

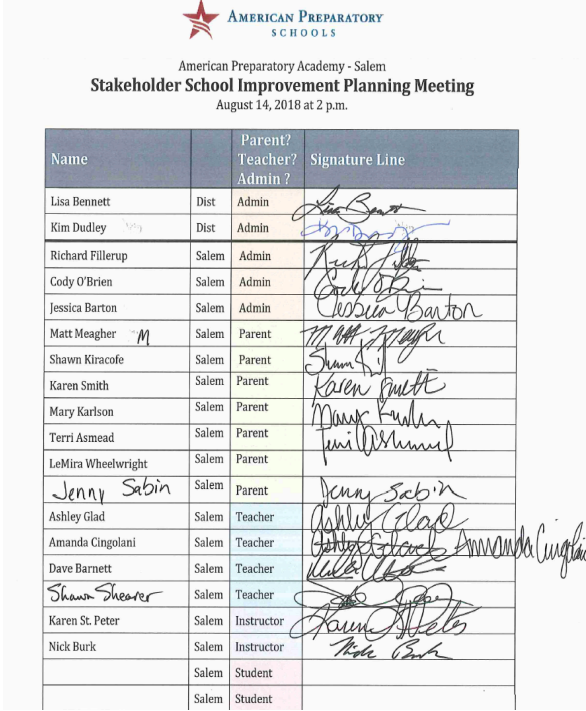
# Utah Title I Targeted Assistance Plan

## Part A: General Information

**School Name**    APA-Salem

**LEA Name**    American Preparatory Academy

**Date:** August 2018

Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)
Richard Fillerup	Salem Admin	
Cody O'Brien	Salem Admin	
Jessica Barton	Salem Admin	
Lisa Bennett	Title I Facilitator	
Kim Dudley	District Support	
Ashley Glad	Staff – Teacher	
Amanda Cingolani	Staff – Teacher	
Dave Barnett	Staff – Teacher	
Shawn Shearer	Staff - Teacher	
Karen St. Peter	Staff – Instructor	
Nick Burk	Staff – Instructor	
Karen Smith	Parent	
Jenny Sabin	Parent	
Shawn Kiracofe	Parent	
Mary Karlson	Parent	
Terri Ashmead	Parent	
Matt Meagher	Parent	

**Developing the Title I schoolwide plan:** Schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.

**Title I Director**    Lisa Bennett

**Signature**    \_\_\_\_\_

# 1. Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	>Dibels Test Results Below (State Benchmarks Composite Scores):																																			
	<table border="1"> <thead> <tr> <th>Grade</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td><b>Fall 2017</b></td> <td>57%</td> <td>49%</td> <td>84%</td> <td>83%</td> <td>87%</td> <td>87%</td> <td>93%</td> </tr> <tr> <td><b>Spring 2018</b></td> <td>45%</td> <td>54%</td> <td>77%</td> <td>87%</td> <td>87%</td> <td>98%</td> <td>89%</td> </tr> </tbody> </table>	Grade	K	1	2	3	4	5	6	<b>Fall 2017</b>	57%	49%	84%	83%	87%	87%	93%	<b>Spring 2018</b>	45%	54%	77%	87%	87%	98%	89%											
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	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison																														
3rd	43	52	44	46	-2																															
4th	49	53	49	42	7	3																														
5th	33	53	48	56	-8	6																														
6th	37	42	57	39	18	1																														

7th	39	51	31	25	6	-8
8th	26	39	35	24	11	10
9th	27	31	44	63	-19	20
SAGE - Math						
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison
3rd	44	52	50	46	4	
4th	48	53	54	33	21	8
5th	42	53	39	39	0	6
6th	37	42	30	37	-7	-9
7th	46	51	54	31	23	17
8th	29	39	34	62	-28	3
SMI	23	31	48	37	11	-14
SAGE - Science						
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison
4th	49	56	54	42	12	
5th	51	54	50	57	-7	8
6th	41	47		37	-37	-57
7th	38	52		18	-18	-37
8th	33	38		52	-52	-18
Physics	20	25	28	5	23	-24
(See Comprehensive Needs Assessment for additional data.)						

Graduation rates (for high schools only)	n/a	
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Demographic data	✓	Free/Reduced lunch: 38.08% Ethnic minorities: 10.94% Racial minorities: 4.10% Students with disabilities: 11.13% ELL: 5.27%
School climate (including safe school data)	n/a	Parent satisfaction: 92% of parents are satisfied or very satisfied with the overall performance of the school. 91% of parents feel the same about the school's curriculum, 91% about the teachers, 94% about the instructors, 89% about communication with parents, 84% about behavior of the students at school, and 92% about the ease with which they can get involved with the school (Parent satisfaction data is from 2018). In-school suspensions: 0 Out-of-school Elementary suspensions: 25 Out-of-school Secondary suspensions: 0 Expulsions: 0
Course-taking patterns (high school only)	n/a	
Teacher qualifications	✓	Highly Effective: 8 Effective: 15 Minimally Effective: 2 Ineffective: 0 <u>Not Returning: 6</u> Total Teachers: 25
Participation in college entrance testing (high school only)	n/a	

## 2. Schoolwide Reform Strategies

ESEA 1114(b)(1)(B)

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are selected and implemented.

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

### Schoolwide Reform Goals and Strategies Form (Complete one page for each goal.)

<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>	
<b>Goal #1</b>	<b>All elementary Stanford Achievement Test scores in Language Arts will improve 3% per year until a minimum 80% is achieved. Core Knowledge scores in Language Arts will reach or exceed 75% annually. Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments.</b>
<b>Strategies</b>	<p><b>Description:</b> Establish every student's present level of performance in Reading and Language Arts</p> <p><b>Description:</b> Progress each student at least one grade level in reading and language arts per year.</p> <p><b>Description:</b> Utilize Research-based Instructional Methods &amp; Assessment</p> <p><b>Description:</b> Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training</p> <p><b>Description:</b> Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in reading and language arts</p> <p><b>Description:</b> Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student performance in reading and language arts</p> <p><b>Description:</b> Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p><b>Description:</b> Ensure continued student improvement over the summer months</p> <p><b>Description:</b> District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.</p>

<b>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b>	
Scientifically Based Research Support	Scientifically Based Research supporting Language Arts teaching methods and curriculum: <ul style="list-style-type: none"> <li>• <a href="http://www.spalding.org/index.php?tname=research">http://www.spalding.org/index.php?tname=research</a></li> <li>• <a href="https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769">https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769</a></li> <li>• <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3</a></li> <li>• <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CCwQFjAA&amp;url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&amp;ei=tUNpU-_dC8qxyASX4oHYAg&amp;usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&amp;bvm=bv.66111022,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CCwQFjAA&amp;url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&amp;ei=tUNpU-_dC8qxyASX4oHYAg&amp;usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&amp;bvm=bv.66111022,d.aWw</a></li> </ul>
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Richard Fillerup, Secondary Director (7-9) Cody O'Brien, Elementary Director (4-6) Jessica Barton, Elementary Director (K-3)
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.
<b>Goal #2</b>	<b>All elementary Stanford Achievement Test scores in Mathematics will improve 3% per year until a minimum 80% is achieved. Core Knowledge scores in Mathematics will reach or exceed 75% annually. Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments.</b>

Strategies	<p><b>Description:</b> Establish every student's present level of performance in mathematics</p> <p><b>Description:</b> Progress each student at least one grade level in mathematics per year.</p> <p><b>Description:</b> Utilize Research-based Instructional Methods &amp; Assessment</p> <p><b>Description:</b> Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training</p> <p><b>Description:</b> Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in mathematics</p> <p><b>Description:</b> Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student performance in mathematics</p> <p><b>Description:</b> Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p><b>Description:</b> Ensure continued student improvement over the summer months</p> <p><b>Description:</b> District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CCwQFjAA&amp;url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&amp;ei=tUNpU-_dC8qxyASX4oHYAg&amp;usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&amp;bvm=bv.66111022,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CCwQFjAA&amp;url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&amp;ei=tUNpU-_dC8qxyASX4oHYAg&amp;usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&amp;bvm=bv.66111022,d.aWw</a></li> <li>• <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;ved=0CD4QFjAC&amp;url=http%3A%2F%2Fwww.hmhco.com%2F~%2Fmedia%2Fsites%2Fhome%2Feducation%2Fglobal%2Fpdf%2Fresources%2Fmathematics%2Felementary%2Fsaxon-math%2Ftheoretical-empirical-research-130205.pdf&amp;ei=XqJqU_62B9C8oQTuloL4Cg&amp;usg=AFQjCNGoT-tOIR4BtbOdilRj-kq7J9bZlQ&amp;bvm=bv.66111022,d.cGU">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;ved=0CD4QFjAC&amp;url=http%3A%2F%2Fwww.hmhco.com%2F~%2Fmedia%2Fsites%2Fhome%2Feducation%2Fglobal%2Fpdf%2Fresources%2Fmathematics%2Felementary%2Fsaxon-math%2Ftheoretical-empirical-research-130205.pdf&amp;ei=XqJqU_62B9C8oQTuloL4Cg&amp;usg=AFQjCNGoT-tOIR4BtbOdilRj-kq7J9bZlQ&amp;bvm=bv.66111022,d.cGU</a></li> </ul>
Expected Impact in Core Academic Areas	<p>The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.</p>
Professional Development to Support Strategies	<p>See section 4. Professional Development Plan</p>
Timeline	<p>See goal strategies.</p>
Responsible Parties	<p>Carolyn Sharette, Executive Director  Richard Fillerup, Secondary Director (7-9)  Cody O'Brien, Elementary Director (4-6)  Jessica Barton, Elementary Director (K-3)</p>

Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.
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<b>Goal #3</b>	<b>Ensure students with special needs are identified and provided with appropriate services.</b>
Strategies	<b>Description:</b> Provide a learning environment that meets the needs of students with IEPs <b>Description:</b> Provide specific services to qualified students according to IDEA
Scientifically Based Research Support	Scientifically Based Research supporting SPED program: <ul style="list-style-type: none"> <li>• <a href="http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm">http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm</a></li> <li>• <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=0CDDcQFjAB&amp;url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&amp;ei=FaJqU5eVNYfcoATp9YGoCg&amp;usg=AFQjCNE92KRFz20kI0WGote7dKEtR8NNbg&amp;bvm=bv.66111022,d.cGU">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=2&amp;ved=0CDDcQFjAB&amp;url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&amp;ei=FaJqU5eVNYfcoATp9YGoCg&amp;usg=AFQjCNE92KRFz20kI0WGote7dKEtR8NNbg&amp;bvm=bv.66111022,d.cGU</a></li> <li>• <a href="http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=448">http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=448</a></li> <li>• <a href="http://www.readingrockets.org/article/30676">http://www.readingrockets.org/article/30676</a></li> </ul>
Expected Impact in Core Academic Areas	The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Richard Fillerup, Secondary Director (7-9) Cody O'Brien, Elementary Director (4-6) Jessica Barton, Elementary Director (K-3)
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

<b>Goal #4</b>	<b>All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>
Strategies	<b>Description:</b> Implementation of Ambassador Program in secondary grades. <b>Description:</b> Implementation of Builders Program, with monthly awards to students in all grades. <b>Description:</b> Distribute and analyze school climate survey annually.



	<p><b>Description:</b> Employ a staff member to check the building, monitor safety, conduct safety drills, and assist with traffic control.</p> <p><b>Description:</b> Establish a School Discipline Committee, meet monthly to review suspension information and report annually to the governing board.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting character development and behavior management programs:</p> <ul style="list-style-type: none"> <li>• <a href="http://ies.ed.gov/ncee/wwc/document.aspx?sid=23">http://ies.ed.gov/ncee/wwc/document.aspx?sid=23</a></li> <li>• <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CC0QFjAA&amp;url=http%3A%2F%2Fwww.safeandcivilschools.com%2Fresearch%2Freferences%2Fis-champs-evidence-based.pdf&amp;ei=iptqU4jUGaSGyQG5YCWCA&amp;usg=AFQjCNH9eN1WxqclzKNUvvB86yZiO0Oaag&amp;bv m=bv.66111022,d.aWc">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=0CC0QFjAA&amp;url=http%3A%2F%2Fwww.safeandcivilschools.com%2Fresearch%2Freferences%2Fis-champs-evidence-based.pdf&amp;ei=iptqU4jUGaSGyQG5YCWCA&amp;usg=AFQjCNH9eN1WxqclzKNUvvB86yZiO0Oaag&amp;bv m=bv.66111022,d.aWc</a></li> </ul>
Expected Impact in Core Academic Areas	The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Richard Fillerup, Secondary Director (7-9) Cody O'Brien, Elementary Director (4-6) Jessica Barton, Elementary Director (K-3)
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

<b>Goal #5</b>	<b>Provide effective parental communication and opportunities for parental involvement.</b>
Strategies	<p><b>Description:</b> All requirements of parental notification, consultation, and other requirements will be met.</p> <p><b>Description:</b> Provide parents with information at least annually regarding Title programs, school and student achievement, teacher qualifications, and the School Improvement Plan.</p> <p><b>Description:</b> During an annual Stakeholder meeting, parent advisory members will be invited to evaluate school needs and collaborate on the School Improvement Plan, written parent involvement policy, and school-parent-student compacts.</p> <p><b>Description:</b> Progress reports will be frequently and regularly provided to parents according to APA's</p>

	Academic Communication policies. <b>Description:</b> Provide training to parents to assist them in achieving student success.
Scientifically Based Research Support	Scientifically Based Research supporting Salem's parent involvement policies and practices: <ul style="list-style-type: none"> <li>• <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a></li> </ul>
Expected Impact in Core Academic Areas	The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Richard Fillerup, Secondary Director (7-9) Cody O'Brien, Elementary Director (4-6) Jessica Barton, Elementary Director (K-3)
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.

### 3. Instruction by Highly Qualified Teachers

*ESEA 1114 (b)(1)(C)*

Refer to item #8 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, instruction must be provided by highly qualified staff. Either list the staff on this form or download a copy of the CACTUS Highly Qualified Teacher Report.

8/30/2018 CACTUS NCLB Assignments for Year Ending 2019-06-3		Page 1 of 1		
	FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
<b>American Preparatory Academy</b>	<b>5.630</b>	<b>8.370</b>	<b>40.21%</b>	<b>59.79%</b>
<i>American Preparatory Academy - Salem</i>				
<u>Fine Arts</u>				
692041 Miriam Burton		0.100		
		0.170		
		0.110		
		0.170		
		0.110		
		0.170		
		0.170		
		0.170		
<u>Foreign Languages</u>				
709299 Amy Insalaco	0.800	0.000	100.00%	0.00%
	0.400			
	0.400			
<u>Language Arts</u>				
710991 Shawn Shearerherm	1.000	0.000	100.00%	0.00%
	0.500			
	0.500			
<u>Mathematics</u>				
609317 Alexandra Rohde	0.830	0.000	100.00%	0.00%
	0.170			
	0.170			
	0.320			
	0.170			
<u>Science</u>				
539136 Lufe Conner	0.000	0.660	0.00%	100.00%
		0.330		
		0.330		
<u>Social Studies</u>				
572018 David Barnett	0.000	0.710	0.00%	100.00%
		0.130		
		0.290		
		0.290		
<u>Elementary</u>				
85343 Amanda Geertsen	3.000	6.000	33.33%	66.67%
		1.000		
711852 Tanner Hicks	1.000			
710968 Andi Riddle		1.000		
712014 Andrea Rugg	1.000			
694349 Mary Rugg	1.000			
686685 Britney Tanner		1.000		
679398 Lori Truman		1.000		
578605 Mark Turco		1.000		
579876 Carly Young		1.000		
<b>District Summary:</b>				
Elementary:	64.29% of total NCLB FTEs	3.000	6.000	33.33% + 66.67% = 100%
Secondary:	35.71% of total NCLB FTEs	2.630	2.370	52.60% + 47.40% = 100%
Elementary as a percent of total NCLB assignments:			21.43%	+ 42.86% +
Secondary as a percent of total NCLB assignments:			18.79%	+ 16.93% = 100%

#### 4. Professional Development Plan

ESEA 1114 (b)(1)(D)

Refer to item #9 of the Utah Title I Part A Monitoring Handbook

Describe the professional development necessary to support the strategies. The team **must** include strategies to ensure that **all** students are taught by highly qualified teachers.

Professional Development	<ol style="list-style-type: none"> <li>1. Pre-service training (up to 80 hours) in topics such as CHAMPS, Direct Instruction, Spalding Spelling, Wordly Wise, Rocket Math, Policies and Procedures, Teacher Licensing, School Improvement Plan, Data-driven instruction, etc.</li> <li>2. "Early and Often" Individual Assessments: Our new teachers begin at one color coded level and are expected to continue to move up in levels throughout the year as they master techniques to reach the "Highly Effective" color level by year-end.</li> <li>3. Coaches: Our new teachers receive at least bi-monthly coaching support. Coaches identify teaching masteries and deficiencies and model effective strategies and techniques.</li> <li>4. Assignment of a highly effective teacher-mentor and a district-wide grade-level mentor.</li> <li>5. Weekly team meetings and trainings with school directors to review student problems, concerns, and student needs.</li> <li>6. Monthly cross-campus meetings for all grade levels.</li> <li>7. 4-5 days of Professional Development is provided during the school year to target common deficiencies identified by our administrators, teachers, and coaches.</li> </ol>
Scientifically Based Research Support	<p>Scientifically Based Research supporting Liberty's professional development:</p> <ul style="list-style-type: none"> <li>• <a href="http://nationalequityproject.org/research/research-coaching-as-an-education-reform-strategy">http://nationalequityproject.org/research/research-coaching-as-an-education-reform-strategy</a></li> <li>• <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12</a></li> <li>• <a href="http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll">http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll</a></li> </ul>
Expected Impact in Core Academic Areas	<p>The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.</p>
Budget and Funding Sources	<p>Title IIIA and per pupil state funds</p>
Timeline	<p>Pre-service and follow-up:  Two-weeks in August  Additional PD in October and January</p> <p>Post-service:  Four days in June</p> <p>Weekly POW-WOWs:  Wednesdays for 1 hour (Elementary)  Thursdays for 1 hour (Secondary)</p> <p>Monthly District Team Meetings  First Wednesday (Elementary)  First Thursday (Secondary)</p> <p>Ongoing Coaching and Teacher-mentor Training</p>

Responsible Parties	Carolyn Sharette, Executive Director Richard Fillerup, Secondary Director (7-9) Cody O'Brien, Elementary Director (4-6) Jessica Barton, Elementary Director (K-3)
Evaluation How will success be Measured?)	End-of-Year Summative Scores are given based on: 1. 40% Teacher Evaluation 2. 30% Academic Achievement of students 3. 10% Business Office Score 4. 20% Parent Satisfaction

### 5. Recruitment and Retention of Highly Qualified Teachers

*ESEA 1114(b)(1)(E)*

Refer to item #10 of the Utah Title I Part A Monitoring Handbook

Strategies are implemented to attract, recruit, and retain highly qualified teachers in high need schools.

Describe strategies, policies and incentives to recruit and retain teachers.

- American Preparatory Academy actively recruits teachers through job fairs, public announcements, interviews, competitive salaries, benefits, and bonuses.
- Candidates are screened using HQ requirements.
- If a candidate is selected for a teaching position who is not yet HQ, that candidate will meet with administration to design an individualized plan for HQ Professional Progress.
- Administration supports teachers with instructors, SPED assistance, training, an organized curriculum plan, weekly meetings, etc.
- When budget allows, merit awards are given to highly effective teachers who return the following year.

## 6. Parent Involvement

ESEA 1114 (b)(2)(B)ii

ESEA 1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

Please answer the following and attach documentation as needed.

Describe the processes used to involve parents in the development of the schoolwide planning process. Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

American Preparatory administrators annually invite select staff and parents from each school to participate in a School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. School Plans are developed with goals, action steps, and budget relationships. District and School Parent Involvement Policies are evaluated for effectiveness. School, Parent, and Student Compacts are also examined by this Committee for recommended changes. This meeting took place on August 14, 2018. The agenda and sign-in pages are below:



### AGENDA

#### School Improvement Stakeholder Planning Meeting

American Preparatory Academy-Salem

Date: 08/14/2018 2:00 p.m.

- I. Welcome and Introductions
- II. Definitions and Acronyms
- III. Parent Involvement Policy
- IV. LEA Plan: Goals and Action Steps
  - a. Progress each student at least one grade level in reading, language arts, and mathematics each year.
  - b. Ensure students with special needs are identified and provided with appropriate services.
  - c. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
  - d. Ensure ELL students are identified and provided with appropriate English instruction.
  - e. Provide effective parental communication and opportunities for parent involvement
- V. School Strategies: Specific to the 2017-18 Comprehensive Needs Assessment
  - a. Demographics data
  - b. Enrollment and Attendance
  - c. Assessment data
  - d. Parent Survey
  - e. Afterschool Programs
- VI. School Improvement Plan - Title I Template
- VII. School-Student-Parent Compacts



#### American Preparatory Academy - Salem Stakeholder School Improvement Planning Meeting

August 14, 2018 at 2 p.m.

Name		Parent? Teacher? Admin ?	Signature Line
Lisa Bennett	Dist	Admin	<i>Lisa Bennett</i>
Kim Dudley	Dist	Admin	<i>Kim Dudley</i>
Richard Fillerup	Salem	Admin	<i>Richard Fillerup</i>
Cody O'Brien	Salem	Admin	<i>Cody O'Brien</i>
Jessica Barton	Salem	Admin	<i>Jessica Barton</i>
Matt Meagher	Salem	Parent	<i>Matt Meagher</i>
Shawn Kiracofe	Salem	Parent	<i>Shawn Kiracofe</i>
Karen Smith	Salem	Parent	<i>Karen Smith</i>
Mary Karlson	Salem	Parent	<i>Mary Karlson</i>
Terri Asmead	Salem	Parent	<i>Terri Asmead</i>
LeMira Wheelwright	Salem	Parent	<i>LeMira Wheelwright</i>
Jenny Sabin	Salem	Parent	<i>Jenny Sabin</i>
Ashley Glad	Salem	Teacher	<i>Ashley Glad</i>
Amanda Cingolani	Salem	Teacher	<i>Amanda Cingolani</i>
Dave Barnett	Salem	Teacher	<i>Dave Barnett</i>
Shawn Shearer	Salem	Teacher	<i>Shawn Shearer</i>
Karen St. Peter	Salem	Instructor	<i>Karen St. Peter</i>
Nick Burk	Salem	Instructor	<i>Nick Burk</i>
	Salem	Student	
	Salem	Student	

Describe how schoolwide plans will be made available to parents and the public in an understandable and uniform format.

The Schoolwide plan will be made available to parents on the school website and information will be published in a Fall newsletter.

Identify the parent involvement strategies that the school will use to involve parents.

See District Parent Involvement Policy:

[http://www.americanprep.org/home/index.php?option=com\\_content&view=article&id=372&Itemid=334](http://www.americanprep.org/home/index.php?option=com_content&view=article&id=372&Itemid=334)

See School Parent Involvement Policy, located within the Parent-Student Handbook:

<http://www.americanprep.org/parent-teacher-handbooks/>

### **7. Transition from early childhood programs to local elementary school programs (Elementary schools only)**

*ESEA 1114 (b)(1)(G)*

Refer to item #11 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, there is clear evidence of transition activities between early childhood programs/home and the local elementary school.

Description of communication	Unlike neighborhood public schools, Salem's kindergarten population is not based on geographical boundaries. Incoming students come almost exclusively from families with current students in the elementary or secondary grades. Communications about registration, immunizations, assessments, etc. begin in the Spring of the prior year through our weekly newsletters and through direct administrator/teacher contact with parents who have indicated they would like to enroll their student at Salem.
Description of collaboration efforts	Incoming American Prep kindergarten students' parents are given a CD called "KinderPrep" to help them work with their students throughout the summer.

Description of transition activities	Incoming kindergarten students are assessed during the last week of school at the Salem campus for verbal acuity, literacy, and numeracy proficiency before entering kindergarten. Assessments are administered by a highly qualified kindergarten staff member in a scheduled, one-to-one environment. Any students whom we are unable to assess before the last week of school are assessed during the summer or during the first week of school. Students are identified as academically at risk based on the results of the above assessments in English, reading, and math proficiency.
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**8. Decisions regarding the use of assessments**

*ESEA 1114 (b)(1)(H)*

Refer to item #12 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, teachers are included in decisions regarding the use of assessments.

What assessments will be used to measure student progress and inform instruction?	The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Please describe how teachers were included in decisions regarding the use of assessments.	<ul style="list-style-type: none"> <li>■ Teachers in weekly team meetings give feedback on assessments...which assessments should be used, when they should be taken, etc.</li> <li>■ Reading and math programs assess every 5 days. There are bi-monthly assessments every 2 weeks.</li> </ul>

**9. Students who experience difficulty mastering academic achievement standards**

*ESEA 1114 (b)(1)(I)*

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.



<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>When a student is enrolled at Salem, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<ul style="list-style-type: none"> <li>■ Every student is taught in small groups at his/her academic level in Reading, Language Arts, and Mathematics according to pre-assessments.</li> <li>■ Weekly evaluations are tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind are identified in weekly team meeting discussions. An action plan is developed to address the student's needs.</li> <li>■ During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful.</li> <li>■ Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child.</li> <li>■ After-school classes are offered for students who need extra academic support.</li> </ul>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>Students are given assessments in reading and math every 5 to 14 days. The teacher records the data, and any student who does not pass one of these frequent assessments is recorded on a lesson progress chart (LPC). The LPC records which students are not at mastery in the current week. If the student is on this chart for 3 weeks in a row, then a group change is strongly considered. The teacher can also make recommendations that a student be reassessed at any time for a higher group change. Administration would look at the previous tests scores, homework scores and reassess if necessary. If a student passes an end-of-level assessment, then the student is moved out of the group immediately into the next higher group.</p>

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**10. Coordination of Budgets (Federal, State, Local funds)**  
*ESEA 1114 (b)(1)(J)*  
**(#14 of Title I Part A Monitoring Handbook)**

In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs. The following summary reflects the distribution for all Utah APA campuses:

<b>Program Funding Source</b>	<b>FY 18 Allocation</b>	<b>FY 19 Allocation</b>	<b>Describe how the funding sources will support the schoolwide plan.</b>
<b>Title IA</b>	\$651,325	\$647,953	Instructors for below-level groups in Reading, Writing, Math & Spelling, and Professional Development
<b>Title IIA</b>	\$92,699	\$97,515	Coaching
<b>Title IIIA</b>	\$40,941	\$41,307	Outreach, transportation, DISE & Intensive English Instruction
<b>Title IC Migrant</b>		\$20,649	Instructors for below-grade level groups at our West Valley campuses.
<b>IDEA Pre-school</b>	\$9,002	\$10,399	Pre-kindergarten Assessments
<b>IDEA School Age</b>	\$569,692	\$637,183	Instructors for Elementary Classrooms with SPED students
<b>At-Risk</b>	\$130,371	\$282,867	Counselors, Ambassador CDLs and/or Academic Extended Day
<b>Accelerated Students</b>	\$21,454	\$22,648	Instructors for above-level groups in Reading, Writing, Math & Spelling
<b>Reading Achievement</b>	\$165,262	\$186,711	Instructors for small reading groups K-3rd grade
<b>Early Intervention</b>	\$172,000	\$150,000	All-day kindergarten (West Valley Campuses only)