

Process

Department Analysis

On August 24, 2009; August 31, 2009; and October 12, 2009, each department met during collaboration Monday and processed a series of questions designed to examine all aspects of their department. It was emphasized that departments use data analysis as it pertains to their department. Each department was given a copy of the parent, teacher, student survey, a copy of CRT results, data found in the school profile and grade distributions for the school. Overall the faculty seemed to find the specific data valuable as they closely examined themselves as departments. An additional meeting for departments was held on March 31, 2010, to review the processes and the beginning of the school's action plan.

At the end of the department question sessions, teachers had the opportunity to consider their strengths and weaknesses as departments, and then had the opportunity to develop SMART goals to help students succeed. The final portion of the activity was to create an action plan to help arrange a timeframe to assist departments in completion of their goals. Each Monday is set aside for department collaboration. During collaboration, each department is engaged in PLC's with a clear focus on the Four Essential Questions: What do we want students to know? How will we know when students have learned? What do we do when students have not learned? What do we do when students already know?

Also, during collaboration, departments are dedicated to applying the school's Mission, Vision, Values, and Goals. All departments agree that it is essential that every department continually examine themselves, determine their strengths and weaknesses and address them in a timely manner for improvement.

Strengths

- High standards set for student achievement with a published Core of the Core on school web site
- Weekly teacher collaboration set for student learning and success
- Access to technology (labs, projectors, sound) and variety of classroom activities to differentiate instruction
- In school data specialist

Areas of Concern

- Implement common assessments and use the data to influence teaching
- Review CRT data and DWA scores to identify struggling students.
- Follow-up on goals and use of data to influence teaching
- Communication to parents and community with classroom needs
- Increase means of displaying student work
- Improve process of recognizing outstanding students

Steps Forward

- Identified is a need for more cross curricular collaboration within the school.
- Examination of possibilities will begin for providing data to teachers on students that struggle. Some ideas and not yet implemented are to share CRT scores, failing grades, common assessment results.

- There is a need for additional time and training in order to assist students that are at-risk. This would specifically include those students who are in SE, ELL, and students on the at-risk list.
- There is a need for continued improvement in communication with parents. Specifically listed are teacher websites with current assignments, email, and caller.
- There is a need to celebrate the great work that students do. There is a need to create ways within the school to showcase their work.
- There is a need within the school to use writing more across the curriculum. The My Access program is in place; additional training in this for all teachers would be beneficial for student learning.
- Continue to make progress with creating and implementing common assessments that are tied to the core. Data from these assessments must drive instruction.
- Focus on and continue to monitor school goals and department goals. Celebrations will be held on 5th Monday collaborations to share progress and accomplishment.

Departmental Analysis and Goals Counseling

Counseling Department Mission Statement: Together we assist each student in learning for life through academic, career, personal/social and multicultural development.

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. **What do we want students to know?** The counseling department wants each student to be successful in developing skills in personal, educational and career options and the process of achieving these options. This is in alignment with the American School Counselor National Model and the Utah Model for Comprehensive Counseling and Guidance.
 - b. **How do we know students have learned?** Counselors work with student to help them achieve their goals. Counselors know that students have learned personal, educational and career goals through their annual SEOPs where student progress is measured.
 - c. **How do we respond to students who have not mastered essential knowledge?** Each counselor is trained to assist students and their parents in understanding the essential knowledge. Counselors are committed to work with each student and their family until understanding is achieved. This is done through individual SEOPs, parent/teacher nights, parent conferences, emails, and other communications.
 - d. **How do we work with students who already know the information?** Many students at our school already possess basic knowledge of what they would like to do in the future and how to achieve it. The counseling department is committed to helping these students succeed by expanding their understanding of resources available to each student, in order to assist them in achieving their goals. This is done through placement in honor classes, career development lessons, and individual SEOPs.

2. How has the department contributed to the school wide Desired Results for student learning?
 - a. **Lifelong Learning/Complex Thinking:**

The counseling department assists students to refine their higher level thinking skills by challenging each student to consider and develop academic and career goals.
 - b. **Effective Communication:**

The counseling department teaches effective communication skills in their 7th grade CTE presentations and in small group lessons, such as Why Try.

c. Collaboration:

The counseling department collaborates with individual departments throughout the school as the need arises. The counseling department also meets with the administration and special education department on a weekly basis.

d. Responsible Citizenship:

The counseling department advocates for individual students and their differences in culture, beliefs, values and social structures. As a department we provide leadership development, and training (UVU Leadership Conference, Clear Creek).

3. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?

- a. The counseling department recognized the need for students to be in class to be able to gather the essential curriculum provided by teachers. Over the last five years, Student Education Occupation Plan (SEOP) appointments have been streamlined so that less class time is interrupted.
- b. In addition within the counseling department technology has been used to free counselor time, so that more time can be spent with students. Such as using Canyon Creek to schedule SEOP appointments.

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

Counselors use a variety of assessments to monitor student achievement and adjust instructional practices, such as pre/post testing for classroom presentations and small group counseling. Counselors also use a variety of assessments during individual SEOPs and parent conferences to help counselors, teachers, families and students adjust instructional practices as needed.

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

Counselors use a variety of teaching strategies to help meet the needs of all students, such as translation services, referrals, and placement meetings.

6. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?

Counselors meet weekly with the administration to collaborate about student performance. Data is collected and reviewed to determine student need. Counselors and administrators track individual students on a weekly basis and report student outcomes. Counselors regularly attend professional conferences and workshops to maintain and improve their skills.

7. How do students have access to additional support beyond the classroom?
Counselors are available at any time to meet with students, including before and after school and during student lunches. Counselors regularly refer students to sources of additional support beyond the classroom. Counselors assist students in e-time activities to ensure student growth.
8. How do students have access and utilize technology as a regular part of the instructional program?
Students have access and utilize computer labs for guidance curriculum lessons. The new state Utah Futures program is used to track student's career goals and plans throughout their secondary school experience. Students create a six year plan utilizing current technology. All students are able to access information such as graduation requirements, course descriptions, grades and assignments by using the school website.
9. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department?
The counseling department administers a needs assessment survey every three years to students, parents and teachers. Programs are implemented and/or adjusted based on the results of the needs assessment. Pre and post tests and open discussion are used to gauge the effectiveness of counseling groups. The grades and performance of all students are analyzed to identify at-risk students.
 - a. What strengths have been identified as a result of analyzing data?
The counseling department has been effective in teaching students graduation requirements and keeping students on track to graduate. Students know how to access the counselor for their needs and counselors are available to address these needs. Studies who participate in group show positive outcomes.
 - b. What weaknesses have been identified as a result of the analysis of data?
Need to disaggregate student data by race, gender, grade level and ethnicity.
Align comprehensive guidance goals more closely with SIP
10. How is the department collectively addressing the school's current school improvement goals?
We have weekly meetings to discuss student progress and gauge the effectiveness of E-time. We meet regularly with students to help them achieve their academic and personal goals including lowering the number of "F" grades.

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Strengths in our Department (10 Minutes)

- We collaborate weekly and maintain open communication in our department.
- We keep up to date with current issues in order to help students more effectively.
- Counselors are available during school as well as before and after school to meet student, parent and teacher needs.
- Our Career Lab is fully equipped with computers and used for student planning and learning.

Weaknesses in our Department (10 minutes)

- A new SIS system at the district and school level has temporarily slowed our access to information
- We need to develop a department mission statement.
- We would like to improve our ability to disaggregate at-risk students

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Meet with all students who received a GPA below a 2.0. Work to improve their grades. Provide ways for students to remediate their grades.
- Make S.M.A.R.T. goals
 - Specific
 - Measurable
 - Attainable
 - Relevant (They should reflect our DRSLs)
 - Trackable

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Track GPA of all students	Each semester	-SIS system -Teacher support	-GPA -Teacher evaluations	Complex Thinking Lifelong Learning Help students to understand the value and importance of an education.

<p>Meet with 9th grade students with failing grades to help them have all their credit when leaving 9th grade.</p>	<p>Each quarter</p>	<ul style="list-style-type: none"> -student buy-in -parent support -skyward access -teacher support -E-time 	<ul style="list-style-type: none"> -GPA -Pyramid of Interventions -graduation statistics 	<p>Lifelong Learning We want each student to understand the benefits of an education and high school diploma.</p>
<p>Provide e-time for in school remediation as well as a summer school to make up failed classes.</p>	<p>daily</p>	<ul style="list-style-type: none"> -faculty, school and administrative support. -parent support 	<p>-number of "F" grades.</p>	<p>Lifelong Learning Hold them responsible to learn the essential curriculum.</p>

Departmental Analysis and Goals CTE

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions
 - a. **What do we want students to know?** Want students to know the core of the State CTE standards.
 - b. **How do we know students have learned?** Students create projects in CTE and also tests and worksheets.
 - c. **How do we respond to students who have not mastered essential knowledge?**
E-time, personal help
 - d. **How do we work with students who already know the information?**
Have students who understand teach those who do not understand.
2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. CTE teaches concepts that support other departments, but it is informal. The department could do better to support math, science, and English classes.
3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. The department is 100% aligned with the educational agenda of the school.
4. How does the current staffing and certification meet current program needs?
 - a. CTE department is 100% qualified and continually attends workshops to keep their skills sharp.
5. How has the department contributed to the school-wide Desired Results for student learning?

Lifelong Learning: teach career and work based learning and finances.

Complex Thinking: incorporate the basics into real life situations. Practice those skills in class projects.

Effective Communication: working on school websites for that are student friendly and easy to use. Communicate through Parent Teacher conference, UEN, and U-tips.

Collaboration: working with teams in school and at other school.

Responsible Citizenship: teach students to live on less than earned, work with behavior sheets, teach self-clean up with points deducted for poor clean up.

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
 - a. Use the state CTE website standards and always updating our own curriculum to be essential.
7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
 - a. What types of formative assessments are given? Pre-test, surveys, informal assessments, observations, project assessments.
 - b. What types of summative assessments are given? Test, projects, and final surveys.
8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
 - a. We often have students with special needs – we use peers to help and modify to accommodate.
9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
 - a. OCJH CTE intro team, plus teams with other schools.
10. How do students have access to additional support beyond the classroom?
 - a. E-time, websites, before and after school, e-mail
11. How do students have access and utilize technology as a regular part of the instructional program?
 - a. 4 computer labs in CTE dept
12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department?
 - a. Own test and project results, perception survey.
 - b. What strengths have been identified as a result of analyzing data? We have computers and CPS systems that help us be more effective
 - c. What weaknesses have been identified as a result of the analysis of data? Poor test questions, areas that need re-teaching
13. How is the department collectively addressing the school's current school improvement goals?
 - a. Support E-time and provide personal help for students who are struggling.

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- Hands on
- Practical application of other subjects, work well as a team
- Our area applies to life-long learning.

Department Weaknesses (10 minutes)

- Difficult because of 5 different curriculums in one department (not a weakness, but a challenge)

D. Last, set goals based on your analysis which are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Websites
- CTE Intro lessons on web,
- Address bullying

Set S.M.A.R.T. goals

- Specific
- Measurable
- Attainable
- Relevant (They should reflect our DRSLs)
- Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Each teacher have a website up and running	By Jan. 8	Some of us need to learn more than others	CTE department not as well known according to perception survey	Effective Communication
CTE Intro put lessons 1-4 on the web with links for family to use	Before SEOPs	Time to put info on the web	Parent Teacher conference info	Life long learning Complex thinking Responsible citizens
Address problem of bullying	End of 1 st term	Involve counselors as a resource	Perception survey. Students saw it as more of a problem than parents or teachers	Responsible citizens Character development

Departmental Analysis and Goals Music, Dance Drama, and Visual Arts

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. What do we want students to know? We have each carefully reviewed State Standards as well as national standards, and written a “core of the core” for each of our classes.
 - b. How do we know students have learned? We use observation, listening, and written formative and summative assessments.
 - c. How do we respond to students who have not mastered essential knowledge? We re-teach, work with students individually before or after school, use peer tutoring, or help remediate students during E-Time.
 - d. How do we work with students who already know the information? We offer extra goals and opportunities, have honors groups, have an ARTS night where students can show /perform excellence, encourage them to do more, involve students in extracurricular activities. We also give students the opportunity to teach each other (i.e. section leaders, demonstrators, class leaders).

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. We collaborated with the foreign language department, performing music of other cultures. Last year, the choir performed an entire concert dedicated to world music.
 - b. The drama department informs the English department about plays that they perform that apply to the English curriculum, i.e. Shakespeare
 - c. Band plays for PUSH special events
 - d. The Arts Department regularly performs in assemblies for the entire student body
 - e. Visual arts displays artwork in the media center. During the art show, several classes write critiques about art. The art department shares critique formats with other departments.
 - f. Visual arts frequently plays and discusses music, especially about the art they are studying. For example, during an Eric Carle texture lesson, students listened to Aboriginal music. As they studied African art, they listened to African music.
 - g. Art department frequently puts up displays in the art hall about cultures around the world, along with student artwork. There is a severe limit on space, and more could be displayed if there was more space.
 - h. Young masters students write essays about their art, include research, and have posted their findings on the school website. This supports what they are learning in their English classes.

- i. Art one students write about their artwork, supporting writing across the curriculum. All students in art learn about other cultures. We look at a large world map on the wall to see WHERE the culture is we are studying, and this supports learning in geography classes.
3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. Our school mission is "Together We Learn for Life". We represent Oak Canyon to the community as a sort of public relations group.
 - b. The skills we teach and practice – teamwork, self-motivation, discipline, excellence, etc – are life-long skills that are required in all aspects of life.
4. How does the current staffing and certification meet current program needs?
 - a. We are all trained in our specialties, but even more importantly, we are trained to teach. We can adjust to student needs at any level and welcome students who come to our programs.
5. How has the department contributed to the school wide Desired Results for student Learning?

Lifelong Learning: We help students develop confidence, set goals, improve skills and talents through practice and effort, work with others in collaboration or work independently, develop and reach long term goals. Students are able to articulate feelings of competence and confidence as learners. Students can relate school to life experiences. Students use assessment results to maximize achievement. Students use problem-solving and decision-making skills to assess progress toward goals. They are able to identify realistic long term and short term goals and set priorities.

Complex Thinking: We help students analyze and critique art and performances, compare and contrast, and create through writing, discussion, demonstration, etc.

Effective Communication: We work with not only verbal but non-verbal communication. Students learn to work with a group as well as individually. Students learn to speak, perform and display their art in public. They learn ways music, performance, body language, and visual images can communicate ideas and feelings.

Responsible Citizenship: Students are given leadership opportunities; become balanced individuals; take initiative; develop a desire to succeed. Students appreciate and respect individual differences and alternative points of view. They improve their ability to express an opinion on issues while listening to and respecting the views of others. They develop a commitment to caring, fairness, responsibility, and compassion. They develop an awareness of the mutual benefits of sharing, cooperation, and compromise.

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
 - a. We have each simplified our core of the core in student friendly terms.
 - b. We realize that students learn more by experience than lecture, so each of us have experiential based lessons. We use pacing to keep students involved.

7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
 - a. What types of formative assessments are given? We use observation, listening, step-by-step learning, self critiques, peer reviews, group critiques, checklists.
 - b. What types of summative assessments are given? We have concerts, festivals (where judges assess rhythm, intonation, sight reading, etc.) final projects, portfolio reviews, rubrics, showcases, tests, and/or quizzes.

8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
 - a. We attend IEPs, call parents, set goals with students.
 - b. Students may participate at levels appropriate for their abilities.
 - c. We learn individual needs of students and encourage their involvement.
 - d. We involve parents as much as possible.

9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
 - a. We have problem solving discussions, encourage each other, work together for productions/performances, we work with individual problems common to us all. (For example, we worked with improving collaboration in our classes and shared ideas with each other).
 - b. We have worked on core of the core and shared rubrics. Even though our subjects are very different, we have discussed ways to help students learn that are basic to all classes.

10. How do students have access to additional support beyond the classroom?
 - a. Students can participate in e-time remediation.
 - b. We work with students before and after school.
 - c. Before performances, there are extra practice sessions, extra performances.
 - d. We rely on parental support and community support at concerts, performances, and shows.

11. How do students have access and utilize technology as a regular part of the instructional program?
 - a. We videotape performances, have projectors, sound equipment, and voice systems to enhance teaching, plus we use the school website.
 - b. Students and parents can access PowerSchool/Skyward to see what assignments they are missing. The art department has a small computer lab students may use. Students are also able to use the school computer labs for research.

12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department? We use class surveys, peer reviews, group discussions, self critiques, rubrics, parental input and surveys.

- a. What strengths have been identified as a result of analyzing data? We have identified good teaching strategies and recognized positive progress and effectiveness. Other teachers and students recognize our strengths.
- b. What weaknesses have been identified as a result of the analysis of data? We need to continue building fundamental concepts. We need to improve community/parent awareness of all of our strengths.

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

- a. We have weekly discussions of student needs, work on reducing F's, and participate in E-time remediation.

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- We show effective communication with each other and with our students.
- We have strong programs with a wide variety of options for students.
- We understand student needs and have a good rapport with students.

Department Weaknesses (10 minutes)

- We need more technology in our subject areas.
- We need a booster club or some way to create funding equity. (For example, choir dresses cost \$75.00, Bravo costs \$75.00 for travel and sweatshirts, band uniforms are \$82.00 plus an instrument) This funding is unequal throughout the district.
- Visual art needs more display cabinets to display art throughout the school.

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Improve parental communication by creating surveys and take home rubrics.. (For example, after a concert a survey could give immediate feedback from parents about their opinion of the concert). Take home rubrics could inform parents of student progress, strengths, and weaknesses.
- Improve empathy and respect among students for other arts disciplines by allowing combined concerts/shows and using assessment rubrics.
- Create confident artists and performers by practicing, working, performing, creating, and recording goals and improvement.

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
1. Improve parental communication by creating surveys and take home rubrics.	Each semester	Data surveys and rubrics	Perception surveys for school	Communication DRSL Parental involvement will improve student learning..
2. Improve empathy and respect with cross-curricular appreciation	Spring	Combined concert/shows	Teacher observation of student comments	Responsible citizen
3. Create confident artists and performers by practicing, working, performing, and achieving personal goals	Daily	Time, money, support	Students do not feel confident about their abilities	Lifelong learning

Departmental Analysis and Goals Language Arts

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. **What do we want students to know?**
 - Core of the Core
 - Handbook
 - Curriculum Maps
 - State and District Assessment (CRT, DWA, MyAccess, SRI)
 - Some Department Assessments
 - b. **How do we know students have learned?**
 - State and District Assessments (CRT, DWA, MyAccess, SRI)
 - Some Department (Team) Common Assessments
 - Individual formal and informal classroom assessments
 - c. **How do we respond to students who have not mastered essential knowledge?**
 - School-wide intervention (E-time)
 - Co-taught classes on all levels with a reading/writing enrichment class for low achieving students
 - READ180
 - Individual intervention
 - d. **How do we work with students who already know the information?**
 - Honor or Honors prep on all levels
 - E-time for enrichment or project work time

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - The 7th grade Honors English (PUSH Team) curriculum is coordinated with science and history classes.
 - The 8th grade Honors English curriculum is often coordinated with the 8th grade Honors History classes.
 - The 9th grade Honors English curriculum is often coordinated with the 9th grade World Studies classes

- Various pieces of literature and writing activities provide opportunities to make connections to other subject matter.
3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
- The Language Arts curriculum is based on the idea of developing effective communication, one of the school's DRSLs.
 - The English Department is effective in using technological resources – MyAccess software, READ180 software, writing labs, and NEOs, among other things, to enhance student learning.
4. How does the current staffing and certification meet current program needs?
- All Language Arts teachers' certifications exceed the current program requirements.
5. How has the department contributed to the school wide Desired Results for Student Learning?

Lifelong Learning:

- Choice in reading and writing topics
- Projects that connect to the real world
- Assignments that correlate with the Inquiry strand of the core

Complex Thinking:

- Assessments that require more than just the recitation of information
- Assignments that require writing and analysis
- MyAccess assignments that require students to evaluate and revise their own writing.

Effective Communication:

- Assignments that correlate with the writing strand
- Assignments that require in-class collaboration

Responsible Citizenship:

- Expectation of responsible behavior in the classroom

Character Development/Ethics:

- Character study in literature

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
 - Each grade level focuses on one particular writing strand
 - Core of the Core for each grade level
 - Reading
 - Writing
 - Inquiry
 - Progression (7th narrative, 8th informative, 9th persuasive)
 - Elimination of note cards for research reports
 - Curriculum Maps

7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
 - a. What types of formative assessments are given?
 - Essays
 - Writing
 - Portfolios
 - Projects
 - Presentations
 - Book Reports

 - b. What types of summative assessments are given?
 - District Benchmarks
 - State Tests
 - SRI

8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
 - Co-taught classes
 - Enrichment classes
 - READ180
 - ELD
 - Peer-Tutoring
 - Visual components to teaching
 - Reading Strategies
 - Use of books on tape
 - Tiered partnering
 - Cooperative Learning
 - Alternate Assessments

9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
 - Meet as a department once a month
 - Meet as grade level teams twice a month

- Meet with co-teachers
- Cross-curricular collaboration
- Sharing of best practices
- Informal collaboration

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

- E-time
- Teacher websites
- MyAccess
- Availability before and after school

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

- MyAccess
- READ180
- Neos
- Presentation technology
- Use of technology to complete assignment
- Media Center support

12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department?

- SRI
- MyAccess
- CRTs – students passing and not passing
- DWA
- Some common assessments

a. What strengths have been identified as a result of analyzing data?

- Reading Comprehension
- Writing

b. What weaknesses have been identified as a result of the analysis of data?

- Inquiry

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

- Participation in E-time
- Created common assessments – we need to implement them.

C. Now consider the essential questions, and determine department strengths and weaknesses.

- a. Department Strengths
 - Identification of what we want students to learn
 - Technology helps to differentiate instruction
 - Individually keeping and tracking data

- c. Weaknesses in our Department
 - Working collaboratively to discuss data
 - Working collaboratively to provide remediation for students
 - Working collaboratively to provide enrichment for those who already know the material

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

- Departmental Goals (Must be measurable)
- Students will score 80% or higher on Inquiry Vocabulary Assessment by the time they take the CRT (Inquiry)
- Students will improve by 1 point (or achieve a score of 4.5) on MyAccess district benchmarks (Writing)

Action Plan—Specific steps to accomplish the above goals

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Inquiry Vocabulary Assessment	This year	Creation of Inquiry Vocabulary Assessment by grade level teams	Data collected from grade level Inquiry Vocabulary Assessment	-Lifelong Learning. -Better understanding the vocabulary used to describe the Inquiry Process will help students score better on CRT tests -Better understanding the Inquiry process will help prepare students to search for knowledge and information for their own purposes.
Writing Improvement measured by district benchmarks	This year	No needs. The MyAccess system is already in place	MyAccess scores for all students on the beginning and end of year district benchmark assessments.	Effective Communication. Writing is a critical form of communication.

Departmental Analysis and Goals Math

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. **What do we want students to know?** Core of the core
 - b. **How do we know students have learned?** Common Assessments, CRT
 - c. **How do we respond to students who have no mastered essential knowledge?** eTime, individual remediation, reevaluating their current class placement
 - d. **How do we work with students who already know the information?**
We give a 6th grade placement test for Algebra.

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
We have never collaborated with other departments within Oak Canyon Junior High.

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

4. How does the current staffing and certification meet current program needs?
All math teachers' certifications exceed current program needs.

5. How has the department contributed to the school wide Desired Results for Student Learning?

Lifelong Learning: By developing problem-solving skills.

Complex Thinking: Solving problems which require more than one step and solving problems that are non-routine.

Effective Communication: We require students to show work, take notes and explain how they solved a problem to the class or on test.

Collaboration: We have students work in groups when it is appropriate.

Responsible Citizenship: In academics, ethics and behavior, we have high expectations for our students.

Character Development/Ethics: By developing responsible citizens.

- 6.** How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
We only teach the core. Last summer, we spent three days updating our entire curriculum to ensure that we were aligned with the Utah Core.
- 7.** To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
What types of formative assessments are given? Daily warm-ups which cover material from the day before, homework, quizzes and pre-test.

What types of summative assessments are given? Unit tests, Term Test, CRT
- 8.** To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
We have co-taught classes and closely work with Special Ed to ensure IEPs and 504s are being met. Except for Math 7, all Special Ed students are in traditional classrooms.
- 9.** How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
We collaborate on individual students, correct placement of students, curriculum instruction, common assessments, and best practices.
- 10.** How do students have access to additional support beyond the classroom?
We are available and use the following: eTime, before and after school, teacher websites, email, online, textbook and resources.
- 11.** How do students have access and utilize technology as a regular part of the instructional program?
We use graphing calculators, NLVM, teacher website links, Geogebra, projectors and sound system.
- 12.** What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department?

We use common assessments CRT, grade to mastery, term grades
- a. What strengths have been identified as a result of analyzing data?
We are consistent on CRTs which shows all our teachers are doing a great job. We also see that the longer we have a student, the better they do.
 - b. What weaknesses have been identified as a result of the analysis of data?
7th grade student placements.

13. How is the department collectively addressing the school’s current school improvement goals?

We are working to properly place students to lower the number of F’s. Every summative assessment is a common assessment and we are learning how to collect and analyze data to help with best practices.

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- curriculum aligned with the core
- common assessments
- collaboration

Department Weaknesses (10 minutes)

- Analyzing data from common assessments
- 7th grade placement

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Make one positive change per common assessment for next year.

Set S.M.A.R.T. goals

- Specific
- Measurable
- Attainable
- Relevant -they should reflect our DRSLS
- Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Make one positive change per common assessment for next year.	2009-2010 school year	This helps us not settle but to continue to improve our curriculum, instruction and assessments.	We do not have 100% pass rate on the CRT!	Complex thinking As we improve our curriculum and instruction, we will be able to help students solve complex problems and not just basic problems.

Departmental Analysis and Goals Physical Education

Department Mission Statement

Students will possess the knowledge and skills necessary to make healthy lifestyle choices for a lifetime.

Essential Questions for Departmental Analysis

1. How has the department implemented strategies to address each of the four essential questions?
 - a. What do we want students to know? Continued modifications, clarification and defining the 7th, 8th, and 9th grade curriculum.
 - b. How do we know students have learned? The use of common assessments, physical and cognitive. The fitness gram.
 - c. How do we respond to students who have not mastered essential knowledge? We use eTime intervention, personalized workout modifications and semester review games with worksheets.
 - d. How do we work with students who already know the information? We have students participate as captains and use individualized instructions, we also have the students monitor their and exceed the healthy fitness zone.

- 2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?**
 - a. Once a month we meet with 4 other Jr. High PE Departments to work on some of the same collaboration subjects we work on at OC. Common assessments including grading policies, Fitness gram, cognitive lectures, remediation strategies, revision of 9th grade curriculum and best practice.

- 3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?**
 - a. We have eliminated many items from our lectures such as atrophy and fast tutorials.
 - b. We focus on the five health components with our fitness gram assessments.

- 4. How does the current staffing and certification meet current program needs?**
 - a. 45+ years of teaching PE experience, Masters and Masters Equivalency all teachers teaching in major field. All teacher members of AAPHERD (PE Teacher Professional Association). Certified Strength and Conditioning Specialist with the NSCA.

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

Lifelong Learning:

- P.E. curriculum stresses lifelong learning
- Lifetime Activities emphasized in curriculum
- Philosophy geared toward enjoyable, fun experience to promote lifetime

participation

Complex Thinking:

- Decision making regarding lifestyle issues
- Creating personal workouts
- Nutrition analysis
- Game strategies

Effective Communication:

- Effective, positive interactions emphasized through entire school community
- Feedback between students
- Feedback Teacher to Students
- Using school technology for teacher to parent communication
- Team building activities
- Cooperative games
- Parent teacher conferences (individual personal progress reports)

Collaboration:

- Departmental on Early out Mondays
- Inter school collaboration w/ other PE teachers once a month

Responsible Citizenship

- Compliance to rules (class, school, game)
- Citizenship grades based on honesty
- No referees honor system emphasized
- Good sportsmanship and respect for opponents emphasized

Character Development/Ethics:

- Sportsmanship
- Social health
- Emotional health
- Informed consumers

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

Health – follows core curriculum

P.E. – In alignment with the National organizations (NASPE) standards which is also the Utah State Core Curriculum

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

P.E. – weekly physical assessments:

Formative and summative written quizzes: CV running checks, Teacher skill evaluations, Fitnessgram pre, mid term and post fitness tests

Health – written tests, homework, class discussion and activities.

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

Comply with accommodations, participate in IEP's. Individualized performance levels

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

Attend conferences and share information; discuss problems and solutions regarding curriculum; share websites, articles and other information. Monday collaboration, district PE content day, common assessments, share best practices.

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

PowerSchool; make-up days; help before and after school; parent contact. E-time. Working to develop UEN web sites for department teachers.

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

Fitness Center – heart monitors blood pressure, body composition scales, weight machines, cardio machines. Fitnessgram assessment program. Pedometers Heart Rate monitors, Mypyramid.gov.

How does the department socialize and mentor new teachers to help them succeed in helping students be successful?

Complete district mentor sheet. Monday Collaboration, email, summer conferences, District content days, common lectures, quizzes and running checks.

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

Comply with school agenda; support other departments when they need P.E. facilities and/or equipment. Follow school wide attendance, tardy and remediation procedures.

How does current staffing and certification meet current program needs?

All faculty have required certification; most have additional education and certification from professional organizations. Teachers members AAHPERD, UAHPERD, NSCA (CSCS).

-One of the Department curriculum points is the development of an all around healthy lifestyle. This includes health and fitness in the Physical, Intellectual, Emotional and Social (PIES) areas.

Data-supported items of note about our department or individual classrooms

C. Departmental Strengths and Weaknesses

Strengths in our Department

- Teaching lifelong skills that will assist in every phase of life (PIES).
- Teach skills & health – not roll the ball out (PE)
- Fitness Center
- Fitnessgram fitness assessment
- Clear common vision of the core of the core

- Variety of activities offered to students

Weaknesses in our Department

- Facilities – Curtain in gym; fields have holes, weeds, etc.
- Remediation of written work
- Recording of skills progress

D. Department Goals

- Develop cognitive, sequential (progressive 7th-9th grade) curriculum for core of the core fitness concepts with accompanying common assessments.
- 80% of students will achieve the “Healthy Fitness Zone” in 4 out of the 5 Fitnessgram assessments
- Students will acquire and practice a variety of basic skills in team and individual sports

Action Plan

Goal	Time Frame	Estimated needs	What Data Supports Need for Goal	What DRSL does this goal address? How will it help student learning?
Develop cognitive, sequential (progressive 7 th -9 th grade) curriculum for core of the core fitness concepts with accompanying common assessments.	Feb 5 th	Monday collaboration time Power Point State core Curriculum	Teacher analysis of written work	Complex Thinking and Lifelong learning. Students will see importance of healthy lifestyle in all aspects of their life.
80% of students will achieve the “Healthy Fitness Zone” in 4 out of the 5 Fitnessgram assessments	End of each semester	Fitnessgram program Time to enter scores		Lifelong learning. Students will learn to analyze their fitness levels and how to achieve healthy levels. Allow them to be balanced and healthy in all aspects.
Students will acquire and practice a variety of basic skills in team and individual sports	End of each semester	State core Curriculum	No Data thus the need	Communication, effective citizens as well as lifelong learning and complex thinking.

Departmental Analysis and Goals Science

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. What do we want students to know? Core of Core
 - b. How do we know students have learned? CRT's, Assessments
 - c. How do we respond to students who have no mastered essential knowledge? Smart goals to track student D's and F's
 - d. How do we work with students who already know the information? Need to address this year

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. PUSH Team collaborates with history, English, and science in the 7th grade
 - b. We regularly collaborate with the Special Education Department for students with IEP's and 504 accommodations. This helps with the fulfillment of department SMART goals.

3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. We have department SMART goals to reduce the number of students with F's and work with students during eTime.
 - b. Department funds and lab fee money is used to purchase resources for us in class content and instruction.
 - c. We are helping students to become lifelong learners no matter how hard a rock they are to open.

4. How does the current staffing and certification meet current program needs?
 - a. All staff members are certified and endorsed to teach the subject area they are assigned, we do have one intern in our department currently working toward certification. We also continue to take classes and use resources to stay on top of current science developments.

5. How has the department contributed to the school wide Desired Results for student Learning?

Lifelong Learning: Teach and Address our State Science ILO's

Complex Thinking: Through labs, competitions, etc.

Effective Communication: Websites, e-mail, lab write-ups

Collaboration: Shared assessment, activities, labs

Responsible Citizenship: Safety Rules – Respect for others, Respecting deadlines

Character Development/Ethics: Group work for labs

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
Core of the Core – Using CRT’s scores -- We trimmed the fat by removing labs, re-vamping
7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
 - a. What types of formative assessments are given? Lab based assessment, projects
 - b. What types of summative assessments are given? PT sheets, CRT’s, Units
8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.) We focused our smart goal towards Special Ed. (504, IEP)
9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance? Attending endorsement classes in science – share lessons to teach ILO’s
10. How do students have access to additional support beyond the classroom? Textbooks, websites for additional help.
11. How do students have access and utilize technology as a regular part of the instructional program? Computer labs, digital measurement equipment, computer WEMITS
12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department? CRT’s score
 - a. What strengths have been identified as a result of analyzing data? More focus efforts to address difficult concepts.
 - b. What weaknesses have been identified as a result of the analysis of data?
Reading graphs/charts/developing methods to display data.
13. How is the department collectively addressing the school’s current school improvement goals? Smart goal to address D’s and F’s in classes to lessen number of F’s

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- Diverse backgrounds – Multiple Degrees in Science Biology – Chemistry -- Physics
- Teaching experience (ave. 18 years per science teacher)
- 4/5 teachers have Masters Degree

Department Weaknesses (10 minutes)

- Large classes when doing labs – 25 or less recommended by National Standard. Yeah, Right!
- Limited lab facilities/design

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- By the end of the term, all qualifying students (IEP, 504, etc.) with D’s or less will be provided additional or required remediation to ensure a minimum grade of a C or 70%
- Set S.M.A.R.T. goals
 - Specific
 - Measurable
 - Attainable
 - Relevant (They should reflect our DRSLS)
 - Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
C’s or 70%	End of Term	Support by other department members	Remediation visits	Increase chances of success
One common assessment per grade and standard	End of Term	Time to collaborate and write assessment	Supporting school goal	1 and 2

(Create a test bank: By the end of term 2, 3, and 4, each grade level (7, 8, Es, Bio) implement one common assessment that will cover 3 different standards and objective of our choosing.)

Departmental Analysis and Goals Social Studies

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. What do we want students to know? Core of core, essential questions/objective.
 - b. How do we know students have learned? Tests, projects, CPS units, class discussions, quizzes, self-starts.
 - c. How do we respond to students who have no mastered essential knowledge? Retake tests, late work, parent/students conference, pyramid of interventions.
 - d. How do we work with students who already know the information? AP, Honors, HP, eTime, reading recommendations, enriched assignments.

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. 7th PUSH - (Eng/sci/history) - film festival, historical event, research, explain science in it.

3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. ELMO, pyramid of Interventions, webpages, extra credit policy, self-starts, late credit, best practices

4. How does the current staffing and certification meet current program needs?
 - a. Everyone in the department is properly certified and endorsed for their subject area.

5. How has the department contributed to the school wide Desired Results for Student Learning?

Lifelong Learning: Constitution Week, research based learning, access to info/resources

Complex Thinking: research based learning, essays, class dialogues, We the People, Geography Bee/Olympiad

Effective Communication: PUSH, emails, presentations, iMovie, PowerPoint, web pages, writing prompts.

Collaboration: Monday PLC, PUSH, common assessment

Responsible Citizenship: Constitution Week, issues, tolerance, volunteer work.

Character Development/Ethics: Cheating policies

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
Core of core
7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
 - a. What types of formative assessments are given? Quizzes, self-starts, daily journal, daily planner
 - b. What types of summative assessments are given? Tests, projects
8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
IEP students, peer tutors, eTime, P or F, grading schools
9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
Start as department, break up into subjects.
10. How do students have access to additional support beyond the classroom?
eTime, webpage, emails, textbooks.
11. How do students have access and utilize technology as a regular part of the instructional program?
eTime, writing labs, Power Ponto, TV's, music (itunes)
12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department?

What strengths have been identified as a result of analyzing data?
World's Fair – rubrics, We The People –judges, recycling program in community, implemented in PG city.

What weaknesses have been identified as a result of the analysis of data?
Need time for immediate feedback.
13. How is the department collectively addressing the school's current school improvement goals?
Remediation, eTime, before/after school, give names for Principal's Academy, allowing re-takes, late work

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- Core of core
- Common assessments (World’s Fair, projects, tests)
- Contact parents (phone, email, conference)

Department Weaknesses (10 minutes)

- More focus on kids who have mastered (more for remediation)
- Common assessments (summative)

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Each member of our department will maintain a webpage for students and parents to access information.
- We will survey the usefulness of our webpages
 Set S.M.A.R.T. goals
 Specific
 Measurable
 Attainable
 Relevant (They should reflect our DRSLs)
 Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Create webpage	By Jan. end of semester	Knowledge, web access, time	Communication for student success.	Effective communication Collaboration
Survey the students	By end of 3 rd term	-Survey with questions - Online	Communication for student success.	Effective communication Collaboration

Departmental Analysis and Goals Special Education

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. What do we want students to know?
 - i. Goals based on students Individualized Education Plans (IEPs) drive the instruction in the Special Education department. These goals are based on areas from the Utah State Core Curriculum and are developed on a student-by-student basis.
 - b. How do we know students have learned?
 - i. We use a variety of formative assessments (such as the Brigance Inventory of Essential Skills) as well as curriculum-based assessments and progress monitoring across the curriculum to determine whether an individual student has met his/her IEP goals.
 - c. How do we respond to students who have no mastered essential knowledge?
 - i. Through continuous monitoring and assessment, we are able to identify individual student needs for remediation and re-teaching.
 - d. How do we work with students who already know the information?
 - i. We implement Enrichment activities for those who have demonstrated mastery in a current curricular area while providing remediation for those who demonstrate needs.

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. Special Education has weekly collaboration with the math and English departments to assess students' needs, adjust curriculum, address progress of the students served in Special Education classes.

3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. Special Education is all about student progress. We are constantly monitoring individual needs and achievement.

4. How does the current staffing and certification meet current program needs?
 - a. All teachers are certified or in process of becoming certified to teach special education.

5. How has the department contributed to the school wide Desired Results for Student Learning?

Lifelong Learning: Transition assessments/goals

Complex Thinking: Organization (planners)

Effective Communication: Individualization (teaching written language, computer skills)

Collaboration: Group work (establish procedures/standards for working together)

Responsible Citizenship: Respect for peers/school property/faculty

Character Development/Ethics: Standards of conduct (honesty) treatment of others

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide?
- a. Looked at the core as a group.
 - b. Developed questions based on the core.
7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?
- a. What types of formative assessments are given? Common assessments
 - b. What types of summative assessments are given? Mastery tests
8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.)
- a. Individualize
9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance?
- a. We try and include each teaching assignment
10. How do students have access to additional support beyond the classroom?
- a. Accommodations
11. How do students have access and utilize technology as a regular part of the instructional program?
- a. Access to writing labs, computers in the classroom
12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department? Review WJ-R, and Brigrance/CRTs/UAA
- a. What strengths have been identified as a result of analyzing data? More students are reaching mastery levels

b. What weaknesses have been identified as a result of the analysis of data? Not all students reaching mastery levels

13. How is the department collectively addressing the school’s current school improvement goals?

- a. Teachers are aware of student’s grades/assignments in co-taught/core classes; require students to submit all assignments

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- Because we individualize, we are aware of student’s present levels
- Collaboration with other departments
- We look towards individual student success

Department Weaknesses (10 minutes)

- It’s difficult to know the core in depth (as compared with the core-subject teachers)
- Paperwork overload
- The diversity of teaching assignments

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Reduce the number of F’s on core subject tests among special education students by 5% (as compared to last year).
- Set S.M.A.R.T. goals
 - Specific
 - Measurable
 - Attainable
 - Relevant (They should reflect our DRSLs)
 - Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Reduce the number of failing grades by special education students on core subject tests	2009-2010 school year	Test score data, Pre-teach/Re-teach sessions in math and English. Small-group testing done by sped teacher for science	Testing data from English, Math, science classes shows special education students with a higher percentage of failing test scores as compared to non-	How will we know what they have learned/How will we respond to students who aren’t learning.

			disabled peers	
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Departmental Analysis and Goals World Languages

Essential Questions for Departmental Analysis: *Answer the following questions in a complete but concise manner. Please limit the time to about 2 minutes per question.*

1. How has the department implemented strategies to address each of the four essential questions?
 - a. **What do we want students to know?** Core of the core, Collaboration groups with other language teachers.
 - b. **How do we know students have learned?** 3 term assignments, term quizzes, verbal assessments, vocabulary quizzes, walk-aways.
 - c. **How do we respond to students who have no mastered essential knowledge?** E-Time, webpages, links to external sites.
 - d. **How do we work with students who already know the information?** Students teach others, correct others work, advanced books, programs from BYU, internet sites, individual attention.

2. How does the department collaborate with other departments to create integrated, relevant, and authentic learning opportunities for students?
 - a. We mostly collaborate with other schools to align curriculum.

3. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?
 - a. We incorporate technology
 - b. We implement Lifelong Learning by practicing our languages in the community.
 - c. We help implement our Responsible Citizen DRSL by holding our Foreign Language Week

4. How does the current staffing and certification meet current program needs?
 - a. We are 100% highly qualified.

5. How has the department contributed to the school wide Desired Results for student Learning?

Lifelong Learning: Real life experiences, Culture week, show a need for language benefits in the workforce, assignments for vacations, prepare for travel with family or humanitarian aid.

Complex Thinking: Predicting, making inferences, compare and contrast, analyze differences of cultures.

Effective Communication: Speaking assignments and activities, email to other students in the language.

Collaboration: Group projects, in class assignments, making assessments.

Responsible Citizenship: Classroom management, honesty with homework, respect for others, tolerance for other cultures, responsibility.

Character Development/Ethics: Honest with homework, respect for others and teacher, responsibility.

6. How has the department identified course content and/or content that can be eliminated so more time can be spent on essential curriculum? What examples can you provide? Mastery versus exposure, list from the district language group, cut out items from Foreign language week, based on each language.
7. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices? Monitor in class, writing.
 - a. What types of formative assessments are given? Moving away from grammar based to communicative based assessments.
 - b. What types of summative assessments are given? National exam, reading and writing, Term assessments.
8. To what extent do department members utilize inclusionary teaching strategies to meet the needs of all students? (ESL, Special Ed., etc.) Visual aids, music, art pictures, kinesthetic, games, groups, cooperative learning, accommodations for resource students.
9. How does the department collaborate (early out Mondays) and engage in ongoing professional growth for the purpose of improving student performance? Work with other schools, webpages, common assessments, sharing ideas.
10. How do students have access to additional support beyond the classroom? E-time, webpages, internet programs and practice.
11. How do students have access and utilize technology as a regular part of the instructional program? Department laptops, webpages, internet programs, writing lab, internet homework.
12. What data does the department use to identify the strengths and weaknesses of specific programs implemented by the department? Our assignment for this year with our collaboration groups. So far the data that we have used is the Spanish 2 group has compared data from our common assessments. We also have a common rubric in our department to use with speaking tests. I am still waiting to hear back from Jody because she wasn't here for collaboration today.
13. How is the department collectively addressing the school's current school improvement goals? E-time, individually, tracking Ds and Fs, post grades on the wall.

C. Now, consider the essential questions, and determine department strengths and weaknesses.

Department Strengths (10 Minutes)

- Willing to work together
- Understand what is expected, Norms.
- Working hard to get data, common goal to make successful programs.

Department Weaknesses (10 minutes)

- No classes in common.
- Only 2 Full time teachers, Changing teachers.
- Data to analyze.

D. Last, set goals based on your analysis that are student centered. (What DRSL is emphasized by the goal you have? How will students benefit from the goal?)

Departmental Goals (Must be measurable) (10 Minutes)

- Find at least 2 other teachers to collaborate with, language specific.
- Make 3 assessments in groups and analyze data.

Set S.M.A.R.T. goals

- Specific
- Measurable
- Attainable
- Relevant (They should reflect our DRSLs)
- Time-bound

Action Plan—Specific steps to accomplish the above goals (15 Minutes)

Goal	Time Frame	Estimated Needs	What data supports the need for goal?	What DRSL does this goal Address? How will it help student Learning?
Collaboration Groups	Oct. 5th	Time and a Leader	Lack of data	Effective Collaboration
3 Assessments	End of the school year	Meeting together	Student test scores	Find out what students know. How to respond when students did not learn