

February 2, 2011

Dear Comprehensive Counseling & Guidance Program Review Team Member,

Thank you for coming to Oak Canyon Junior High today. We welcome you and hope that you enjoy the time that you have with us. We have been preparing for your visit and have learned much from the process of assembling the documentation and reviewing and updating goals. We have been able to review what we do well and recognize growth areas.

Oak Canyon has had a Comprehensive Counseling and Guidance Program since the first year of the school in 1993. We appreciate the solid foundation that was established during that time. The following materials will help you get better acquainted with Oak Canyon and the families we serve.

Please let us know if you have any questions.

Sincerely,

Tami Platt
Counselor (A-G)

Michael D. Bearden
Counselor (H-O)

Kathryn S. Bitner
Counselor (P-Z)

Norma J. Elfors
Registrar

General School Background Information

Oak Canyon Junior High has experienced a steady process of change to meet the demands of the ever-growing population of its boundaries and the needs of its students, since the opening of the school in 1993. Oak Canyon Junior High School strives to build a collegiality and culture that supports student achievement.

OCJH is located north of Orem in Lindon, Utah. In 1993, OCJH started out with construction delays which caused a three week delay in its opening. Administrators made up the lost educational time by adding thirty minutes to the school day and eliminating two vacation days. The school originally opened with no auditorium, cafeteria, or gym facilities. This, of course, inspired some rather creative teaching and problem solving methods. For example, the Physical Education teachers adapted P.E. curriculum and taught in classrooms and in the school foyer. School lunch was prepared at other schools and delivered to Oak Canyon. Everyone worked together during the first semester to make sure OCJH operated smoothly, even though there were temporary inconveniences. Teachers met in strategic planning sessions and developed the direction for the school.

The naming of Oak Canyon Junior High school came about in the beginning with a committee meeting to select and submit to the school board three possible names for the new school. The committee decided to study the basic surrounding landmarks. Located just east of the school is Dry Canyon. Dry Canyon did not sound too “cool” to the committee, and they also recognized that the canyon was filled with Oak trees. Oak Canyon, along with two other names, were submitted to the board of education. OCJHS was the unanimous choice of the committee and the Alpine School Board of Education.

Jim Starr served as principal from 1993 through 1996, when he was transferred as principal to the new Lone Peak High School in Highland, Utah. Paul Olson became principal in 1996 and served as such until 2004. David Smith served as the third principal from 2004 until 2009. Scott Sumner has continued as principal to the present time, 2011.

The first two counselors at Oak Canyon were Phyllis Cedeno and Judith Runolfson. Kathy Bitner began in 1996. Judy transferred to Lone Peak High School in 1997 and Mike Bearden was hired. Kathy went part-time to complete her doctorate in 2001 and Tami Platt was hired part-time. When Phyllis retired in 2005, both Kathy and Tami received full-time positions.

Oak Canyon has had several notable visits. Congressman Bill Orton visited the school and dedicated the Freedom Shrine. Educators and administrators from Japan have visited Oak Canyon to observe the educational process. Many community and business leaders have visited the school to observe, as well as to present and provide services.

OCJH has also been part of a special grant from the US Government to increase Character Education in the schools. The school established business partnerships with Western Community Bank and Intel Corporation. The technology of the school has enabled all teachers to have a computer and

printer in their rooms. Most recently, every classroom was fitted for teacher sound amplification devices and projectors. Grades and attendance have been networked throughout the school, and each teacher has access to the Internet and E-mail.

OCJH, like all junior high schools in the Alpine School District, is a productivity school. Productivity is a model developed in the late 1970's by the Alpine School District to accommodate more students without having to build more buildings. In addition, the average class size for a productivity school increased from 27.5 to 32.5. With the change from a traditional schedule to a block schedule, class size has increased from 32.5 to 36.5. The average class size this year at OCJH is 36.5.

The model also provides additional money for teachers to teach seven of eight periods on the A/B block schedule. Teachers have a preparation period every other day as part of their schedule. The productivity model has allowed the faculty to prepare and meet over the summer. However, the productivity model changed in 2004 to include planning time for teachers at the beginning and end of the school day. With the change to a block schedule in 2006, each teacher is now able to have one period of preparation time every other day, while continuing to teach seven class periods under the productivity model. In 2006, the Alpine School District began to have Monday as early out days for department planning and collaboration time at the end of the day. Students leave at 1:15 PM each Monday, which allows time from 2:00 PM to 3:00 PM to meet as departments or other collaborative learning groups to discuss students' needs.

The approximate enrollment during the first year the school was opened was 1,100 students, growing to an enrollment of 1,500 and the current enrollment is 1,133 students as of January 31, 2011. This shows a decrease in enrollment since 2005, due to a small change in demographics and change in school boundaries.

The faculty at Oak Canyon Junior High School is stable. Out of the 47 faculty members, this includes three administrators, three full time counselors, and 18 teachers, who have been with the school for the 17 years it has existed. The stability of the faculty affects the school by promoting positive traditions and educational practices. In addition to the faculty, OCJHS currently has 28 staff members including custodial, kitchen and district personnel.

Each year a number of formal reports are made to Alpine School District and information is also provided for the community stakeholders through the internet, website, Skyward and newsletters. Oak Canyon Jr. High School maintains a reputation in the community for helping students become productive members, of society and successful members of the community.

The school mission statement, "Together, We Learn For Life," promotes a partnership throughout the school, community and families. The life-learning promoted in the statement reflects the responsibility of students, parents, teachers and staff to be committed, both currently and in the future, to the learning process. This statement embodies the goals of the Oak Canyon community that promote collaboration and cooperation among parents, students and teachers, necessary in providing an atmosphere for quality education for everyone at OCJH.

Recent Accreditation Findings

Oak Canyon Jr. High completed the School Accreditation process this year (October 2010). The process has given us a great set of tools to use as we start each year and focus on how we can help students be more successful. Each step in the process involved members of all stakeholders groups: community, parents, PTA, SCC, teachers, staff, and students. Each played an active role in identifying areas in which we can improve. Our Action Plan for the next six years was taken directly from the results of the process.

Strengths

- Oak Canyon and its staff are data driven. Continued improvement is desired, and the use of data has been the indicator of our progress.
- Oak Canyon has traditionally been a high performing school on CRT proficiency scores, and AP exams.
- Oak Canyon is committed to providing additional support for students that struggle.
- Decisions at Oak Canyon are made through a comprehensive process of information gathering and evaluation that involves all stake holders.
- Oak Canyon is a professional learning community, wherein teachers work collaboratively to provide all students with a quality education.

Areas of Concern

- According to recent data, two of our areas of great concern are the CRT proficiency levels of our Special Education students and English Language Learning students in Language Arts, math and science.
- The vertical alignment of elementary, junior high and high school is just in the beginning stages. According to CRT data students entering Oak Canyon arrive at different levels of learning based on elementary CRT levels.

Steps Forward

- Review Pyramid of Intervention to assist students who need additional help and support.
- Continue At-Risk meetings with students who have a GPA below 2.0.
- Monitor and refine the Guided Studies program to assist students who need extra support during the school day and refine how data is collected for the students that participate.
- Continue to look at additional ways to collect data that will assist us in helping students succeed especially in our subgroup areas.
- Identify strategies and techniques that will help us assist our special education students and ELL students.
- Monitor and refine our summer school program. We started a math summer school program this past year. Two groups were invited to attend: students currently at Oak Canyon who had failed a math class, and 6th grade students who had not passed their math CRT. We would like to build on this with Language Arts next summer.
- Monitor and refine our goals for our high performing students: Gifted and Talented, Honors, AP.
- DRSLs and indicators must be put into common practice and discussion throughout the school.

Mission Statement

In March, 2007, the faculty met to address the school's mission statement. At that time the mission statement was, "Oak Canyon Junior High is committed to the achievement of excellence in our school community." This mission statement had served Oak Canyon for nine years. As the faculty council convened, it was felt that the philosophy of the mission did not accurately reflect the driving element that was currently found at Oak Canyon. Upon a quick survey of faculty and students, few could state that mission statement. It was felt that a new focus was needed to accurately reflect how Oak Canyon was working toward student learning. In the first faculty council of the year, many options were discussed. At the end of the meeting the statement, "Together We Learn for Life," was unanimously accepted by the faculty council. The philosophy of our new Mission Statement was that in order for a student to be successful, it takes a lot of people. The word "Together" represents the students, parents, faculty, staff, administration, community, and the district. When all work together, students have better opportunities for success. The words Learn for Life represent that none of us ever stops learning and learning is a lifelong process. By working together we can make learning a rigorous, yet fun endeavor, where student achievement is the focal point.

The new Mission Statement, along with the philosophy was shared with the PTA, School Community Council and Student Council. Feedback was requested for additional ideas or strategies. Within the meetings, parents and student council were supportive of the change and chose to adopt "Together We Learn for Life" as Oak Canyon Junior High's new Mission Statement. In April, 2007, faculty council presented our new Mission Statement to the faculty. After some discussion a vote was taken to adopt "Together We Learn for Life".

Soon after the adoption of the new Mission Statement, the former Mission Statement was taken down, and a new sign was put up in prominent places in the foyer and conference room. In the summer mailer of 2007, the philosophy and Mission Statement were sent home for all parents and students to see.

In December, 2008, the faculty council flew to Chicago to visit Adlai Stevenson High School to observe the Professional Learning Communities that they have established to focus on student success. Teachers came back from the trip and realized that Oak Canyon is heading in a positive direction with the PLC process, as well as the determination to assist students. One identified instance is the goal to reduce the percent of students with F's with the in-school intervention program eTime.

In February, 2009, the faculty met to review the school's Mission Statement. A review of the philosophy was presented, and it was decided that "Together We Learn for Life" continues to represent the Mission of Oak Canyon.

In August, 2009, the faculty along with PTA, SCC, and a group of students, met to discuss the Mission, Vision, Values, and Goals of Oak Canyon and how Oak Canyon aligns with the Alpine School District. Before work was begun, Debbie Taylor, the School Board president shared the Alpine School District Mission, Vision, Values, and Goals. The group broke into smaller groups to discuss ideas and current focus, as well as to answer questions relating to Oak Canyon's Mission and Beliefs. After some thorough discussion a vote was taken of all in attendance to determine if "Together We Learn for Life" represents Oak Canyon. Consensus was achieved and it was determined that "Together We

Learn for Life” will continue to provide focus for Oak Canyon for the next six years. It was also determined that the brevity actually improves the mission statement purpose, because it is not cluttered with educational rhetoric and buzz words that muddle the message.

Mission Statement

Together, We Learn For Life.

Vision

Ensuring student success through:

- Collaboration
- Data Analysis
- Collective Inquiry

Beliefs (Values)

1. Education becomes a lifelong process when students enjoy learning.
2. Students learn responsible behavior when respect for others is encouraged, expected, and modeled.
3. Quality education results when all students’ needs are met through the cooperative efforts of diligent students, effective educators, involved and concerned families, and the community.
4. The ethical use of technology combined with effective teaching promotes student learning.
5. Skills, knowledge, and values are best acquired in a safe environment.
6. Students learn to become well-rounded, contributing citizens in a world community.
7. Students learn best when academic learning time is valued, and protected from distractions.

Goals

- Oak Canyon will work with students with D, F, or I grades during eTime to decrease the overall # of students with failing grades as compared to their class the previous year.
- Oak Canyon will implement the DRSL Lifelong Learning for all students.
- Oak Canyon will continue to investigate methods to improve quality and timely communication to parents and students.
- Oak Canyon will refine and monitor the 4 Essential Questions as defined in our school Action Plan.

Desired Results of Student Learning (DRSL)

- Lifelong Learner**
 Refines skills and knowledge by acquiring a variety of higher level thinking.
 Sets high standards for self improvement and learning.
 Organizes resources of information technology and time to achieve success.
- Effective Communicator**
 Effectively and respectfully communicates through verbal and nonverbal forms
 Collaborates respecting individual differences and resolving conflicts as they arise
- Responsible Citizen**
 Respects differences in culture, beliefs, values and social structures
 Interacts positively with teachers and peers
 Maintains personal accountability for individual decisions and actions

Community Demographics

Lindon City is at the north end of Utah County, situated between the cities of Pleasant Grove to the north and Orem to the south, and 35 miles from Salt Lake City. The Wasatch Mountain range forms its eastern border, while Utah Lake is to the west. The city of Lindon was incorporated in 1924 with a population of 458 and approximately 3 and one-half square miles of area. Today, the city includes about 8 and one-half square miles. The following is a breakdown of the Lindon City demographics:

Population: 1990- 3,818, 2000- 8,363, 2008- 10,466
 Median age (years): 22.4
 Caucasian: 95.67%
 Median household income: \$61,964 (2000) \$77,613 (2007)

School Demographics 2009-2010

Number of students..... 1180 Grades included in school7 th , 8 th , 9 th Percentage of students eligible for free or reduced lunch 20.4% Number of Special Education students 129 Number of English limited learners 39 Attendance rate for 2008-2009 yr..... 98% Location: Lindon, Utah Population..... ..10,466	Ethnic breakdown of students: Black.....9 (0.8%) Asian.....23 (1.9%) Latino/Hispanic.....83 (7.0%) American Indian.....9 (0.8%) Caucasian1,046 (88.6%) Female Students.....590 (50%) Male Students.....590 (50%) Number of Teachers.....47 Average years of educational experience15.7
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School Summary of Subgroups

Year Oct. 1 counts	Total#	# Sp. Ed.	% Sp. Ed	# Socio	% Socio	# ELL	% ELL
2003-04	1413	113	7.8%	245	17.3%	65	4.5%
2004-05	1454	132	9.1%	206	14.2%	69	4.7%
2005-06	1364	131	9.6%	173	12.7%	54	4%
2006-07	1325	130	9.8%	160	12.1%	55	4.2%
2007-08	1278	130	10.2%	185	14.5%	66	5.2%
2008-09	1212	121	10%	213	17.6%	72	5.9%
2009-10	1180	129	10.9%	241	20.4%	39	3.3%

Attendance

Attendance Rate	2006	2007	2008	2009
Male	97 %	97%	98%	98%
Female	97%	98%	98%	98%
Hispanic	94%	98%	97%	96%
Sp. Ed (Self- contained)	94%	94%	95%	95%
7th	98%	98%	98%	98%
8th	97%	97%	98%	98%
9th	97%	98%	98%	98%
School-wide	97%	98%	98%	98%

Significant Developments

- The school has reduced from 1,500 in 2003 to 1,180 in students, a decrease of 16.5%
- The school has had 4 principals. Jim Starr- 1993 to 1996, Paul Olsen- 2000 to 2004, David Smith- 2004 to 2009, Scott Sumner- 2009 to present.
- The school faculty changed from 58 to 47.
- OCJH incorporated an A/B block schedule in 2006.
- The school has moved to a collaborative environment where students are released one hour early every Monday to provide for departmental and district collaboration on the 4 Essential Questions defined by Alpine School District.

- OCJH implemented “eTime,” which allows 25 minutes of mid-day remediation for students with Ds and Fs, as well as students needing teacher assistance. It also provides alternative reward-based opportunities for passing students.
- In December of 2008, Oak Canyon’s department chairs went to Adalai Stevenson High to observe their professional learning communities and how they work with At-Risk students.
- The faculty at OCJH created a new mission statement to promote a collaborative-life-long learning pursuit, “Together, we learn for life.”
- Oak Canyon has implemented a guided studies program, wherein students can work with a teacher in the building to help build organization, study, testing skills.
- Oak Canyon has implemented an At-Risk committee that meets weekly concerning students who have below a 2.0 GPA. Each of the students identified will meet with an At-Risk team member to set goals.
- Although the student population has dropped close to 18% over the last seven years, the number of special education students has remained constant. This is partly due to the addition of the ED unit that serves the southern half of Alpine School District. The numbers of ELL students has declined over the past few years, most notably in the past few years. The number of students in socio economic status has also increased.

School Perception Survey

Process

- The surveys were formatted by an assigned committee of faculty and administration. Then a response was asked of the school’s stakeholders during faculty meeting, parent/teacher conference and English classes. An adequate response was gathered.

Strengths

- OCJH maintains high expectations and respect for all students.
- Students enjoy attending OCJH.
- OCJH is a safe environment for students and staff and has a solid safety plan in place.
- There are valuable resources available to students, such as administration, cafeteria, library, counselors, office staff, and school website.
- eTime is linked to student success.
- All subjects are viewed by parents, students and staff as being well-taught.

Areas of Concern

- Not all parents and students are confident in their knowledge of the school’s mission and goals.
- Some concern was noted with regard to bullying within the school.

Steps Forward

- During a Professional Development breakout session on March 5, 2010, teachers and administrators discussed possible ways to promote and teach the school's Mission, Vision, Values and Goals to parents and students. Suggestions put forth included: Poster displays in each classroom; enrichment lessons in the first week of school during eTime aimed at teaching school values, school calendar magnets that display the Mission and Values, presentation during seventh grade day, and training for parents during Skyward tutorial (new online grading program).
- During the course of the year the administration will visit each classroom and share discussions on many topics within the school. One of these will be the problems associated with bullying.
- Better data will be collected as to school situations with our new student information system. This will assist us in identifying areas within the school that tend to be hot spots for problems such as bullying.

Course Offerings

<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
<p>CORE: 1.0 CTE Intro 1.0 English 7 1.0 Math: Math 7, PreAlg , or Algebra .5 Utah History 1.0 Integrated Science .5 Health .5 PE 7 .5 Art Foundations I</p> <p>ELECTIVES:</p> <p>LANGUAGE ARTS Creative Writing 1 (.5) Popular Literature (.5) Reading Skills (.5) Speech & Debate (.5)</p> <p>FINE ARTS Art 1 (.5) Art Media & Methods (.5) Drama 1(.5) Humanities 1 or 2 (.5) Beginning Band Trumpet (1) Beginning Band Clarinet (1) Beginning Flute/Oboe/Trombone/Baritone(1) Chorus, Beginning Mixed (.5) Chorus, Intermediate Mixed (1) General Music (.5) Orchestra Beginning (1) Orchestra/Intermediate (1)</p> <p>FOREIGN LANGUAGE Chinese 1 (1) French 1 (1) German 1 (1) Spanish 1 (1) Spanish Immersion 7 (1)</p> <p>CAREER & TECHNICAL EDUCATION Keyboarding 1 (.5) Intro to Tech Ed. (.5)</p> <p>OTHER ELECTIVES Ballroom 1 (.5) Resource Classes (IEP required)</p>	<p>CORE: 1.0 English 8, H Prep 1.0 Math- PreAlg, Alg I, Geom 1.0 Integrated Science 1.0 US History .5 PE 8</p> <p>ELECTIVES:</p> <p>LANGUAGE ARTS Creative Writing 1 or 2 (.5) Debate 1 or 2 (.5) Humanities 1 or 2 (.5) Popular Literature (.5) Reading Skills (.5)</p> <p>FINE ARTS Art 1 or 2 (.5) Art Media and Methods (.5) Photography (.5) Drama 1 or 2(.5) Beginning Band Trumpet (1) Beginning Flute/Oboe/Trombone/Baritone (1) Beginning Band Clarinet (1) Concert Band Brass/Percussion (1) Concert Band Woodwinds (1) Chorus, Women’s or Men’s (1) Chorus, AWE (1) Chorus, Encore (1) Orchestra, Beginning (1) Orchestra Intermediate (1) Orchestra Advanced (1)</p> <p>FOREIGN LANGUAGE Chinese 1 or 2 (1) French 1 or 2(1) German 1 or 2 (1) Spanish 1, 2, or 3 (1)</p> <p>CAREER & TECHNICAL EDUCATION FACS Exploration - Foods (.5) Keyboarding 1 (.5) FACS Exploration - Clothing 1 (.5) Technology Education 1 (.5) Intermediate Tech Ed (Woods 1) (.5)</p> <p>OTHER ELECTIVES Aerobics (.5) Ballroom 1 or 2(.5) Peer Tutor (.5) Publications (1) (application) Resource Classes (IEP required) Student Aide (.5) (GPA required)</p>	<p>CORE: 1.0 English 9 or Eng 9H 1.0 Math- Alg A, 1Alg I, Geom, Alg II .5 Geography, Geo-H, AP Hum Geo .5 World Civ, WCiv-H, AP Hum Geo .5 PE Skills, M or F 1.0 Earth Systems ,Biology, Bio H</p> <p>ELECTIVES:</p> <p>LANGUAGE ARTS Creative Writing 1 or 2 (.5) Debate 1 or 2 (.5) Humanities 1 or 2 (.5) Popular Literature (.5) Reading Skills (.5)</p> <p>FINE ARTS Art 1 or 2 (.5) Art Media and Methods (.5) Art, Young Masters Art (.5) Photography (.5) Drama 2 (.5) Drama 3 (BRAVO) (1) Beg. Band Flute/Oboe/Trombone/Baritone (1) Beginning Band Trumpet (1) Beginning Band Clarinet (1) Concert Band Wdwinds (1) Concert Band Br/Perc (1) Jazz Band (1) Percussion Band (1) Symphonic Band (1) Chorus - Women’s or Men’s (1) Chorus - AWE (1) Chorus - Encore (1) Orchestra Beginning (1) Orchestra Intermediate (1) Orchestra Advanced (1)</p> <p>FOREIGN LANGUAGE Chinese 1,2, or 3 (1) French 1, 2, or 3 (1) German 1, 2, or 3 (1) Spanish 1, 2, 3, or 4 (1)</p> <p>CAREER & TECHNICAL EDUCATION Clothing 1 (.5) Foods 1 (.5) Keyboarding 1 (.5) Technology Ed 1 or 2 (.5) Teen Living (.5) Intermediate Tech Ed (Woods 1) (.5) Manufacturing Tech (Woods 2) (.5) Computer Technology (.5)</p> <p>OTHER ELECTIVES Aerobics (.5) Resource classes(IEP required) Seminary A/B Peer Tutor (.5) Student Aide (.5) Ballroom 1 or 2 (.5) Publications (1) (application) Student Council (1) (election)</p>

Additional Educational Opportunities

➤ **Student Success in Learning—Enrichment and Educational Activities**

- Afterschool help sessions available in all classes
- Food and Nutrition State test
- Free Enterprise day with 8th grade foods
- Iron Chef Competition
- Math 7, PreAlgebra, Algebra1, Algebra, Algebra2
- Honors 8th grade Language Arts
- 9th grade Honors Language Arts, Biology, Geography
- Spelling Bee- 150 participants- 30 finalists
- BYU Foreign Language Fair Competition
- Spanish 4 students are offered the AP Spanish tests
- Jr. Latinos in Action
- Debate II – become advanced public speakers
- PUSH- Preserving Utah’s Science and History
- Science Fair Films
- Science Fair (District and Regional)
- Science pyramid of interventions, including different test options, class reviews, personal practice tests sent home, practice tests daily
- Biology extensions for advanced students
- Drama Showcase
- 4- H classes each semester
- State testing in manufacturing
- Young Masters Art
- District Art Show
- School art shows
- Art Class service Projects
- Art to Change the World website
- Chamber Orchestra
- Orchestra Concerts and Festivals
- Orchestra Solo Ensemble
- English 8 Service Learning
- English 8 – 7 Habits for Highly Effective Teens
- Band Percussion Ensemble
- Band Kozan Taiko Drums

- Syphonic Band
- Concert Band
- Beginning Band
- Band Concerts
- Band Festivals
- Band 6th grade after school program
- Jazz Band
- Geography Olympiad
- Science Demo Team
- Track and Field (7th, 8th and 9th)
- Technology Student Association
- Yearbook
- Newspaper
- Basketball (9th grade Girls and Boys)
- Book Club
- eTime
- We The People State Competition 8th grade US History class
- 8th Grade US History Service Learning Assignment
- English 4H Service Learning assignments

➤ **Student Success in Learning—Student Recognition Programs—**

- CTE Student of the Year
- State Skills Test Certificates
- Projects Displayed in showcases in school hallways
- Iron Chef Competition Winner Recognition
- Math Students of the Year
- Free Enterprise Winner Recognition
- CTE Platform Design, Bridge Construction and Rocket launching contests
- TECH 1 Tower Design Contest, CO-2 Car Design, and Lego Robotics Contest
- TSA Competition
- Student of the Day
- Positive Calls and emails home
- Keyboarding recognition for individual student improvement
- Woods State Test in Manufacturing
- Audition Bands in Symphonic, Kozan, Jazz, Concert and Percussion Ensemble

- Orchestra Festival and Competition placements
- Art class displays art work at parent teacher conferences and at holiday concerts
- Arts class has celebrations of success on a regular basis

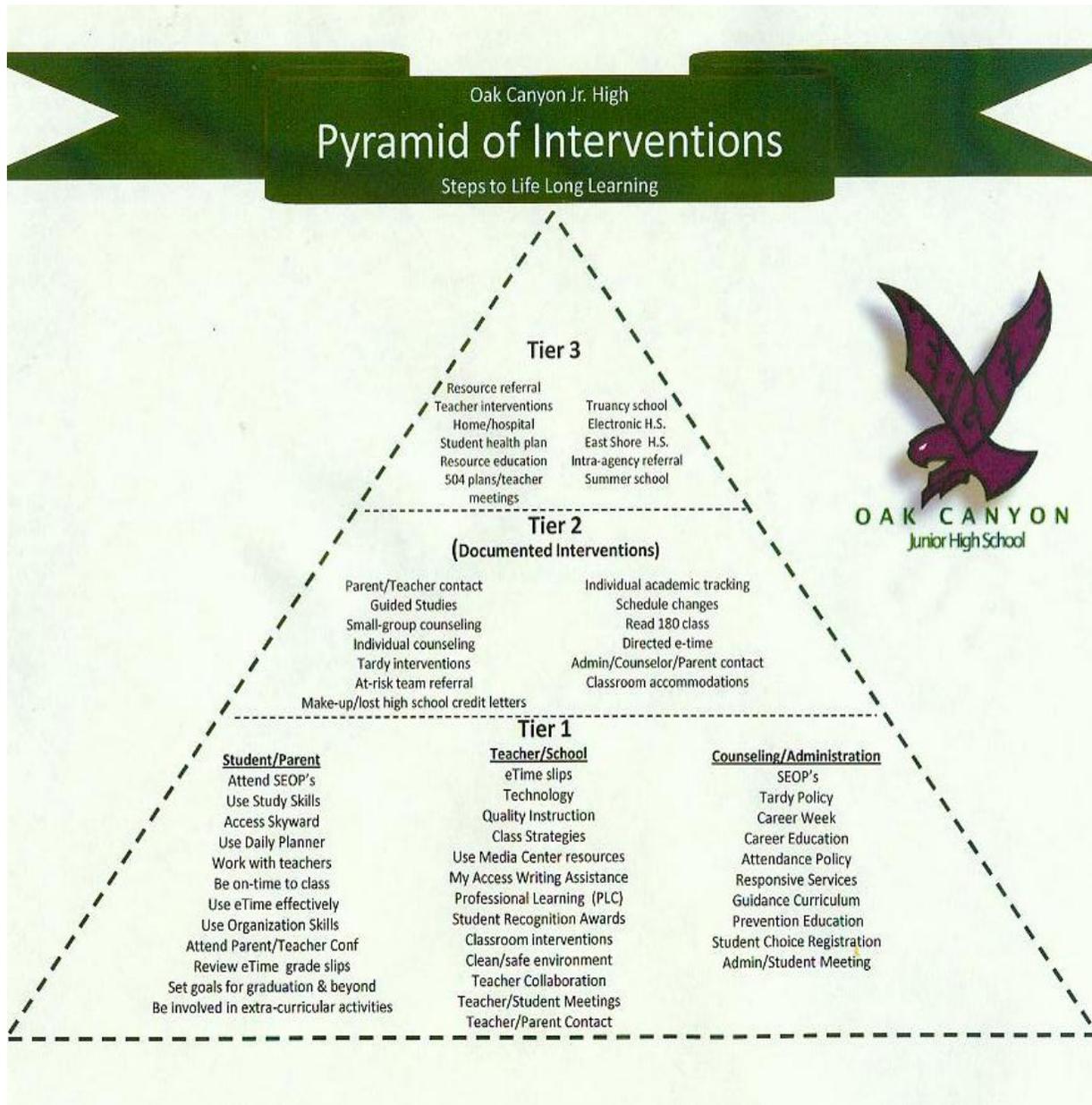
➤ **Student Success in Learning—Pyramid of Interventions**

- Art class – class officer starts the class, reviews last class and short talk on art
- Orchestra – retakes are offered on tests after reviews are given
- Orchestra – individual tutoring at eTime
- Orchestra- student officers provide unity and activities for the class
- ELD class for students with limit English proficiency
- Yoga for eTime
- Math Department Pi Day
- Math Pyramid of Interventions = Individual help in classes, additional resources, eTime, Math Lab, Before/After school with teacher, required eTime, Enrichment referral
- Care for those who are integrating well into the classroom
- Think, Pair, Share used often in Teen Living Class
- Email to parents from Math teachers apprising them of the next day's work with worksheets included
- Drama class uses group projects and cooperative learning, peer critiques,
- Earth Systems and Biology class assignments available in file in classroom for make-up, after school also
- Science Pyramid of Intervention: practice test daily, personal practice test sent home, eTime, before & after school remediation, class review before tests, test options, retakes if <60% for 80%
- English 7 retakes and redo policy, rough draft checks by teacher to prefix problems
- English 7, 8, 9 My Access online writing program

➤ **Student Success in Life – Extra Curricular Activities—includes the number of students involved and the purpose. This includes elective classes and any extracurricular in core classes. (ie concerts, shows, drama, clubs, sports etc.).**

- Art shows 300+ participants
- Art Hall Displays 200 participants
- Class Room Displays all students participate
- Orchestra festivals 86 participants
- Yoga for eTime 15 participants
- Band, Symphonic 64 participants
- Jazz Band 55 participants
- Kozan 34 participants
- Concert Band 180 participants
- 4-H 85 participants
- Woods 182 participants
- PUSH Team 115 participants
- Science Demo Team 50 participants
- Yearbook 31 participants
- Track & Field 100 participants
- Debate I & II 90 participants
- Jr. Latinos 25 participants
- National Spanish Test 50 participants
- BYU Competition 180 participants
- TSA Competition 30 participants
- Basketball Boys/Girls 18/18 participants
- Spelling Bee 150 participants
- Book Club 20 participants
- Peer Tutor 150 participants
- Geographic Olympiad 30 participants
- Student Council 18 participants
- Ballroom Dance 83 participants
- Young Masters Art 23 participants
- Foreign Language Week 459 participants
- Cultural Bowl 325 participants
- Choir Competitions 271 participants
- Science Fair 300 participants

Pyramid of Interventions



STANDARD I: *Board Adoption and Approval*

Approval of the CCGP by the local Board of Education and ongoing communication with the local Board regarding program goals and outcomes supported by data.

Approval

Written evidence of Board approval is on file. The letter from Debbie Taylor, Alpine Board of Education President, confirms district level support.

Communication

District counseling leaders provide an annual report to the Board of Education regarding student achievement related to the CCGP. The most recent report is on file.

District counseling leaders have presented to the local Board of Education within the past three years. The minutes from the most recent report are on file.

Recommendations from the last review

No recommendations given.

New Program Goals

The Oak Canyon Counseling Department supports the Alpine School District Counselor Association to continue ongoing communication with the local Board of Education regarding program goals and outcomes. The association provides an annual report each year and presents to the Board of Education at least once every three years.

Connection to School Improvement Plan

The School Improvement Plan (SIP) for Oak Canyon Junior High is to reduce the average number of failing students each term when compared to last year.

The DRSL's used to address the SIP are the following:

- Lifelong Learning
- Effective Communication (within school/collaboration, with community)
- Responsible Citizenship

Standard I connects to the School Improvement Plan in the following way: Board adoption of the Comprehensive Guidance Program communicates to the Community that the counseling program at Oak Canyon is recognized by the Board of Education and is a fully functioning and exemplary program that is established to help student success.

STANDARD II: *Comprehensive Counseling and Guidance Training*

Regular participation of guidance team members in USOE-sponsored Comprehensive Counseling and Guidance Training.

Professional Development

All of the counselors and administrators have accessed available state and district yearly training opportunities.

The counselors have participated in all OCJH professional development activities and have had an active role in creating the School Improvement Plan and the Desired Results for Student Learning (DRSL's). Other professional development activities, conferences and workshops attended by the counselors include: annual suicide prevention, annual USCA, Wasatch Front Regional, CCGP Winter, Troubled Youth, Building Assets, Eating Disorders, Why Try, Oppositional and Defiant Child, Interpersonal Therapy and Non-responders, Conduct Disorder, Children with Emotional & Behavioral Problems, and Everyday Grief.

The counselors attend the Winter Counselors conference each year where the following topics have been addressed over the past several years: working with AI/AN, African American, Asian American, Latino, Pacific Islander, Homeless, Refugee and Immigrant students. All counselors are registered for and will attend this year's conference on working with students with disabilities.

Counselors have membership in the following professional organizations:

Mike Bearden- Alpine Counselor's Association, USCA, ASCA

Tami Platt- Alpine Counselor's Association, USCA, ASCA

Kathy Bitner - Alpine Counselor's Association, USCA (Governing Board for 10 years, president 2007-08), ASCA

AI/AN

Counselors attended the CCGP Winter conference where AI/AN issues were the focus. In the Fall of 2008, Jeanie Groves, Alpine District Title VII coordinator, presented to the faculty at Oak Canyon.

All counselors are registered for the AI/AN endorsement program being held June 13-14, 2011.

Basic Training

All counselors and administrators have attended USOE sponsored Basic Training. Kathy Bitner attended a Basic Training again last year and Tami Platt attended a Basic Training again this year.

Recommendations From the Last Review

No recommendations given.

New Program Goals

The counseling department goals include: (1) continued participation in school improvement process; (2) continued participation in conferences, workshops, and activities designed to enhance ability to meet the needs of students and to grow professionally; (3) continued attendance at summer USOE training; and (4) all counselor receive AI/AN endorsement.

Connection to School Improvement Plan

The counselors helped to create the school improvement plan during professional improvement days. They also did a breakout session for the faculty explaining the mission of the guidance program at Oak Canyon. The counselors continued participation in professional development and training correlates directly to the DRSL of lifelong learning.

STANDARD III: *Structural Components*

Structural components and policies support the Comprehensive Counseling and Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.

Student Ratios

The student to counselor ratio at Oak Canyon is 378/1 with 1134 students with three full time counselors. This is in alignment with district funding and accountability with their productivity model.

Funding and Budget

The guidance team works with the district and school administration to establish a budget which adequately supports the CCGP. The district allocates CCGP funds to each school. The guidance team then works to insure the funds meet the department needs. The funds cover clerical help, other hourly salaries, conferences, mileage, supplies, equipment, software, and other needs of the counseling department.

Structural Components

The CCGP facilities include three separate offices, an inviting outer welcoming area, and a conference room. The guidance facilities also include the Student Assistance Center, and our NEW Career Center, as well as an area of the library which has been set up to house the Parent/Teacher Resource Library.

The CCGP has a full time registrar who is so efficient we do not need a part-time secretary. We use the staff from the Student Assistant center during extremely busy times.

The CCGP has up-to-date desk top computers, four lap-top computers, a color laser printer, two multi-media projectors, two VCR/DVD players, a television, a portable stereo, a digital camera, a video camera, and various sports and ropes equipment, all of which help to deliver valuable presentations and activities to students.

The counselors are compensated for 10 days beyond the normal contract to use for extra responsibilities. The department also receives extra SEOP funds to pay for after school SEOP activities. Students and parents benefit from these extended hours as well as those provided by the productivity model we work under. The productivity model extends each Monday thru Thursday by 45 minutes.

The counseling department effectively uses technology to communicate with parents, students, and staff. The counseling web site is constantly updated to include relevant information, including recent power point presentations.

Recommendations From the Last Review

The recommendation of lowering the counselor/student ratio was given. The ratio has gone from about 443/1 to 378/1.

New Program Goals

The CCGP goals are as follows: to continue to use and update the counseling web site, continue to purchase up-to-date equipment, and continue to ask the district to lower counselor to student ratio.

Connection to School improvement Plan

One of the school improvement plan goals is to better communicate with the school community. The use and updating of the counseling web site greatly enhances this communication. Keeping up-to-date equipment and software also helps to accomplish this goal. Other faculty members and administrators are able to use the counseling department equipment to benefit students' learning.

STANDARD IV: *Time Allocation*

Evidence that EIGHTY PERCENT (80%) aggregate counselor's time is devoted to DIRECT services to students.

Target Time Allocation

Target time for the Comprehensive Guidance Program has been established and customized to meet the needs of the individual school. A log was kept by each counselor for at least 10 days.

A copy of the log is in the file.

Goals for 2010-2011	Target Time	Actual Time
Guidance Curriculum	25-25%	27%
Individual Planning	15-25%	24%
Responsive Services	30-40%	37%
System Support	10-15%	11%
Non-guidance Activities	0%	.004%

Guidance curriculum includes classroom presentations such as the following:

7th grade

Occupations Brainstorm
Personality Types
Understanding Learning Styles
Decision Making
Understanding Group Behaviors and Attitudes

8th grade

UtahFutures IDEAS Assessment
UtahFutures Reality Check
Registration Presentation
High School Graduation Requirements
Utah Regents Scholarship

9th grade

UtahFutures
Resume/Job Searching
Registration Presentation
Welcome to High School
Explore Test

Individual Planning includes activities used to assist students in planning and managing their own learning, as well as their personal and career development. These activities include the following: SEOP conferences with parents, 4-year planning, student course selection and scheduling, vocational and occupational exploration, student/parent counselor conferences, and academic advisement.

Responsive Services includes a student assistance program that has been established to address the needs of the students. Some of the services available include: individual consultation, personal counseling, small group counseling, crisis response, and referral to district or community programs.

System Support includes personal and professional development through attending conferences, in-service training, planning and developing programs, program management, weekly department planning meetings, quarterly Advisory Meetings, surveys, needs assessments and research.

Time and Task Analysis

Sample time and task analysis in all four Comprehensive Guidance components are charted by every counselor. A log was kept for at least 10 days by each counselor. A copy of the log is included in the file.

Time allocation in each component correlates with school improvement goals and improved results for students as defined by the school improvement plan. Our school improvement goals include giving students the opportunity to become academically successful as well as responsible, contributing citizens. As a counseling department we spend 88% of our time on direct services to students. Alpine School District implemented an early out Monday program which provides time for further department collaboration or to collaborate with other school counselors. We use this time to meet with our administration and target At-Risk students. Last year the numbers of F's in our school were reduced by 38%.

Eighty Percent (80%) Direct Services to Students

(Guidance Curriculum, Individual Planning, Responsive Services)

Percent of Counselor time spent on direct services to all students	88%
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Calendar

A full year CCGP calendar is provided that correlates with the counselor's target time allocations and school improvement goals. A copy of our calendar is available in our files.

A current calendar is posted on the school's web page and is updated regularly.

<http://oakcanyon.alpinedistrict.org/>

Non-Guidance Activities

Non-guidance activities are eliminated from every counselor's duties through a strong integration with school improvement processes.

As you can see from our time charts, only .004% of our counseling time is taken up with non-guidance activities. This .004% is usually a result of an unexpected need by the administration and is not a planned or permanent assignment.

Counselors do not have responsibility to administer standardized tests. The counseling department does give the Explore test and the AP Human Geography and Spanish Language test to 9th graders. We feel these help prepare students for college and give us the opportunity to discuss with students the advantages of taking a challenging curriculum one more time.

The counseling department has some responsibility for the master schedule, but the full responsibility falls on our principal.

Describe how program has addressed recommendations from the last review

The recommendation was given to insure balanced services were available to all students and to have our target times more refined.

We feel we did and do provide balance services to all students. Our time allocation numbers were misleading last review because of the days we picked to sample. We have provided a sampling this year we feel more accurately reflects our time. All of the established target times have been met.

Our target times are taken from the CCGP recommendations.

Describe new program goals

Our program goal is to improve responsive services by adding a support/friendshipping group for our students with Asperger's and Autism. We have attended a seminar on how to conduct and implement this group. It seems each year we have more students identified as having Autism or Asperger's and want to address their special needs.

Describe how the counseling team has connected this standard with the School Improvement Plan

Our school improvement goals include reducing the number of "F's" our students receive. We schedule time each week to meet with our administrators and discuss the students who have below a 2.0 gpa. We divide the students up and meet with each of them during the week. We each take 5 students and meet with the weekly throughout the semester to encourage and instruct them in getting better grades. We have been hampered in obtaining gpa's on our students this year because of our new computer system but are figuring out ways to accomplish what we want within the new system. This time spent doing data review and individual counseling, not only fulfills our school improvement goals but also helps us reach our target goal for responsive services to our students.

STANDARD V: *Interschool Communication*

Communication, collaboration, and coordination with the feeder system regarding the CGP. The Comprehensive Guidance Program is discussed and coordinated as a K-12 concept.

Secondary Coordination - High School

Secondary counselors have a formal, calendared, twice yearly meeting with our cone schools. We met with Pleasant Grove counselors on Jan. 19th 2011. Our meeting with Timpanogos counselors had to be postponed but will be rescheduled. We will meet with the counselors from P.G. on April 7th and 8th and the Timpanogos counselors on April 5th and 6th in conjunction with our 9th grade SEOP's. All Alpine district secondary counselors meet monthly for training, to coordinate activities and to discuss concerns. There is time to meet with cone site counselors from Timpanogos and Pleasant Grove. This monthly meeting provides an opportunity to see other junior high counselors in our district and share ideas as to how their comprehensive guidance program is operating. All counselors are on a PLC Committee to work towards counselor's concerns district wide. These committees meet during our monthly district counseling meeting and cover topics such as Middle School Completion, Technology, NCAA, 4 year SEOP Planning and Crisis Team. Agendas are available.

Many students at Oak Canyon take classes at the high school as part of the School-to-School program. Pleasant Grove and Timpanogos High School provide programs for 9th grade students to become acquainted with their high school.

At the end of each school year the counselors and principals of Oak Canyon meet with the counselors and administrators from Timpanogos High School and Pleasant Grove High School to discuss 9th grade students who will be entering 10th grade and may be considered at risk, as well as other students who may be in need of responsive services at the high school. We share information about all students in regards to their needs.

Collaboration K-12

Currently six elementary schools feed into Oak Canyon Junior High: Aspen, Lindon, Northridge, Orchard, Rocky Mountain and Timpanogos Academy. Counselors meet with sixth grade students and their parents in a group SEOP in March. This year 6th grade day is scheduled for March 4th. All of the 6th grade teachers also attend. Incoming 6th graders and their parents are invited to Oak Canyon for our 6th grade transition day and Fine Arts Showcase. Students are divided into groups and provided with the opportunity to have a presentation by the counseling department including registration information and a video prepared by the student council introducing students to Oak Canyon. The band, orchestra and choir perform and the foreign language, drama department and PUSH Team give a presentation on their classes so the students will understand their elective options. CTE along with the fine art departments have displays set up in the foyer for the students to walk through and see examples of student work. Explanations are given and questions answered at this meeting. All students and parents are directed to turn in their registration during a designated time the following week at Oak Canyon Junior High. An improvement we made this past year was to provide early morning as well as evening registration opportunities. The band, orchestra, choir and keyboarding teachers attend the sessions to allow students to audition for a music class or test out of keyboarding. Instrument rentals are also available for band students. Counselors are present during

this time to answer additional questions and a special education teacher is there to answer IEP questions.

One of our needs assessment goals was to provide improved access to graduation requirements. To accomplish this we have added graduation requirements to our web site, posted an updated list in each classroom and developed a new SEOP "blue print" detailing graduation requirements as well as Utah Regents Scholarship requirements. We plan on adding the requirements to our planners next year, which are distributed to all of our students at the beginning of each school year. This supports our SIP with improved communication of what is needed to transition to 10th grade.

An articulation meeting between each of our six feeder schools and the counselors and an administrator is held to identify students who may be at risk and/or in need of responsive services. We first identify students from each feeder school with a low CRT score. We then take the list of students from this to the elementary school to discuss each student with their teacher and administrator. The information gathered from this meeting is used in assessing the needs of our incoming 7th grade students. We place students in needed classes such as Read 180 and ELL based on the information received at these meetings. A copy of this information is in our files.

Describe how the program has addressed recommendations from the last review

No recommendations were given.

Describe new program goals

We are working to improve our coordination with the elementary schools. We have had 6th grade day for several years now, where students, teachers and parents are able to visit OCJH and receive valuable registration information and have questions answered. Parent feedback has been very positive about this activity. We plan to continue this and improve on it. Improvements we have made include a streamlined presentation to students and parents to make it an efficient use of the parents and students time. We added a powerpoint presentation to the registration information part of the program to allow us to move quickly without missing any crucial information. We give parents a time schedule of what is happening during 6th grade day so they are able to attend the parts that are most important to them, while inviting them to attend the whole event. Students are bussed or walk from their elementary schools allowing them to attend all of the presentation. Another goal was to add an early morning registration session for our incoming 7th graders. We wanted to see if this is a more convenient time for some parents to attend. We want our registration process to be accessible to as many parents and students as possible. We provided donuts as an incentive to come. Our turnout to early morning registration far exceeded our expectations and will become a permanent part of our registration. We had 129 students attend registration between 7:30 and 9:30 a.m. This year we will have two early morning sessions to accommodate more parents. We added registration forms, the course description book and applications to our website so parents can print out any forms they may need.

We would like to add an activity which allows the new 7th grade students to practice opening a locker. Lockers seem to not only excite the kids but terrify them. If they could be confident before the first day of school that they can open their locker this would help them be more relaxed overall.

We also want to have an electronic 4 year plan for our students to use during their SEOP. Our district is working with us to put all the course offerings available on to the UtahFutures system so our students can build their 4 year plan there.

Describe how the counseling team has connected this standard with the School Improvement Plan

Our school improvement goals stress collaborating for student success and to reduce the average number of failing students each term. To help meet this goal we apply the DRSL of effective communication with our feeder schools. We have accomplished this by meeting with counselors, teachers and administrators from the elementary schools and high schools to discuss how to better serve the needs of all students. We are continually striving to meet the needs of each student and to share information within our cone system which better facilitates this process.

Standard VI: *Program Leadership and Management.*

Structures and processes are in place to ensure effective program management, including an advisory/steering committee. Evidence is present that counselors are working as program leaders and the CCGP is an integral part of the school improvement team.

Advisory/Steering Committee

Many of our current Advisory/Steering Committee members have served consecutive years. We appreciate their service and longevity. The Advisory/Steering Committee meets quarterly at 7:00 a.m. At the first meeting of the year, we explain what the CCGP is and how it benefits students, parents, the school, and the community. We review the needs assessment and other data from our School Improvement Plan. At following meetings, we develop, set, and monitor goals specific to student achievement and the role the CCGP will play in that student achievement.

Membership includes diverse representative from the CCGP, administration, teachers, parents, community and students. We also have a representative from the local university.

The Advisory/Steering Committee, as a community focus group, supports and assists the CCGP in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data. The committee assisted in developing the needs assessment and reviewing the statistical outcomes. It has also created goals for the counseling department, students, and school. In connection with our school accreditation, many members of the Advisory Committee served on the school improvement team. Collective data from the school improvement plan was shared with our Advisory/Steering Committee.

Agendas and minutes for meetings are on file.

School Advisory Committee Members

Student Council:	Aryn Espiritu Calee Gardner Hailey Halford Jake Severe Mandy White
Faculty:	Joe Allphin Chelsey Collins (Student Council advisor) Karl Gadd Darren Hodges Sue Jones
Administration:	Scott Sumner – Principal Colleen Green – Assistant Principal Keith Grover – Assistant Principal
PTSA President:	Tanya Wilkinsen

Community Hali Nielsen, Utah Valley University School Relations

Counselors: Mike Bearden
 Kathy Bitner
 Tami Platt

Registrar: Norma Elfors

Program Leadership

Mike Bearden is the CCGP chairperson. Each member of the CCGP has been given clearly defined responsibilities and duties consistent with and contributing to school improvement and student achievement. Although, counselors are willing to see any student, each counselor has a designated part of the alphabet to which they serve. They are responsible for the individual planning, responsive services and SEOP's for the students in their alphabet. In addition, each counselor has a grade level to which the counselor is responsible for guidance curriculum.

Guidance Curriculum

7th Grade	8th Grade	9 th Grade
Kathy Bitner	Tami Platt	Mike Bearden

CCGP members meet weekly on Mondays during school collaboration time. All counselors are members of the school improvement team (see accreditation manual). The CCGP team takes advantage of faculty meetings for training and in-service for the staff related to CCGP, student achievement, and the School Improvement Plan on an as needed basis. Training has been provided to individual teachers of minority students to improve student achievement, attendance and behavior as needed.

School Improvement Team

The CCGP team works with the administration closely and other school staff in designing, implementing and evaluating the school improvement plan. This year, the School Improvement Team included counselors meeting weekly with administrators to discuss individual students as part of the goal to decrease the average number of failing students by five percent each term (see 4/2/2010 School Improvement Plan). As part of this plan, individual students who were failing two or more classes were assigned to meet with a specific administrator or counselor (see notes in file). This included students of an ethnic minority.

Our goal of decreasing the number of students with failing grades was discussed and approved by our Advisory/Steering committee.

Recommendations from last review

There were no recommendations from the last review.

New Program Goals

The advisory/steering committee will continue to meet quarterly. We will continue to work closely with administrators to meet the School Improvement Plan. In addition, we will provide training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students to improve student achievement, attendance, and behavior.

Connection to School Improvement Plan

Several Advisory/Steering Committee members also serve as part of the School Improvement Team. Counselors serve as an integral part of achieving the School Improvement Plan by meeting weekly with students to reduce the number of failing grades. Counselors also meet weekly with administration to review current grades and assign students to meet with counselors and administrators to see what can be done to improve grades and attendance. At times, counselors and administrators have conducted home visits to assist students.

STANDARD VII: *Data and Program Effectiveness.*

The program uses current school data including a formal student/parent/teacher needs assessment, which is completed and analyzed at least every three years, and annual data projects as defined by the USOE.

Assessment, Use of Data and Program Effectiveness

A formal needs assessment was completed in the fall of 2008, which is two years prior to the on-site review. A sample needs assessment and data summary is available in the files. The needs assessment includes data from students (n=1194), faculty/administration (n=23), and parents (n=208) who responded to the needs assessment. The needs assessment addressed student competencies consistent with appropriate school district, state and national standards, and goals.

Analysis and Implementation

The needs assessment data was analyzed in relation to the guidance program needs and the results were also used in creating the school improvement plan. Because the needs assessment was done prior to the current school improvement plan the data was used to help create the current plan rather than the improvement plan driving the needs assessment.

The three priority areas identified by the data are as follows:

1. Understand the requirements of Junior High and High School graduation
2. Develop good study habits
3. Identify the school classes that will help them reach their career goals

Guidance department goals are based on an analysis of the needs assessment data and strategies and interventions are identified.

CCGP Needs Assessment Findings and Observations	Intervention Strategies	CCGP Delivery Component	School Improvement Plan Goal
Understand the requirements of Junior and High School Graduation	Graduation Poster in Rooms Class Presentation on 8 th grade completion SEOP Review	Guidance Curriculum Guidance Curriculum Individual Planning	Effective Communication
Develop Good Study Habits	At Risk Tracking Guided Studies Classes Individual Counseling	Responsive Services Guidance Curriculum Responsive services	Reduce Failing Grades Lifelong Learning
Identify classes that will help them reach career goals	CTE Intro. Activities UtahFutures Pathways Resources Career Day Presentations	Guidance Curriculum Guidance Curriculum Individual Planning/Guid Curr Guidance Curriculum	Lifelong Learning Effective Communication Responsible Citizenship

The needs assessment is disaggregated by gender, grade level, and parent, student and faculty/administration populations.

Data Projects and Self Evaluation for Program Effectiveness

Effective data projects for guidance activities and “closing the gap” have been designed and implemented annually.

Data which measures program effectiveness for the two most recent annual projects is outlined below. The actual projects can be found in the file.

1. Data has been collected to measure the effectiveness of the Divorce group based on a “Self Efficacy” evaluation adapted from *The Self-Efficacy Scale: Construction and validation*.

Data on Student/School Need:

Many students at Oak Canyon live with the effects of divorce. The students and/or their parents identified themselves and the need for this group is evident.

Intervention:

Identified students participated in group counseling sessions once a week for eight weeks. The group sessions involved discussions and activities designed to build understanding, teach problem solving, and encourage team work.

Effectiveness Data:

Weekly “Self Efficacy” evaluations were given and students were asked to respond to 15 different areas. The results of the comparison of the first and last test indicated students improved in several of the areas. Improvement was seen in the following: making friends, giving up easily, avoidance of difficulty, handling social gatherings, feeling secure in abilities, and self reliance.

See the “Closing the Gap” results included in the file.

2. Data has been collected to measure the effectiveness of the At Risk Team interventions.

Data on Student/School Need:

Many students have a gpa below a 2.0. Students were identified through weekly reports.

Intervention:

Identified students met with their counselor each week to discuss grades and make goals to improve.

Effectiveness Data:

The students who were tracked through the whole study were the ones where their gpa was consistently low and ended up in guided studies. Of this group, few showed dramatic increases. The student’s who were identified on the below 2.0 list and soon improved, were not tracked long term. Their improvement was evident in the overall data showing a decrease in F’s school wide.

Professional Obligations/Leadership

Timely annual presentations have been made to school faculty on data projects and documentation is provided for the timely submission of the annual self-evaluation.

Oak Canyon has been excused from the District Data project review the last two years because of date changes and scheduling conflicts. However, Kathy Bitner was on a USOE committee to review statewide data projects. She reviewed over 54 data projects. In addition, she was a principle contributor to an article for a professional journal regarding State-wide data projects. See files for copy.

Oak Canyon participated in the most recent CCGP evaluation.

American Indian/Alaska Native Students

AI/AN students are recognized by self-identification or through Jennie Groves, the Title VII coordinator for Alpine District. Tribal Affiliation is noted.

An informal collection of needs data has been done for the 4 AI/AN students attending OCJH, including tracking progress.

Recommendations from the Last Review

Needs assessment data was disaggregated by age, gender, and race. The survey was done On-line through Alpine Districts data services.

New Program Goals

Include more questions in the needs assessment specific to the current school improvement plan. Implement more guidance activities that directly address the findings of the needs assessment. Continue to assess more guidance activities and use the data to drive the program. Add graduation requirements to planner. Disaggregate data better and add minority groups to At Risk Tracking.

Connection to School Improvement Plan

The SIP goal and DRSL's are all directly connected to this Standard as outlined in the table above. The guidance department needs assessment was one of the assessment instruments used to help create the SIP.

STANDARD VIII: *Responsive Services*

These services are available to address the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.

Prevention

Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. Evidence is provided that needs are being addressed.

Counselor schedules are coordinated so that a counselor is available to meet with students. Students are asked to fill out a request to see a counselor, with urgent needs handled immediately and others called down as soon as possible. E-mails and phone calls from students, teachers and faculty are responded to quickly. Every effort is made to always have at least one counselor available to handle any crisis situation. All counselors have cell phones if they need to be reached in an emergency. Counselors are also available before and after school to accommodate specific needs. We maintain records of student contact and follow through.

There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources.

We have many resources available in our community to assist students. For families struggling financially The Alpine Foundation provides free gym shoes and Kids Cause provides \$75 in clothing. We have a list of mental health related resources families are referred to as necessary (a copy is available). For example BYU Comprehensive clinic has various mental health services at very affordable fees. Vantage Point is available to help struggling youth and offers free counseling services to the family. Our Hispanic families are referred to Centro Hispano in Provo for English classes and other activities. American Indian students are offered tutoring through the Title VII program. All of the counselors have been trained in crisis response and Mr. Bearden is a member of the District Crisis Response Team. Counselors make referrals as needed to mental health agencies to help students with long term needs.

The counseling department closely follows the FERPA regulations and uses appropriate forms for each counseling intervention in which they are required. Sample forms are available.

Growth, development, and transition issues are addressed as part of our high percentage of direct services to students. This occurs in our CTE presentations as well as in other guidance curriculum, individual counseling, group counseling, and SEOP's. We use a programmatic system called a Pyramid of Interventions to help students successfully navigate school and life, and provide increased support as needed.

Intervention

Our previous Needs Assessment in 2008 showed that students were most interested in:
Understanding the requirements of Junior High and High School graduation
Developing good study habits
Identifying the school classes that will help them reach their career goals.

We addressed this by continuing to have classroom presentations which covered graduation requirements, covering them in SEOP's, adding graduation requirements to our web page, and putting up posters with the requirements in each classroom.

We offer guided study classes to 7th, 8th and 9th grade students who are identified as needing extra help. A presentation on study habits was developed and given to the 7th and 8th grade English teachers to give to their students. CTE guidance curriculum teaches the use of a planner to help the student become organized. Planner use is stressed in 7th grade where we hope to help students develop good habits. Every student in the school has their reading level tested to be identified as needing our Read 180 class. This class strives to bring students reading up to grade level.

To assist students in knowing what school classes will help them reach their career goals, we have all students use the UtahFutures program. They research their personality style and career choices. UtahFutures also gives them information on classes they should take to reach their career. In our SEOP's every 8th grade student is given the *Utah CTE Pathways* booklet which identifies CTE career pathways and what classes students should take in junior high and high school to be prepared. Graduation requirements are reviewed during the SEOP. Students are asked what their interests are and classes to help them pursue these interests are discussed.

Effective groups and classes are provided by the counselors in divorce, grief, and the "Why Try?" program to motivate students both academically and socially. Groups dealing with other issues are provided as needed and identified by the needs assessment, teacher request, parent referral or student referral/request. Classroom presentations on respecting others, suicide prevention, eating disorders and stress management are also given. These groups are available to every student as long as proper FERPA permission has been obtained. We look at needs assessment data to help determine group needs. Our school improvement goals include effective communication and being a lifelong learner. Helping students deal with the stressors in their life through group, improves their communication skills and helps them become a lifelong learner. All of which are goals of our SIP.

Our counseling department, along with our administrators has developed a Pyramid of Interventions to detail the steps available in responding to the needs of our students. Our pyramid begins with basic services available to all students and progresses to interventions provided on an as needed basis. The Pyramid of Interventions was distributed school wide to help provide faculty with possible intervention steps. A copy of the Pyramid of Interventions is included in the file.

Records of counselor contact with students and parents are kept. Each counselor is responsible for a certain part of the alphabet and tracking their own high risk students. The counseling department meets weekly with the administration to discuss intervention strategies for students and is in close contact with faculty and parents as needed, to strive towards the best interest of the student.

All 9th grade students who receive a failing grade are sent a letter stating which classes they failed and what their options are for making up the credit. Each student is also advised by their counselor as to what they need to do to make up the lost credit and in addition, what changes can be made in

the future to avoid this happening again. Students with low grades are referred to a study skills class or after-school math or writing labs.

The counselors, administrators and guided studies teacher have combined to meet weekly with 30 of our most struggling students. Each counselor and administrator has 4 to 6 students who they track and work on study skills and homework with weekly. These students are kept on the list as long as they need help and seem to be responding to our efforts. The student's grades and progress are charted weekly and the counselors, administrators and guided studies teacher meet each week to discuss what strategies are working and not working and if anyone needs to be removed or added to our list. We have had great success with some students and little success with others. Overall we feel this is a valuable benefit to our students. Even if we don't see immediate results we feel our efforts will be of value to the students in the future.

Oak Canyon follows the district's crisis plan. Mr. Bearden is a member of the district crisis counseling team. Dr. Bitner is an American Red Cross trained mental health worker as well as presenter at state and national conferences on various mental health issues. Mr. Bearden is the diversity specialist for our school and Mrs. Platt is trained in crisis response and as a first responder. Each teacher has been supplied with a crisis response booklet and trained in proper procedures.

AI/AN

We currently have four students identified as AI/AN. Our AI/AN students have support available to them through Jeanie Groves who runs the Title VII program located at Mountain View High School. We refer AI/AN students to her as needed.

The areas of focus at Oak Canyon Junior High are:

Student Assistance Program- A Student Assistance Program has been established to address the needs of the students. Small group counseling sessions are available to any student who might benefit. These groups range in topics from dealing with grief and loss to dealing with a divorce situation. Students enter the program through a variety of means including: self-referral, teacher, counselor, parent, or friend referral.

Individual Counseling- Counselors are available and provide individual counseling to students as needed. Students may drop in at the counseling office and see their counselor or fill out a request form if the counselor is busy with other students. The students who fill out a request are called out of class in a timely manner and at appropriate times during the school day. Students are seen immediately in a crisis situation.

Crisis Intervention- Alpine School District has provided all schools with a district approved crisis plan. ASD also has a crisis intervention team assigned to each school. The schools are divided into cone sites with a team assigned to each group. This team can be called in to help with any crisis which the school counselors feel they need help in addressing.

Special Education Team- The special education team consists of the resource teachers, counselors, assistant principal (LEA), and the school psychologist. This team meets weekly to discuss testing, IEP conferences, referrals and individual concerns about students.

Student Assistance Center- The Student Assistance Center (SAC) is used for a variety of activities which include: make up testing, study hall, and in-school suspension. The SAC also gathers homework for students who are unable to come to school. The SAC has become a valuable asset to the counseling department and administration in serving all students, including the at-risk students in the school.

E-Time- Students are rewarded for having good grades or required to remediate their grades during a half-hour class, four times a week. OCJH students have shown a significant reduction in the number of "F" grades since we began this program. Counselor's run one of the reward activities, Bingo.

Alternative School- The alternative school is an after school program designed to help students who are unable to function in the regular classroom situation. These students receive instruction in the four core subjects.

"Why Try" program- Small group counseling is provided to at risk students who are not performing well in school. The "Why Try" program consists of 11 lessons and activities designed to motivate students to increase their effort. Changes in a student's grade point average are used to determine the effectiveness of the program. Groups are created as needed.

After School Math Tutoring- Tutoring in Math is available after school. Students are able to get individualized assistance with their homework.

Describe how the program has addressed recommendations from the last review:

We were asked to show more examples of our Responsive Services and to provide a list of community services. We attended Mental Health Awareness night at BYU and received a current list of mental health services in our community which is including in the file. We have copies of this to give to parents when they need a referral.

We were asked to provide evidence of our school crisis response plan. Mr. Bearden is on the district crisis response team and they developed a district wide crisis response plan for all schools to use. We have been trained on the procedures of this plan. A copy is provided in our file.

Describe new program goals

We would like to refine our follow-up with students after the conclusion of a group. Meeting with the students weekly and then monthly after a group has ended to maintain a connection with the student.

We want to continue to increase student success with our programs and presentations. We will continue with our current programs and look at developing programs which further address the results of the Needs Assessment.

Describe how the counseling team has connected this standard with the School Improvement Plan: By continuing to provide presentations and programs for the individual student which guide them towards becoming academically successful and steer them towards career goals, we are aligning with our school improvement plan of student achievement.

STANDARD IX: *Guidance Curriculum*

The CCGP delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model of CGP. The guidance curriculum is prioritized according to the results of the school's needs assessment.

Curriculum Content

Counselors have used the needs assessments and other school data to prioritize strategies and interventions within the CGP. Our needs assessment results showed three priority areas:

1. Understand the requirements of Junior High and High School graduation
2. Develop good study habits
3. Identify the school classes that will help them reach their career goals

The results are available in Standard VII.

We have used the CGP needs assessment, the SIP, CRT test results, SRI lexile reading scores, grade distribution information and school-to-school comparison charts to develop a plan for guidance curriculum. The guidance curriculum is in harmony with the content standards identified in the Utah Model. For example developing good study habits is a goal of our needs assessment, our SIP and the Utah Model. This goal is addressed in CTE guidance curriculum, in the UtahFutures presentations and in assemblies as well as a variety of other ways. Through our At-Risk meetings we refer students to Guided Studies to improve their study habits and we meet individually with students to mentor them on good study skills. Using a planner to improve study habits is part of the CTE guidance curriculum as well as keeping their CTE folder organized. This helps them to learn good organization and written communication skills.

Counselors take students into the Career Center and introduced them to UtahFutures as part of their guidance curriculum. They discover their interests, make a budget and research careers. This information is not only saved on UtahFutures but gathered from the students so we can discuss it with them and their parents at their SEOP. UtahFutures is a program the student will always be able to access. They will be able to review their career interests and access ways to receive training in their desired field. This relates to our SIP goal of Lifelong Learning.

The counselors have implemented a guidance curriculum to meet content standards not covered by classroom teachers. Our teachers were surveyed to find which content standards they cover in their classroom. The combined results of these surveys were looked at to help determine what needs to address. Our teachers do a wonderful job of covering the areas discussed in the Utah Model. One area we have chosen to focus on which ties into our SIP is career development and lifelong learning. We collaborate with our teachers on presenting information on career development. The teachers present information on the importance of students learning more about themselves when making career decisions, as a lead in to our UtahFutures activity. (A copy of the surveys is available).

Other guidance curriculum activities and interventions which have been implemented school wide include:

- New Career Center
- Career Day
- Various assemblies on topics such as decision making and careers
- Classroom activities with curriculum focusing on needs assessment issues (e.g. Teen Living, CTE Intro, Health, and PE)
- Pathways Materials and activity
- CTE Intro Guidance Activities
- Pamphlets available in counseling office
- Parent Teacher Resource Library
- Individual Counseling
- SEOP Conferences
- 8th grade completion requirements presentation
- Summer School for 7th and 8th grade remediation
- Clear Creek activities
- PUSH Team activities
- Guided Studies classes
- Graduation requirement posters in every room

A Career Day is provided each year which includes a guest speaker in every classroom. Our teachers are very supportive of this activity and the students learn not only about new careers but also about how to appropriately handle themselves with business professionals. We make sure and include a diverse population of presenters, both in types of careers and in ethnic backgrounds, to match the diversity of our student body. This addresses the Life and Career Development goal from the Utah Model. The CTE guidance lessons cover career interests and learning styles. Students are instructed on ways to study based on their learning style. Students explore the world of work through the use of UtahFutures, Career Week, CTE Pathways and CTE guidance curriculum.

The faculty at Oak Canyon incorporates a variety of teaching styles to appeal to the different ways students learn. As part of our professional development, incorporating an assortment of teaching styles has been covered. This approach helps all students stay focused and enjoy learning more.

We provide a wide range of orientation activities for diverse students. We have 6th grade day which allows students to see several potential classes they can take. We collaborate with the teachers from the student's previous school to find out any special needs of the student. We look at CRT scores of incoming students and monitor grades of new students of all ethnic backgrounds. We provide one on one counseling as needed, referrals to guided studies, math lab or to the Title VII program for extra help for our AI students. Our Hispanic students can be involved in a junior Latino's in Action program and can improve their understanding of Spanish by accessing our foreign language program. We have a foreign language talent show each year and students of all ethnic backgrounds are encouraged to participate and to demonstrate some of their cultures talents. This is presented to our student body to increase their cultural awareness and acceptance. We want all students to feel welcome at Oak Canyon and accepted. This not only improves their self-esteem but in turn improves their behavior and attendance.

A copy of the Utah Model and our SIP is available

Curriculum Delivery

Counselors are actively involved in teaching the curriculum that supports school improvement goals. Our SIP includes reducing the number of failing grades through intervention. E-time or flex time is one of our interventions. At the beginning of each quarter we go in to each classroom and explain the benefits and rules of e-time and how each student can benefit from the proper use of e-time. The counselors run a reward activity during e-time for all the students who earn the right to attend. This activity gives us the opportunity to get to know more students and for the students to become familiar with us in a fun, positive situation.

As mentioned earlier, we work in conjunction with our teachers to present guidance curriculum. Our teachers are supportive of the guidance curriculum we do and in order to make it even more valuable to our students the teachers continue the discussion with their students on the information they have learned in the counseling presentation. We also meet several times a year with our CTE teachers to review the guidance curriculum presentations and discuss ways to improve.

Using data from various resources showing student need, the school has created a guided studies class for students who need to improve specific study skills and need extra time and help with their homework. This class is available by application only. Specific curriculum was designed for the 8th grade based on assessment of the above materials and the new UtahFutures program. Lessons include students' skills and career interests. The 9th grade curriculum continues to focus on the transition needs of students in high school.

Counselors are in the classroom teaching lessons on suicide prevention, stress management, eating disorders, self-esteem, AP and ACT prep and career activities, etc. as needed to support and supplement classroom teachers. The 7th graders are able to participate in all CTE guidance lessons.

Counselors have been trained in the safe use of the high ropes course at Clear Creek and take a group of students to participate in the high and low ropes courses each fall. We have found this to be an excellent team building activity as well as strengthening individual confidence. Student Council as well as all the new 9th grade students at our school are invited to participate in this activity. We have a good turnout and many friendships are created and strengthened.

We have found by offering a variety of guidance activities, from computer surveys to ropes courses, we appeal to the varying learning styles of all of our students including the different ethnic groups.

Part of our professional development days have been used to collaborate with teachers and receive information on how to teach to a variety of learning styles. Jeanie Groves from the Title VII program, presented to our faculty on the specific needs of AI/AN students. As counselors we have attended conferences related to the needs of Hispanic/Latino, AI/AN, African American, Asian Americans, Pacific Islander and Refugees. When talking to teachers about the needs of a student we can provide them with information on the different cultures. We are attending a conference on Feb. 4th which discusses the needs of people with disabilities. We are lucky to have the opportunity to be trained on such a vast variety of special needs.

Recommendations from Last Review

Clearer evidence of how our curriculum is coordinated with our SIP.
A copy of our SIP is provided and referred to often in this review.

New Program Goals

Track ethnic students regularly to make sure they are achieving. One of our SIP goals is to track Special Education and English Language Learner students closely and review their CRT proficiency. We want to improve our communication with the ethnic students and their teachers to ensure the students success.

Connection to School Improvement Plan

Counselors are actively involved in teaching the curriculum that supports school improvement goals and counselors collaborate with teachers to infuse and improve guidance curriculum content consistent with school improvement goals. The school improvement goals relating to curriculum are:

- a. Use portions of the early out day for more collaboration between subject areas and grade levels, and continue to identify areas of need in our best practices groups.
- b. Be informed of student abilities in order to better adjust curriculum during the year.
- c. Pursue more positive parental and community involvement in the classroom to support the curriculum and improve communication.
- d. Involve discussions with SE teachers and ELL teachers in At-Risk Meetings with regards to specific needs of students.

The counseling department assists in achieving these goals by collaborating with the teachers before and after school and during the Monday collaboration time; discussing student abilities with teachers so that they can adjust their curriculum; and involving parents in their student's educational needs during their SEOP and at other times as needed.

STANDARD X: *Career Exploration and Development.*

The program provides assistance for students in career development including awareness and exploration, job seeking and finding skills, and post-high school placement.

Career exploration and development activities are fully developed and provided for students multiple times during the three years at Oak Canyon. We use the UtahFutures program in all three grades and review with students what they need to do next for the interests and goals that they have created. Students are introduced to the CTE Pathways program in 7th grade during CTE-Intro and it is review in 8th grade during the SEOP. The CCGP assists students in career development in the following ways:

Grade 7

Career Development activities are sequenced throughout the CTE-intro course and have become an integral part of the CCGP. Counselors participate in the delivery of the Career Development activities as outlined by the Utah State Office of Education. The CTE-intro classes rotate on a “tri-rotation system.” Students spend the majority of the first two quarters with one teacher (there are “mini” rotations based on teacher specialty) and then rotate to the other two teachers during the third and fourth quarter. Oak Canyon has found that the tri-rotation system (vs. a trimester rotation) provides more time to build foundational relationships with students that are essential for 7th grade. It also eases grading and scheduling conflicts. We have found this delivery approach to be very beneficial.

During this semester, the 19 guidance lessons are taught, as well as several work-based learning units. SEOP’s are also provided during the CTE-intro class. In the past, CTE-intro teachers have assisted with individual SEOP’s. The last three years, we provide students and parents with more information about the connection of the guidance lessons and the SEOP process. Mini-groups of 10-12 students and their parents participated in a 45 minute group SEOP. This provided the time needed to review all 19 guidance lessons as well as the other material previously discussed during SEOP’s. Students and parents are also invited to attend a “Welcome to Junior High” evening scheduled as part of their back to school night. Ninety percent of our 7th grade students participated in the Job Shadow experience.

Counselors participate fully as members of the CTE intro team. In addition, Kathy Bitner (counselors) and Terry Hunter (CTE-intro teacher) participate on the State CTE-Intro Advisory board. Presentation were given at the CTE-Intro Conference (June 2009) and UACTE Conference (January 2011) regarding our CTE-Intro team approach.

Grade 8

All 8th grade students complete the UtahFutures *IDEAS Assessment* to determine their interests and the *Reality Check* budget program to help them see how much it will cost them to live on their own. They also use the UtahFutures program to research at least two careers they are interested in. This activity supplements the career information their English teachers have provided them. Each student’s interest profile and career research results are collected and a personal discussion of their results is included in their SEOP. A portfolio for each student is created and saved in UtahFutures and keeps all the interest survey results for the student to review anytime. The counseling

department also gives each 8th grader the "Are You Ready For College" booklet during their SEOP, and the "Connecting High School to College and Career" booklet.

Grade 9

All 9th grade students participate in several sections of the UtahFutures Career Exploration program including: the Interest Profiler, Career Research activity and the US Colleges and Universities Programs of Study search. Students' results are filed in their SEOP file and are discussed and returned to them during their individual SEOP. 9th Grade Students are also invited to participate in the PLAN test and College Tours.

All Grades

All grades participate in individual or group SEOP's and Career Week. Career week gives them the opportunity to hear four different career speakers each year. Over 50 members of the community participate by volunteering their time to speak to our students. See folder for additional information.

AI/AN:

Counselors were trained in August 2009 by district AI/AN specialist, Jennie Groves, regarding access information, career opportunities and training programs to support AI/AN students.

Recommendations from the last review:

There were no recommendations in this area on the last review.

New program goals:

Use data-driven assessments to determine needs of individual grades.

Connection to School Improvement Plan

Standard X relates to the School Improvement Plan in several different ways.

School Wide Action Plan #1

Part of the School Improvement Plan, the School Wide Action Plan #1, focuses on teacher collaboration. Teacher collaboration is essential in being able to provide students with career development. The CCGP works directly with teacher to allow class time to be accessed for classroom presentations.

In addition, Oak Canyon focuses on the four essential questions (Solution Tree/Richard DuFour):

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do when students have not learned?
4. What will we do when students already know the information?

The CCGP makes sure that teachers understand that these four questions bridge what students are doing in school with what they need to be prepared for after school.

School Wide Action Plan #2

Action Plan #2 focuses on our Special Education Learner Needs. The CCGP recognizes that the Special Education Learner has different needs than other students. Whereas many of our Special Education students participate in the regular classroom with career development lessons, the CCGP gives a developmentally appropriate lesson specifically to these learners. School Counselors also participate in IEP/transition meetings to discuss career development with each student and parents.

School Wide Action Plan #3

Our Desired Results for Student Learning are to have students (1) become lifelong learners, (2) develop effective communication skills and (3) become responsible citizens. Each of these goals is directly related to Career Development. Beginning with our 7th grade students, we specifically emphasize that students these three areas.

STANDARD XI: SEOP Process.

Programs shall establish Student Education Occupation Planning (SEOP) for every student, both as a process and a product, consistent with local Board policy and the goals of the Comprehensive Guidance Program, Secondary School Accreditation (R277-413) and Applied Technology Education (R277-911).

District Policy

A copy of the local district SEOP policy has been provided (please see file).

Student

All students receive an SEOP. Multiple efforts have been made to include every student. Sign up for SEOP's varies by grades. In 7th grade, students participate through their CTE-Intro class on an assigned date. Those not in attendance on that date are scheduled for an individual SEOP. Parents requesting a different date are scheduled individually with the counselor. In 8th grade, students and parents sign up online for a date that meets their schedule. They are mailed a confirmation and emailed a reminder. In 9th grade, students and parents come during their World Civilization class. Parents or students requesting a different date are arranged individually with the counselor.

Data has been collected on student participation. All students have an SEOP folder, which contains an SEOP form. Each form is signed annually by the student, parent and counselor as they come for their SEOP. The date the student had their SEOP is also included on this form.

Parents

Parent signatures are on an SEOP form maintained for each student. Multiple efforts have been made to include a parent or guardian for every student. Eighth grade parents are able to select the date of the SEOP online. Seventh and 8th grade parents have the opportunity to attend a night make-up SEOP. In addition, 7th grade students who do not have a parent attend the SEOP, are given a review assignment and asked to review it with parents at home. The 7th grade powerpoint presentation is available online for parental viewing.

Counselor

The counselors have maintained leadership and responsibility for the SEOP process. The counselors conduct group 7th grade SEOP's during the CTE-intro class. Individual 8th grade SEOP's are all done by the counselor. The 9th grade SEOP's are all done by the Oak Canyon Junior High counselor or a high school counselor.

Participation (SEOP Data)

7 th Grade SEOP	Students	Students attending small group SEOP	Parent attending small group	Parental Activities cards returned	individual SEOP Completed	SEOP's completed
2010-2011	380	349 (92%)	237 (68%)	90**	In progress	In progress
2009-2010	395	375 (90%) ^{°°}	255 ^{°°}	63**	20	395
2008-2009	386	347 (90%) ^{°°}	Unknown	n/a	39	386
2006-07 [°]	389	unknown	245 (62%)	n/a	Unknown	389

[°] Date from last review

*Counselors are still doing individual SEOP's

**Teacher report

^{°°}Estimated

8 th Grade SEOP	Number of Students	Number Attending Individual SEOP	Number of Parent Attending
2010-2011	369	In progress	In progress
2009-2010	386	386	226
2008-2009	443	443	341
2006-2007 [°]	438	438	297 (68%)

[°] Date from last review

9 th Grade SEOP	Number of Students	Number Attending Individual SEOP
2010-2011	382	382
2009-2010	386	386
2008-2009	403	403
2006-2007*	486	486

Process/Content

Student Education Occupation Plans are meetings held with the student, parent and counselor/educator. This meeting provides means for the student to set personal and academic goals on an individual basis. Oak Canyon has developed a theme "Building Your Successful Future" for the school SEOP's. Each grade level SEOP relates to the overall theme.

7th Grade SEOP's

Seventh grade SEOP's focus on "Building Your Successful Future." During each SEOP, the student and parent discuss various "tools" that will help students succeed. The tools are real instruments that represent what students need to know about school success. For example, the measuring tape represents grades and graduation requirements because they "measure your progress" or the hammer represents hard work because "you need to continually hammer away at your school work to succeed." Eight tools in all are discussed. In addition, we review the 19 different CTE-intro career development lessons 7th graders have done this year.

During the 2005-06 school year, the counseling department became aware that many parents were not able to review their student's CTE-Intro notebook (survey results showed approximately 12% of parents were reviewing the book). The notebook contains the 19 different career development lessons that 7th graders experience during the first semester of 7th grade. It is a great resource for parents to learn more about their student and his/her educational and career goals for the future. We felt that the lessons were important enough to review that we needed to change the way that 7th grade SEOP's were conducted.

The following year, we began to include the notebook review as part of the SEOP. 7th grade SEOP'S were moved from a 15 minute individual conference to a 45 minute small group conference (with the option of an individual SEOP with the parent and counselor later if desired).

8th Grade SEOP's

During 8th grade SEOP's, the "Blueprint for Success" is discussed. Using a "real" blueprint with academic, personal/social, and career items listed on it, the student, parent and counselor are able to review progress and goals. During the 8th grade SEOP, all 8th grade students create a four year plus plan. We also discuss the Utah Scholars program, academic goals, UtahFutures activities, and career goals.

9th Grade SEOP's

Ninth grade SEOP's focus on "Building a Strong Foundation." Each SEOP is held with the student, parent, and junior or high school counselor. Oak Canyon has been holding SEOP's with the high school counselors for six years to make the transition from junior high to high school smoother.

Ninth grade SEOP's focus on "Building a Strong Foundation." Each SEOP is held with the student, parent, and junior or high school counselor. Oak Canyon has been holding SEOP's with the high school counselors for six years to make the transition from junior high to high school smoother.

The SEOP process and conferences include the following elements with some measures of effectiveness and connection to student. The objectives are described to the student and parent in the beginning of the SEOP. The students also hear the objectives of the SEOP during the annual pre-SEOP visit to the classroom. Assessments are given for every grade level using the UtahFutures program. Advisement is given as the counselor/teacher reviews grades and test scores. Each student must set a goal for the current school year and a goal for career interests. This is done during classroom activities using UtahFutures and during the SEOP. During the 8th grade SEOP, all students create a four year plus plan. This is not done electronically as district programs have yet to be aligned with UtahFutures. All grades review graduation requirements as well as the 8th grade completion goals (in 7th and 8th grade). All grades use the same SEOP documentation form and previous years are reviewed annually. It is student –directed and includes a summative process.

A written document exists that includes the student's goals, next-step plans, four year plus plans, education and career goals, graduation requirements and progress, and parent or guardian signature. Please see the file for a copy. These copies are kept in the file 7th grade through 9th grade.

A written rationale connected to student and parents has been established for individual and small group conferences. This is included on the website for stakeholders to review. (See File)

Our SEOP process is consistent with local Board policy and provides sufficient time to make the conference meaningful. Student spend 45 minutes on their SEOP in 7th grade, 30 minutes in 8th grade and 15 minutes in 9th grade for the actual conferences. Additional time is spent during classes preparing for the SEOP.

Please see the annual calendar online for specific dates.

Recommendations from last review

No recommendations were given.

New program goals

Three years ago, we changed the format of our 7th grade SEOP. We surveyed parents that year to get input. We would like to survey parents ago to get their opinion of 7th grade SEOP's.

Increase parent attendance at SEOP's. Collect data on parental attendance in 9th grade.

Connection to School Improvement Plan

The SEOP is a unique opportunity for the educator to sit with each student and his/her parents and review the student's progress. This is a great connection between the school and the community to strive for each student's individual success.

School Wide Action Plan #4

Part of the School Improvement Plan, the School Wide Action Plan #4, focuses on school communication with stakeholders. The CCGP strives to include parents in all aspects of the Student Education Occupation Plan.

STANDARD XII: *Every Student*

All program elements are designed to recognize and address the diverse needs of every student.

Identification of Diverse Populations/Students

The CGP and SIP have identified student populations according to their diversity. (See Accreditation Manual school profile section, demographic data and tables and figures sub-sections.)

Changes and/or Modifications to the Program

Disaggregated data is used to measure and provide equity in educational opportunity for all students. Some of the programs and services offered for the different groups are as follows:

Academically challenged students

- **Weekly resource team meeting-** Counselors attend and discuss the needs of students being served in resource.
- **IEP meetings-** Counselors attend to discuss the needs of individual students.
- **Student Assistance Center, SAC-** Counselors use SAC for Groups and other class presentations. The aides in the SAC help counselors with various programs. The SAC sends out failing notices to all students who are failing at mid-term.
- **At Risk Tracking-** Counselors and Administrators track students with failing grades.
- **After-school learning lab for Math-** Counselors refer and encourage participation in labs.
- **Guided Studies Classes-** Study skills classes are available to students who are struggling. Counselors refer and place students in study skills classes.
- **Failing letters and individual counseling for failing students-** The counseling department sends out letters to all students who fail a class. Counselors also meet with and counsel students who are failing.
- **Read 180-** Read 180 is a program designed to remediate those students who are reading below grade level. The counselors help encourage those who qualify, to take the class and work with those students to change their schedules accordingly.
- **“Why Try” program-** “Why Try” is a program developed to help students see the importance of school, including goal setting and follow through. This program is offered to groups who are identified as needing it. It has been taught in study skills and in other small group settings.
- **Alternative Placement-** Alternative placement includes East Shore High School, Electronic High School, Alpine District Extended Year program (Summer School), the after-school Alternative School program for 7th and 8th graders, and Summer School for 7th and 8th grade students. Counselors refer these programs to students who will benefit from them.
- **E-time/progress reports-** progress reports are given to all students, Each Tuesday through Friday. Counselors encourage parents to use this tool as a tracking resource. Students are also able to use E-time to make up missed work.

Economically challenged students

- **Provide shoes-** Counselors are able to refer students in need to receive new shoes. **Provide funds-** CGP provides funds for students to participate in activities that would otherwise require a fee, such as Clear Creek.
- **Eye Glass Program-** Counselors inform about and help needy students receive free eye glasses.
- **Coins for Christmas-** Counselors help choose and deliver donated funds to needy families in our school who might otherwise go without at Christmas.
- **Canned Food Drive-** The CGP sponsors the canned food drive which provides food to the Utah County Food Bank at Thanksgiving time, which is, in turn, donated to families in need.

Students with diverse ethnic or cultural backgrounds and/or Limited English Proficiency

- **SEOP Form-** the SEOP form has been translated to Spanish to help parents and students who speak only Spanish understand the SEOP.
- **Spanish translators-** Counselors use translators during registration and SEOP's if needed.
 - **ELD classes-** Counselors help students gain access to ELD classes.
- **"Why Try" for SOAR/Latinos in Action club-** Counselors have done a special "Why Try" day for an identified group from the multi-cultural club SOAR.
- **Promotion of BYU Xpeditions multi-cultural conference-** CGP helps BYU promote their multicultural conference.
- **Title VII tracking and Study Skills for AI/AN students-** Counselors help identify and place students who qualify and would benefit from program.

Students with disability

- **Adult Aides-** Counselors help students with disabilities gain access to adult aides when needed.
- **Peer Tutors-** Counselors help identify and provide peer tutors for students with disabilities.
- **504 Plans-** Counselors help disabled students create a 504 plan and to get accommodations which will help them succeed in school.

Academically talented students

- **Honors classes in 9th grade Biology, English, and World Studies-** Counselors promote and place students in the Honors Classes.
- **Honors-prep classes in 8th grade-** Counselors promote and place students in Honors-prep classes.
- **Academic Studies (gifted) Program-** Oak Canyon will replace the Honors prep classes with an Academic Studies Program starting with the 2011/12 school year.
 - **Spelling Bee-** Counselors help judge the local Spelling Bee.
 - **A.P. Spanish Test-** Counselors administer the A.P. Spanish test.
- **A.P. Human Geography-** Counselors administer the A.P. Human Geography test.
- **P.U.S.H Team for 7th graders-** Counselors promote and place students in the integrated curriculum class.
- **School-to-school release for students to take classes at the high school-** Students who are academically talented may attend classes at the High Schools. Counselors help students access this opportunity.

- **EXPLORE Test-** the Explore test is administered by the Counselors for any 9th grade student who wishes to do a practice ACT test.

Students with Limited English Proficiency

- **ELD Class-** Students with limited English proficiency participate in curriculum designed to increase proficiency.
- **ALS Site Coordinator-** Mr. Bearden in the Site coordinator and makes sure students are identified, placed in proper classes, monitored regularly, and receive test accommodations.

Meeting the Needs of Every Student

In addition to the services described above, the following are programs the guidance department is involved with to benefit all students:

- **Student Planners-** Counselors do a presentation to the 7th graders in CTE intro encouraging them to use their planners. Follow up Planner checks are done where students who are using their planners win prizes.
- **Newsletter-** The CGP uses the school newsletter to inform parents and students about counseling activities.
- **Web Site-** The counseling page of the school website is updated regularly and contains information relevant to all students.
- **Skyward-** Counselors educate parents on the use of Skyward to track student progress.
- **Ribbon Week-** Ribbon week activities are done to promote making healthy decisions.
- **Career Day-** Every class in the school has a different career speaker assigned and students are able to pick two of the four presentations they attend.
- **College Tours-** Students are able to participate in a college tour if they wish.
- **Counseling Groups-** Counseling groups are available to all students on an as- needed basis.
- **Clear Creek-** Counselors are trained in the use of the facilities at Clear Creek. Different groups are invited to participate on outings to Clear Creek.

Responsive services like individual or crisis counseling are available for any student needing assistance.

Recommendations From the Last Review

The evidence of CCGP services tie directly to the SIP.

New Program Goals

The Guidance Team will continue to work closely with the SIP to identify and better serve the needs of the diverse student populations.

Connection to School Improvement Plan

This standard connects directly with the SIP goal of reducing failing grades as demonstrated by many of the programs available to all students, e.g. E-time, Read 180, after school help labs, guided studies, tracking for Title VII students, at risk tracking . The DRSL, “Effective Communication” is also connected by the efforts of all counselors, administrators, and faculty members in making these programs work.