Draper 2 – APA Achievement Measurements SYE 2026

Academic Assessment	*Metric*	*K*	*1st*	*2nd*	*3rd*	*4th*	*5th*	*6th*
CK ELA	Average score is >= 80%	Y	N	N	N	N	N	Y
CK SCI	Average score is >= 80%	Y	Y	Y	Y	Y	N	Y
CK MATH	Average score is >= 80%	Y	N	N				
CK HISTORY	Average score is >= 80%	Y	N	N	N	N	N	Y
RISE ELA	>= 70% of students achieve a passing score				N	N	N	Y
RISE Math	>= 70% of students achieve a passing score				Y	Y	Y	Y
RISE SCI	>= 70% of students achieve a passing score					Y	Y	Y
Grade Level Progression ELA	>= 90% of students accomplish a years worth of growth from BOY to EOY (Reading)	Y	Y	Y	Y	Y	Y	Y
Grade Level Progression MATH	>= 90% of students accomplish a years worth of growth from BOY to EOY (Math)	Y	Y	Y	Y	Y	Y	Y
Reading (Acad/DIBEL)	>= 80% of students achieve benchmark on State Composite score	Y	N	Y	Y	Y	Y	Y
Math (Acadience)	>= 70% of students achieve benchmark on State Composite score	Y	Y	Y	Y			

Parent Feedback	*Metric*	*Met?*
Academic	<= 10% of surveyed parents are dissatisfied	Y
Climate	<= 10% of surveyed parents are dissatisfied	Y
Communication	<= 10% of surveyed parents are dissatisfied	Y
General	<= 10% of surveyed parents are dissatisfied	N
Leadership	<= 10% of surveyed parents are dissatisfied	Y
Support Staff	<= 10% of surveyed parents are dissatisfied	Y
Overall School Performance	<= 10% of surveyed parents are dissatisfied	Y
Survey Participation	<= 10% of surveyed parents are dissatisfied	Y

Targeted Academics			
Measurement	*Group*	*Metric*	*Met?*
Charter - Acadience ELA	3rd grade	75% of students on benchmark on composite EOY	Y
Charter - Effective Teachers	Returning Teachers	>=95% Effective or Highly Effective	Y

SPED - PIP	SETS	100% compliant Notice of Meetings with internal file review	Y
WIDA	K-6	>= .25 Average Growth Points from WIDA 2025 proficiency level to WIDA 2026 proficiency level	Y
TSI, ATSI, CSI?	Not Applicable	Exceeded Original Cut Score & Exit Target Score	NA

New/Continued LEA Initiatives	***In SIP***	***Complete***	***Roll Over***
Building Elem Virtue Lessons	Y		
New Grammar lessons - Powerful Sentences	Y		
Change Grading for Conceptual Math	N		
Standing Accountable	Y		
Speak Loudly so All can hear	Y		
Listen Intently, Think Hard, Speak Precisely	Y		
Minimize Tech/Maximize Happiness	N	Y	N
Power Minds/MATS	N	Y	Y
American Ideals	N	Y	N
Wonder, Enthusiasm, Curiosity	Y		Y

Draper 2 - School Improvement Goals SYE 2027

#	***Categories***	***Measurement***	***Grades/ Departments***	***Subgroup Focus***	***Who is Accountable***	***Who will Implement***	***Goal Targeted***	***Action/Task***
D2-1	LEA initiative	Documented district and teacher check-ins	K-6	All	Megan Davis & Angie Lawrence	Teachers	All grades will have virtue mini lessons embedded across multiple curricula, and teachers will be teaching the embedded virtue lessons.	Check with each grade-level district lead to verify that virtue lessons are fully embedded, and check with each teacher in the fall and winter to ensure the virtue lessons are being taught and to get their feedback on how the lessons are going. Provide coaching as needed to help teachers fully integrate the virtue lessons into their instruction.

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D2-2	LEA initiative	Documented district and teacher check-ins	3, 4, 5, 6	All	Megan Davis & Angie Lawrence	Teachers	3rd through 6th grades will have powerful grammar mini-lessons embedded across multiple curricula, and teachers will be teaching the embedded grammar lessons.	Check with each grade-level district lead to verify that virtue lessons are fully embedded, and check with each teacher in the fall and winter to ensure the virtue lessons are being taught and to get their feedback on how the lessons are going. Provide coaching as needed to help teachers fully integrate the virtue lessons into their instruction.
D2-3	LEA initiative	Documented teacher observations	4, 5, 6	All	Angie Lawrence	Teachers	Administration will ensure 100% of homeroom teachers are trained on and implementing the practice standing accountable.	Administration will train teachers during team meetings on what Standing Accountable is and how to incorporate it into teaching. Administration will also show example videos of teachers having Standing Accountable moments and document at least one observation of each homeroom teacher having such a moment.
D2-4	LEA initiative	Documented teacher observations	K-6	All	Megan Davis & Angie Lawrence	Teachers	Administration will ensure 100% of homeroom teachers are trained on and implementing the practice of speaking loudly so all can hear.	All teachers will have the "Speak Loudly So All Can Hear" poster up in their homeroom and will train their students on what the poster means and the importance of this practice. Administration will observe
D2-5	LEA initiative	Documented teacher observations and teacher check-ins	K-6	All	Megan Davis & Angie Lawrence	Teachers	Administration will ensure 100% of homeroom teachers are trained on and implementing the practice of listening intently, thinking hard, and speaking precisely.	Administration will model listening intently, thinking hard, and speaking precisely during team meetings and will ask other meeting participants to do the same. All teachers will have the "Listen Intently, Think Hard, Speak Precisely" poster up in their homeroom and will train their students on what the poster means and the importance of this practice.

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D2-6	LEA initiative	Documented teacher observations	K-6	All	Megan Davis & Angie Lawrence	Teachers	Administration will ensure 100% of homeroom teachers are trained on and implementing this practice.	Administration and/or coaches will conduct at least one coaching visit using the Classical Ed coaching form.
D2-7	LEA initiative	Documented teacher observation	K-6	All	Megan Davis & Angie Lawrence	Teachers	Administration will ensure 100% of homeroom teachers are trained on and implementing this practice.	Administration and/or coaches will conduct at least one coaching visit using the Classical Ed coaching form.
D2-8	Academic	RISE ELA Scores	3	All	Megan Davis	3rd Grade Teachers	>=80% of the students receive a passing score	Academic Director will meet with the 3rd team monthly to review AE completion & mastery rates for Literary Analysis, ELA homeroom subjects to more immediately identify and address teacher training needs or barriers to student success. This will be tracked on Megan's tracker. Megan will work with individual teachers who are not reaching mastery or who are significantly behind the 180 plan to create a plan for improvement. Plan may include additional training, coaching, providing classroom coverage so the teacher can observe an expert teacher, RTI guidance for students, weekly HR tracker checkin, etc. Megan will also meet with 3rd grade teachers after BOY and MOY Acadience testing windows to review data and ensure we have the most rigorous Reading & Spelling placements. Students identified as having a discrepancy between Acadience scores and reading placement will be reassessed and pushed to a more rigorous if

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								appropriate.
D2-9	Academic	RISE ELA Scores	4, 5	All	Angie Lawrence	4th-5th Grade Teachers	>=80% of the students receive a passing score	To improve 4th grade's ELA RISE passing rate from 60% and 5th grade's ELA RISE passing rate from 69%, the Academic Director will meet with the 4th and 5th grade teams monthly to review their Homeroom Trackers for Literary Analysis and RISE practice completion. If a barrier is identified, teacher training will be provided to help teachers effectively implement the Literary Analysis curriculum into their teaching. Teachers will use RISE resources and ReadWorks.org for Literary Analysis practice. Angie and the 4th- and 5th-grade teachers will ensure that students who stay for AED are properly assigned to specialized RISE-focused extended-day classes.
D2-10	Academic	Core Knowledge ELA Scores	1, 2, 3	All	Megan Davis	Megan Davis & Grade level teachers	Average score is >= 80%	Academic Director will meet with each grade level team monthly to review AE completion & mastery rates for ELA homeroom subjects to create additional accountability and more immediately identify and address teacher training needs or barriers to student success. This will be tracked on Megan's tracker. Megan will work with individual teachers who are not reaching mastery or who are significantly behind the 180 plan to create a plan for improvement. Plan may include additional training, coaching, providing classroom coverage so the teacher can observe an expert teacher, RTI guidance for students, weekly HR

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								tracker checkin, etc.
D2-11	Academic	Core Knowledge ELA Scores	4, 5	All	Angie Lawrence	4th-5th Grade Teachers	Average score is >= 80%	To improve 4th grade's CK ELA average from 75.28% and 5th grade's CK ELA average from 78.28%, the Academic Director will meet with the 4th and 5th grade teams monthly to check completion and mastery rates for Grammar, Literature, and Writing AEs. Check-in meetings will be used to analyze data, identify outliers, and talk about best practices. If a barrier is identified, teacher training will be provided with follow-up coaching as needed.
D2-12	Academic	Core Knowledge Science Scores	5	All	Angie Lawrence	5th Grade Teachers	Average score is >= 80%	To improve 5th grade's CK Science average from 73.18%, the Academic Director will meet with the 5th grade team monthly to check completion and mastery rates for Science AEs. Check-in meetings will be used to analyze data, identify outliers, and talk about best practices. If a barrier is identified, teacher training will be provided with follow-up coaching as needed.
D2-13	Academic	Core Knowledge History Scores	1, 2, 3	All	Megan Davis	Megan Davis & Grade level teachers	Average score is >= 80%	Academic Director will meet with each grade level team monthly to review AE completion & mastery rates for History to create additional accountability and more immediately identify and address teacher training needs or barriers to student success. This will be tracked on Megan's tracker. Megan will work with individual teachers who are not reaching mastery or who are significantly behind the 180 plan to create a plan for

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								improvement. Plan may include additional training, coaching, providing classroom coverage so the teacher can observe an expert teacher, RTI guidance for students, weekly HR tracker checkin, etc.
D2-14	Academic	Core Knowledge History Scores	4, 5	All	Angie Lawrence	4th-5th Grade Teachers	Average score is >= 80%	To improve 4th grade's CK History average from 67.8% and 5th grade's CK History average from 67.58%, the Academic Director will meet with the 5th and 6th grade teams monthly to check completion and mastery rates for History AEs. Check-in meetings will be used to analyze data, identify outliers, and talk about best practices. If a barrier is identified, teacher training will be provided with follow-up coaching as needed.
D2-15	Academic	Core Knowledge ELA, Math, and History Scores	1, 2	All	Megan Davis	Megan Davis & Grade level teachers	Average score is >= 80%	Academic Director will meet with each grade level team monthly to review AE completion & mastery rates for History to create additional accountability and more immediately identify and address teacher training needs or barriers to student success. This will be tracked on Megan's tracker. Megan will work with individual teachers who are not reaching mastery or who are significantly behind the 180 plan to create a plan for improvement. Plan may include additional training, coaching, providing classroom coverage so the teacher can observe an expert teacher, RTI guidance for students, weekly HR tracker checkin, etc.

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D2-16	Academic	CK Math Scores	1, 2	All	Megan Davis	2nd Grade Teachers	Average score is >= 80%	Academic Director will meet with each grade level team monthly to review AE completion & mastery rates for Conceptual Math to create additional accountability and more immediately identify and address teacher training needs or barriers to student success. This will be tracked on Megan's tracker. Megan will work with individual teachers who are not reaching mastery or who are significantly behind the 180 plan to create a plan for improvement. Plan may include additional training, coaching, providing classroom coverage so the teacher can observe an expert teacher, RTI guidance for students, weekly HR tracker checkin, etc. Additionally, AD Megan Davis will ensure students are on an accelerated path as evidenced by 90 % or more of 1st and grade students making >=100 lessons of progress in SY 27.
D2-17	Parent Involvement	Parent Survey	Community	All	Lisa/Cathie	Lisa/Cathie	Increase parent involvement to 40% on year-end parent survey.	The digital newsletter will continue to have clickable links for volunteer opportunities. Volunteer needs will be added to weekly Admin meeting agenda to ensure needs are communicated to parents at least one week before event. Cathie will create a weekly list of on campus projects for drop by volunteers. We will continue to have an extra seat in our front office to serve as a volunteer workspace.

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D2-18	Parent Involvement	Parent Survey	Community	All	Lisa/Cathie	Lisa/Cathie	Increase volunteer hours logged from 3,723 in SY26 to 5,000 in SY27.	Link to the Google form will continue to be added to the digital newsletter as a clickable button and our school website. QR codes to the link will be available for parents to scan when they check in/out to volunteer.
D2-19	Parent Involvement	FSO Committee	Community	All	Lisa/Cathie	Lisa/Cathie	Ensure 100% of homeroom classes have an AST leader.	FSO will appoint an AST leader to aid in the recruitment and communication of classroom ASTs. Cathie and Lisa will ensure all classrooms have a trained AST by the end of September.
D2-20	Academic	Acadience Reading Composite Scores	2nd Grade	All	Megan Davis	2nd Grade Teachers	Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 22%.	Academic Director will provide monthly training on early literacy skills or Acadience testing during QIP meetings between September and May. AD will also approve AED plan to start after term 1 and review after MOY Acadience testing.
D2-21	Other	Number of 6th-Grade SED Students in Saxon 8/7 or Higher	6th (SED)	SED (Poverty)	Angie Lawrence	4th-6th Academic Director, Teachers, Instructors	Increase Math GT participation of students experiencing Socioeconomic Disadvantage by 1.5%	Prepare all SED students for participation in GT by providing an advanced, differentiated math curriculum and instruction in GT group settings in all grades. Carefully evaluate and work with students in MTSS groups to help them progress to higher levels.
D2-22	Academic	Math and Reading Lesson Progress on the MA	K-6	All	K-6	Academic Directors, Teachers, Instructors	One year or more of growth for 85% or more students in all elementary grades for math and reading as measured by course progression.	We will meet these needs by providing K-6 Instructors and intensive instructors in order to support the classroom teacher and to provide leveled learning in addition to grade level core instruction. Elementary students will receive skills training with their peers at their precise level for the subjects of Reading, Math, and Spelling in small groups ranging

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								from 3-25 students, depending on student proficiency levels and needs.
D2-23	Organizational Management	Coaching Levels on Coaching on Coaching Database	TSSA	All	Academic Coordinators	Academic Coordinators	Improve student behavior and academic proficiency, as well as instructor quality, by decreasing the number of new instructors on purple (Level 1) from the beginning of the year to the end of the year and increasing the total number of instructors on pink (Level 2) or higher from the beginning of the year to the end of the year.	Academic coordinators have completed and will continue to offer instructor training, coaching, assessment training, new student assessments, and behavior interventions. Academic Coordinators will help implement and reinforce "Expert Teacher" monthly focus. They will also complete at least one lunchtime video observation for each of their homeroom instructors.
D2-24	Academic, LEA Initiative	Trainings during QIP Meetings as Documented on Expert Teacher Tracker Tab and QIP Meeting Notes	K-6	All	Megan Davis & Angie Lawrence	Academic Directors and Teachers	All homeroom teachers in their third year or higher of teaching at APA will be on yellow in their homeroom coaching form	Angie and Megan will implement the "Expert Teacher" Training plan by doing the following: - Beginning of year training for returning staff during Pre-Service (while new staff is at the other trainings) or during first QIP meetings. Choose 1-2 themes per month that can be focused on at QIP meetings each week.
D2-25	Other	Counselor Intake Tracker	K-6	All	Megan Davis & Angie Lawrence	Counselor		Counseling Services

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D2-26	Other	SERT Meeting SpEd Note Tracker	SPED	SWD	SETs	SETs	100% compliant Notice of Meetings with internal file review	Each SET will report at the weekly Thursday SERT meeting regarding at least one file audit for compliance on NOM. SETs will track which files have been audited for NOM and when.
D2-27	Other	SY27 RISE Opt-out Tracker	SPED	SWD	SETs	SETs	95% 4th-grade SpEd students will participate in RISE testing by the 2026-27 academic year, as indicated on the APR-RDA data collected in the Spring of 2024 and 2025.	During Term 1 of the year, ensure testing accommodations are reviewed at all annual review IEP meetings. Send information to all SpEd student parents in Term 3 on the process and importance of RISE testing.
D2-28	School Culture	Low Parent Survey Satisfaction (93.9%)	Communication	All	Lisa/Cathie	Lisa/Cathie	By the end of SY27, increase parent High Satisfaction in the Communication section of the parent survey to be 95% or higher by developing and implementing new innovations regarding parent communication.	Continue to communicate through the weekly newsletter which is sent through email and text messages. We will also encourage teachers to include the link to the most recent all school newsletter in their weekly homeroom newsletter.