

2022-2023

**American Preparatory Academy**  
*West Valley 2: Elementary*

School Improvement Plan

## **West Valley 2 School Profile**

K-6th Grades

3636 West 3100 South  
West Valley City, UT 84120

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## **West Valley 2 Elementary**

K-6th Grades

Eryn Woolston  
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### **American Preparatory Academy's Core Goals:**

1. Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).
2. Provide opportunities for students to become well-rounded and educated in general subjects.
3. Ensure students with special needs are identified and provided with appropriate services.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. Ensure ELL students are identified and provided with appropriate English instruction.
6. Provide effective parental communication and opportunities for parent involvement

## West Valley 2 Data Reports

Ongoing data collection provides APA an opportunity to analyze our district’s effectiveness and areas of improvement for our students, teachers, staff, and families. Our data includes end-of-year assessment scores, parent surveys, student behavior, and school demographics. Our data for West Valley 2 can be found in the Comprehensive Needs Assessment. The District School Improvement Plan has further details on district-wide initiatives and goals. .

<b>2021-22</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TTL</b>
Student Count	82	84	88	94	92	126	126	<b>692</b>
New Enrollment	82	8	5	13	8	20	21	<b>157</b>
New Enroll. %	100%	10%	6%	14%	9%	16%	17%	<b>23%</b>
Attendance %	87%	91%	91%	90%	93%	93%	92%	<b>91%</b>
Female	39	42	50	50	55	60	72	<b>368</b>
Male	43	42	38	44	37	66	54	<b>324</b>
Ethnicity (H)	52	56	52	51	56	77	75	<b>419</b>
Ethnicity %	63.41%	66.67%	59.09%	54.26%	60.87%	61.11%	59.52%	<b>60.55%</b>
White (W)	12	13	18	20	16	22	21	<b>122</b>
Am. Indian (I)	<5	0	0	0	0	<5	0	<b>&lt;5</b>
Asian (A)	<5	8	8	12	9	14	11	<b>65</b>
Black (B)	10	<5	9	7	9	7	15	<b>59</b>
Pacific Isl. (P)	<5	5	<5	<5	<5	5	<5	<b>24</b>
Minority %	21.95%	17.86%	20.45%	24.47%	21.74%	21.43%	23.81%	<b>21.82%</b>
SPED	7	9	13	7	5	16	11	<b>68</b>
SPED %	8.54%	10.71%	14.77%	7.45%	5.43%	12.70%	8.73%	<b>9.83%</b>
F/R Lunch	50	45	61	54	58	71	75	<b>414</b>
F/R Lunch %	60.98%	53.57%	69.32%	57.45%	63.04%	56.35%	59.52%	<b>59.83%</b>
Lim. Engl. (LEP)	29	17	28	41	33	57	60	<b>265</b>
LEP %	35.37%	20.24%	31.82%	43.62%	35.87%	45.24%	47.62%	<b>38.29%</b>

## Review of West Valley 2 Goals for 2019-2020

### Goal #1: Improve core knowledge curriculum for our elementary students.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Monthly Dibels probes in homeroom classes to monitor wpm progress and make individualized plans for students who are low benchmark, strategic and intensive.	CK - Elementary	Julie/ Eryn	2020/2021	Ongoing (with adjustments to the plan)	Teachers did probes with lowest students who were in extended day. If students are not in extended day, they will be invited to attend.
1.2	Raise Core Knowledge scores 10% from 2018/19 school year.	CK - Elementary	Julie/ Eryn	Results from 2020/2021 CK	Ongoing	Continue the Goal, due to At home Learning the data is skewed
1.3	Having individualized plans created by teacher and admin collaboration for mastery and reviews.	CK - Elementary	Julie/ Eryn	2020/2021	Ongoing	Continue the goal
1.4	Shifting mindset to homeroom core subjects.	CK - Elementary	Julie/ Eryn	2020	Completed	Trained more about the importance of homeroom core subjects in team meetings.

### Goal #2: Follow the annual parent survey to make adjustments to our school.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4.1	Increase participation in school survey - a) send in 2 parts b) classroom incentive of free dress	Parent Survey WV2	All Admin	2020-2021	Continuing	We doubled our participation. We plan to continue with this momentum and get even more participants this upcoming school year.
4.2	Decrease instructor turn over by offering higher wages and continued support and coaching	Parent Survey WV2	Connie and Jen	2019-2020	Completed	We were able to pay our instructors \$12-\$14

## West Valley 2 Goals for 2020-2021

### Goal #1: Early Literacy - By May 31, 2021, 1<sup>st</sup> grade teachers will move up 45% of 1<sup>st</sup> grade students, and 2nd grade teachers will move up 18% of 2nd grade students scoring in the well below category on Acadience Reading composite exams from BOY to EOY.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Provide targeted, evidence-based interventions based on progress monitoring.	Acadience BOY & EOY	Eryn	2021-2022	Continuing	Mentor program
1.2	Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies.	Acadience BOY & EOY	Eryn	2021-2022	Continuing	LTRS training, Mentor trainings,

1.3	Offer 20+ minutes of academic extended day, individualized, mentored support for students scoring below and well below benchmark.	Acadience BOY & EOY	Eryn	2021-2022	Continuing	Daily attendance and progress monitors.
1.4	Mentor program for intensive and strategic 1st and 2nd graders in AED, and very low 3rd graders in AED.	Acadience BOY & EOY	Eryn/Julie	2021-2022	Continuing	Leveled mentor groups formed within the first month of school

**Goal #2: Raise 2018 Core Knowledge Scores in all subjects by an average of 10% by Spring 2020.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Admin and teachers will collaborate to create individualized plans for mastery and reviews.	Core Knowledge	Eryn/Julie	2021-2022	Continuing	Discuss at DTMs the AEs and put into practice grade level campus plans.

**Goal #3: Give added focus and attention to English Language Learners to ensure WV2 students are not identified for TSI in this student group for two consecutive years (above the lowest 5% of ELL students in the state).**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Elementary Interventions that meet ESSA's evidence-based requirements ...	RISE	Eryn/Julie	2021-2022	Ongoing	15% of our students increase at least 1 level up in the RISE test, posters for ELA and MA specific vocab and concepts created and added to each classroom.

**Goal #4: Enhancement for Accelerated Students Goal (GT): Increase participation of Hispanic students GT courses to be more representative of our Hispanic student population.** GT students at APA are defined as 5th-6th grade students enrolled in achievement-based groups where they study curriculum of increased depth, complexity and rigor, including: Language Arts: LBDI 6 & 7 classes; Mathematics: Saxon 8/7 and Saxon Algebra 1; and Advanced Language Study - Latin Roots & Linguistics.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
8.1	Interventions for Elementary students to close achievement gaps, including: >Academic Extended Day with double-dose instruction & peer-mentored reading opportunities >Afterschool homework support in Title I schools >Small-group, differentiated Math, Spelling, and Reading intensive classes to accelerate learning, Academic Extended Day with double-dose instruction & peer-mentored reading opportunities, >All-day Kindergarten in Title I schools	Close achievement gaps, provide opportunities for accelerated learning, allow gifted/motivated students to excel	Eryn/Julie	2021-2022	Ongoing	Using Horizons, Take Flight, Wilson, to close reading gaps at earlier age, AED specific to low scores in core subject areas, All day kindergarten.
8.2	Academic Extended Day with double-dose instruction &	Close achievement	Eryn/Julie	2021-2022	Ongoing	Continue with the DISE program for elementary

	peer-mentored reading opportunities. In addition to the above, >Intensive English-language acquisition courses (DISE)	gaps				students, Mentor program
8.3	Parent Training about GT options >Include information about the GT courses in enrollment meetings and explain how we conduct assessments and how students can advance to more rigorous courses. >Invite teachers to advocate for their student if they have questions or believe their student is not optimally placed.	Advanced coursework in LA, Math, and Language study for 5th-6th grade students	Julie	2021-2022	Ongoing	GT training during school orientation night with parents, continue to look at levels of mastery with teachers to see if any student can advance up.

**Goal #5: Increase Parent Involvement and participation**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
10.1	Present and communicate volunteer opportunities more clearly	Parent Survey	Teachers, Admin, Cindy	2021-2022	Ongoing	Volunteer bins, communication in newsletter and on learning plans.
10.2	Communicating deadlines and important dates, get them in the newsletter early and repeated runs. Ambassador events, Mason for sports, Lizzy for counseling, Robin for Elementary and Nicole for Secondary	Parent Survey	Robin, Nicole, and Cindy	2021-2022		Weekly team meetings, weekly email to Cindy about what needs to be added, or continued.
10.3	Train secretaries to not put phones on “Do Not Disturb” or on low ringtones.	Parent Survey	Cindy	2021-2022	Ongoing	Weekly secretary team meetings
10.4	Increase parent participation in the annual parent survey. Set the standard that the survey is part of the reenrollment process.	Parent Survey	All Admin, Enrollment Specialist		Continuing	Rewards to students for parent participation. Communicating to the parents the changes that are made for the upcoming school year based off the results from the Parent survey.

**Goals for 2021-2022:**

**Goal #1: Better involve parents of various backgrounds in our school vision and mission by increasing our parent survey participation and by helping parents be aware of our College-Ready programs and our AP offerings.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Increase Parent Survey participation to 60% in secondary	Parent Survey	Craig Peterson	2021-2022		Percent of students whose parents filled out the survey
2.2	Create a multilingual School and Community Support	College-Readiness (AP)	Craig Peterson	2021-2022		Agendas from Parent Orientation, video of

	administrative position	Participation)				Parent Orientation
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**Goal #2: TSI-Targeted School Improvement Goal. Work to ensure state identified subgroups: English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students are not identified for TSI for two consecutive years.**

**TSI Identification:** the lowest 5% of students in those demographic categories in the state

**Identified Subgroups:** English Language Learners (Elementary and Secondary)

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Targeted groups in secondary for Math and English, including smaller more individualized classes,	RISE	Academic Directors	2021-2022		End of year data from RISE scores
5.2	See District and Elementary Goals for all subgroups on the American Prep website under Parent Resources.	RISE	Academic Directors	2021-2022		End of year data from RISE scores

**Goal #3: Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Mater Academic.	Acadience Reading	Eryn Woolston	2021-2022		Ongoing

**Goal #4: Make plans for students that are on the cusp of Strategic and Intensive**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
7.1	Identify these students and help teachers make plans to keep them targeted for reading interventions.		Elementary Academic Directors	1st & 2nd term		Winter Acadience benchmark, Jan 2022

**Goals for 2022-2023:**

**Goal #1: In Elementary, Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Master Academic.	Acadience Reading	Eryn Woolston	2021-2022		

**Goal #2: In Elementary, Make plans for students that are on the cusp of Strategic and Intensive**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Identify these students and help teachers make plans to keep them	Acadience	Elementary Academic	1st & 2nd term		

	targeted for reading interventions.	Reading	Directors			
2.2	Track progress using progress monitors every other week with students who are identified as needing intensive and strategic supports	Acadience Reading	Elementary Academic Directors	2022-2023		

**Goal #3: In Elementary, Increase the number of students who are in groups that reflect an on or above-level course**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
3.1	Ensure that all students are in appropriate leveled groups by looking at data from DLDR and test arrays	Academic Groups	Elementary Academic Directors	Ongoing		

**Goal #4: In Elementary, Implement tracking programs for students**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4.1	Include white folder into the docket to house various tracking sheets pertinent to the specific grade levels	Homeroom class	Elementary Academic Directors	1st term		
4.2	Train students to track progress to increase self awareness of abilities in certain grade level subjects.	Homeroom Class	Homeroom Teachers	2022-2023		

**Goal #5: In Elementary, More effectively communicate to parents the student's achievement levels in reading and math.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Develop a form that will be shared with parents explaining the groups and levels	Academic Groups	District	1st term		
5.2	Teachers will communicate group levels to parents using the form.	Academic Groups	Elementary Teachers	2022-2023		

**Goal #6: Early Literacy - (State Measured Goal) By EOY, 1st grade teachers will move up 43% of 1st grade students from the well-below benchmark category. 2nd grade teachers will move up 19% of 2nd grade students scoring in the well-below category on Acadience Reading composite exams from BOY to EOY.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Monthly progress monitors of all intensive students will be administered and analyzed to track student progress.	Acadience Reading	K-3 Academic Director K-3 Homeroom Teachers	2022-2023		
6.2	Academic Extended Day will be organized and implemented for Intensive students by term 2.	Acadience Reading	K-3 Academic Directo	2022-2023		
6.3	Teachers will create individual plans for Intensive students.	Acadience Reading	K-3 Homeroom Teachers	2022-2023		
6.4	Mid- year data analysis will be conducted to ensure intensive reading group students are accurately placed.	Acadience Reading	K-3 Academic Directo	2022-2023		

**Goal #7: By May 31, 2023, APA's 1st grade teachers will reduce the percentage of 1st grade students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 27%.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
7.1	Daily math practice and leveled math intensive courses	Acadience Math	K-3 Academic Director K-3 Homeroom Teachers	2022-2023		