Ashton Teachers will attend</td>
<td>Log of trainings Teacher usage</td>
</tr>
</tbody>
</table>
**ACTION PLAN #2 – SPECIFIC INTERVENTIONS FOR READING AND MATH STRATEGIES**

**Goal:** To address the need to remediate for students who are struggling with reading.

**Guiding DRSL:** Highly Effective Communicators – students who are not reading on grade level have difficulty in all classrooms.

**Beliefs Addressed:** Student Learning is the chief priority for the school; therefore, learning needs should focus all decisions impacting the work of the school.

Students are valued individuals who learn in different ways and should be provided with a variety of instructional approaches to support their learning and to address their unique physical, social, emotional, and intellectual needs.

**Justification:** Concerns were expressed by the committee for intervening specifically in the areas of reading and math. Students who are below grade level in reading and math struggle in all academic areas. The need for specific interventions to address the teaching of reading and math in all classrooms for these students would be addressed with these actions. Test scores in the CRT’s for Language Arts are good, but students who fail courses and score poorly in end of level testing are often students who are below grade level in reading.
### Reading -

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Timeline</th>
<th>Resources</th>
<th>Persons Responsible</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students who are reading below grade level according to DRP score</td>
<td>Fall 2012</td>
<td>DRP scores</td>
<td>All teachers</td>
<td>List of identified students</td>
</tr>
<tr>
<td>Training on using DRP scores</td>
<td>Spring and fall of 2012</td>
<td>English teachers District literacy specialists</td>
<td>English teachers</td>
<td>Attendance records for training</td>
</tr>
<tr>
<td>Review/remediation</td>
<td>- ongoing</td>
<td></td>
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<tr>
<td>Teacher training in reading strategies</td>
<td>Fall 2012</td>
<td>Guest specialists</td>
<td>Administration</td>
<td>Teacher attendance/logs - peer coaching</td>
</tr>
<tr>
<td>Reading instruction in all content areas</td>
<td>2012-ongoing</td>
<td>All teachers</td>
<td>All teachers</td>
<td>DRP scores for targeted students - Sharing in collaboration</td>
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<tr>
<td>Create literacy/writing lab</td>
<td>2012-2013</td>
<td>English teachers</td>
<td></td>
<td>Usage records</td>
</tr>
<tr>
<td>Implement new core</td>
<td>Fall 2012</td>
<td>English teachers District literacy specialists</td>
<td>All English teachers</td>
<td>New core test scores in 2014</td>
</tr>
<tr>
<td>Create Basic Literacy class for struggling readers</td>
<td>Fall 2012</td>
<td>English dept. counseling dept.</td>
<td>English teacher</td>
<td>Class enrollment</td>
</tr>
<tr>
<td><strong>Math -</strong></td>
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<tr>
<td>Action Step</td>
<td>Timeline</td>
<td>Resources</td>
<td>Persons Responsible</td>
<td>Assessment</td>
</tr>
<tr>
<td>Math awareness in all content areas – Best practices</td>
<td>Fall 2012 - ongoing</td>
<td>All teachers</td>
<td>All teachers</td>
<td>Dept feedback in collaboration meetings</td>
</tr>
<tr>
<td>Early identification of students for placement using jr. high Algebra 1 CRT scores</td>
<td>Spring 2012 - ongoing</td>
<td>Counselors/math teachers</td>
<td>Counselors/math teachers</td>
<td>CRT scores</td>
</tr>
<tr>
<td>Coordination with jr. high math department for teacher</td>
<td>Spring 2012 - ongoing</td>
<td>Counselors/math teachers</td>
<td>Counselors/math teachers</td>
<td>Recommendations</td>
</tr>
<tr>
<td>recommendation on placement in classes.</td>
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<tr>
<td>Use of UVU ACCUPLACER test for placement after Algebra 2</td>
<td>Spring 2012 - ongoing</td>
<td>Counselors/math teachers</td>
<td>Counselors/math teachers</td>
<td>ACCUPLACER scores</td>
</tr>
</tbody>
</table>

**Action Plan #3 – Collaboration/PLC**
Goal: To address the need to move forward in the collaborative process in order to improve assessment and teaching

Guiding DRSL:
- Motivated Learners
- Multilevel Problem Solvers
- Highly Effective Communicators
- Socially Responsible Citizens

Beliefs addressed:
- Student learning is the chief priority for the school; therefore, learning needs should focus all decisions impacting the work of the school.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work in meaningful contexts.
- Students are valued individuals who learn in different ways and should be provided with a variety of instructional approaches to support their learning and to address their unique physical, social, emotional, and intellectual needs.

Justification:
- Department analysis and several focus groups document the need for collaborative work in the departments and interdepartmentally. Progress needs to be made in creating common assessments in many departments. New common core adoption in many subject areas has created a need to work on creating common assessments. The accreditation process has slowed this effort down for some departments so this is an area of concern. Renewed focus and collaborative time needs to be dedicated to this area of collaborative work.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Timeline</th>
<th>Resources</th>
<th>Persons Responsible</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Create common assessments based on common core standards in each department</td>
<td>2012-ongoing</td>
<td>Core standards</td>
<td>Administration/teachers</td>
<td>Common assessments created for use quarterly in each department</td>
</tr>
<tr>
<td>Administer common assessments and analyze data through collaborations to improve teaching</td>
<td>2013-ongoing</td>
<td>Core standards</td>
<td>All teachers</td>
<td>Teacher assessments</td>
</tr>
<tr>
<td>Cross curriculum collaboration</td>
<td>2012-ongoing</td>
<td>Dedicated collaboration time</td>
<td>Administration/teachers</td>
<td>Department feedback – in collaboration meetings</td>
</tr>
<tr>
<td>Support singleton classes efforts to collaborate on the 2nd and 4th collaborations each month</td>
<td>2012-ongoing</td>
<td>Dedicated collaboration time</td>
<td>Administration/teachers</td>
<td>Department feedback – in collaboration meetings</td>
</tr>
</tbody>
</table>