


Utah Title I Schoolwide Planning Template

Part A: General Information

School Name The School for New Americans (WV1) | **LEA Name** American Preparatory Academy | **Date:** Sep. 2019

Name	Title I Schoolwide Planning Team	Signatures (see SIP signature form)																																																															
Laura Leavitt	WV1 Admin	 <p style="font-size: small;">AMERICAN PREPARATORY SCHOOLS American Preparatory Academy - West Valley 1 Stakeholder School Improvement Planning Meeting August 12, 2019 at 9 a.m.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>Name</th> <th>Parent? Teacher? Admin?</th> <th>Signature Line</th> </tr> </thead> <tbody> <tr><td>Lisa Brunson</td><td>Dist Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Katie Fuller</td><td>Dist Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Laura Leavitt</td><td>WV1 Admin</td><td><i>[Signature]</i></td></tr> <tr><td>MaryCarmen Gamez</td><td>WV1 Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Laura Orwin</td><td>WV1 Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Antonia Oviedo</td><td>WV1 Parent</td><td></td></tr> <tr><td>Eugenia Tu'one</td><td>WV1 Parent</td><td></td></tr> <tr><td>Jonathan Ricks</td><td>WV1 Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Christina Rivera</td><td>WV1 Parent</td><td></td></tr> <tr><td>Vanessa Gonzalez</td><td>WV1 Parent</td><td><i>[Signature]</i></td></tr> <tr><td>K'Leena Furniss</td><td>WV1 Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Emily Boynton</td><td>WV1 Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>McKenzie Denison</td><td>WV1 Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Justina Spencer</td><td>WV1 Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Lyzzi Eddards</td><td>WV1 Instructor/Teacher</td><td><i>[Signature]</i></td></tr> <tr><td></td><td>WV1 Instructor</td><td></td></tr> <tr><td><i>Melissa Young</i></td><td>WV1 Teacher</td><td><i>[Signature]</i></td></tr> <tr><td><i>Connie McCullough</i></td><td>WV1</td><td><i>[Signature]</i></td></tr> <tr><td></td><td>WV1</td><td></td></tr> <tr><td></td><td>WV1</td><td></td></tr> </tbody> </table>	Name	Parent? Teacher? Admin?	Signature Line	Lisa Brunson	Dist Admin	<i>[Signature]</i>	Katie Fuller	Dist Admin	<i>[Signature]</i>	Laura Leavitt	WV1 Admin	<i>[Signature]</i>	MaryCarmen Gamez	WV1 Admin	<i>[Signature]</i>	Laura Orwin	WV1 Parent	<i>[Signature]</i>	Antonia Oviedo	WV1 Parent		Eugenia Tu'one	WV1 Parent		Jonathan Ricks	WV1 Parent	<i>[Signature]</i>	Christina Rivera	WV1 Parent		Vanessa Gonzalez	WV1 Parent	<i>[Signature]</i>	K'Leena Furniss	WV1 Teacher	<i>[Signature]</i>	Emily Boynton	WV1 Teacher	<i>[Signature]</i>	McKenzie Denison	WV1 Teacher	<i>[Signature]</i>	Justina Spencer	WV1 Teacher	<i>[Signature]</i>	Lyzzi Eddards	WV1 Instructor/Teacher	<i>[Signature]</i>		WV1 Instructor		<i>Melissa Young</i>	WV1 Teacher	<i>[Signature]</i>	<i>Connie McCullough</i>	WV1	<i>[Signature]</i>		WV1			WV1	
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I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

Title I Director: Lisa Brunson

Signature: _____

School Director: Laura Leavitt

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	✓	Internal Link to full CNA, for additional data: https://docs.google.com/spreadsheets/d/1Lnu9fl5Qpdvo1az6DDSOhPY_w2janFjEhCbn0cN5CMY/edit#gid=853596567																																																																																																																																																																																																																																																																																												
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>Dibels Test Results Below (State Benchmarks Composite Scores):

Grade	K	1	2	3	4	5	6
Fall 2018	48%	75%	80%	75%	75%	88%	92%
Spring 2019	64%	72%	78%	73%	88%	86%	89%

>Spring 2019 Core Knowledge Test Results below:

Grade	Reading	Math	Science	History
1	83%	76%	77%	78%
2	81%	67%	80%	74%
3	53%	58%	59%	47%
4	56%	53%	57%	50%
5	62%	51%	51%	51%
6	63%	49%	54%	54%

>RISE % Proficient Results below:

Language Arts					
	% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
3rd	28	25			NA
4th	26	25			
5th	27	28			
6th	48	22			
7th	55				
8th	53				
9th	57	15			
Math					
	% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
3rd	22	25	45	20	NA
4th	24	30	20	-10	-5

		5th	27	22	27	5	-3
		6th	34	16	15	-1	-7
		7th	37	36	0	-36	-16
		8th	12	17	28	11	-8
		SMI	33	13			
		Science					
			% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
		4th	16	20	24	4	NA
		5th	45	29	27	-2	7
		6th	39		36	36	7
		7th	29		18	18	18
		8th	25		28	28	28
		Physics	19	0		0	0
Graduation rates (for high schools only)	n/a						
Demographic data	✓	Free/Reduced lunch: 72.14% Ethnic minorities: 60.53% Racial minorities: 22.14% Students with disabilities: 10.22% ELL: 43.65%					
School climate (including safe school data)	n/a	Parent satisfaction: 82% of parents are satisfied or very satisfied with the overall academic program of the school. 87.5% of parents feel the same about the school's curriculum, 89.1% about the teachers, 82.8% about the instructors, 82% about communication with parents, 77.3% about behavior of the students at school, and 86.7% about the ease with which they can get involved with the school (Parent satisfaction data is from 2019 EOY Parent Surveys).					
Course-taking	n/a						

patterns (high school only)		
Teacher qualifications	✓	Highly Effective: 5 Effective: 20 Minimally Effective: 4 Ineffective: 0 Total Teachers: 29 Not Returning: 2
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.)

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).	
Goal #1	Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).

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).	
Strategies	<p>Description: Establish every student's present level of performance in Reading, Language Arts, and Mathematics, and record it in a database</p> <p>Description: Utilize Research-based Instructional Methods & Assessment and track assessment outcomes each week</p> <p>Description: Ensure all Teachers and Paraprofessionals are expertly trained to improve student academic performance through required, annual pre-service training</p> <p>Description: Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student academic performance</p> <p>Description: Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student academic performance</p> <p>Description: Provide technology tools and support for consistent curriculum delivery, data collection, and analysis of student performance</p> <p>Description: Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p>Description: Provide opportunities for continued student improvement over the summer months</p> <p>Description: District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.</p> <p>Description: Provide additional instructional time beyond State requirements via longer school days for all students, academic extended day for at risk students, and afterschool opportunities as funds allow.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting Language Arts teaching methods and curriculum:</p> <ul style="list-style-type: none"> • http://www.spalding.org/index.php?tname=research • https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3 • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&ei=tUNpU-_dC8qxyASX4oHYAg&usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&bvm=bv.66111022,d.aWw <p>Scientifically Based Research supporting mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&ei=tUNpU-_dC8qxyASX4oHYAg&usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&bvm=bv.66111022,d.aWw <p>http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD4QFjAC&url=http%3A%2F%2Fwww.hmhco.com%2F~%2Fmedia%2Fsites%2Fhome%2Feducation%2Fglobal%2Fpdf%2Fresources%2Fmathematics%2Felementary%2Fsaxon-math%2Ftheoretical-empirical-research-130205.pdf&ei=XqJqU_62B9C8oQTuloL4Cg&usg=AFQjCNGoT-tOIR4BtbOdilRj-kq7J9bZlQ&bvm=bv.66111022,d.cGU</p>

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).	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	The state standardized assessment is administered. Core Knowledge scores in Language Arts will reach or exceed 75% annually. 80% of Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments in at least one subject area.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
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.

Goal #2	Provide opportunities for students to become well-rounded and educated in general subjects.
Strategies	Description: Provide classes in music, art, physical education, and history. Description: Provide civics instruction and service opportunities, and workshops in professionalism, communication, decision-making, and other life-skills trainings through the Builders/Ambassadors program.
Scientifically Based Research Support	<ul style="list-style-type: none"> • “The Socioemotional Benefits of the Arts: A New Mandate for Arts Education” Summary Report, April 2017. • Civics Education Research: https://www.ecs.org/research-reports/issues/
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
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.

Goal #3	Ensure students with special needs are identified and provided with appropriate services.
Strategies	<p>Description: Provide a least restrictive learning environment that meets the needs of students with IEPs</p> <p>Description: Provide specific services to qualified students according to IDEA</p> <p>Description: Provide a paraprofessional in every K-6 grade classroom to provide support for students on IEPs.</p> <p>Description: Provide additional instructional time beyond State requirements via longer school days for all students, academic extended day for at risk students, and afterschool opportunities as funds allow.</p> <p>Description: Employ staff members to monitor lunch, carpool, playground, and other activities to ensure adequate supervision, enhance social-emotional learning, and positive student culture.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting SPED program:</p> <ul style="list-style-type: none"> • http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDcQFjAB&url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&ei=FaJqU5eVNYfcoATp9YGoCg&usq=AFQjCNE92KRFz20ki0WGote7dKEtR8NNbg&bvm=bv.66111022,d.cGU • http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=448 • http://www.readingrockets.org/article/30676
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
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.

Goal #4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Strategies	<p>Description: Implementation of Builders Program, with monthly awards to students in all grades.</p> <p>Description: Implementation of Ambassador Program in secondary grades.</p> <p>Description: Distribute and analyze school climate survey annually.</p> <p>Description: Employ a staff member to check the building, monitor safety, conduct safety drills, and assist with traffic control.</p> <p>Description: Employ staff members to monitor lunch, carpool, playground, and other activities to ensure adequate supervision, enhance social-emotional learning, and positive student culture.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting character development and behavior management programs:</p> <ul style="list-style-type: none"> • http://ies.ed.gov/ncee/wwc/document.aspx?sid=23 • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CC0QFjAA&url=http%3A%2F%2Fwww.safeandcivilschools.com%2Fresearch%2Freferences%2Fis-champs-evidence-based.pdf&ei=iptqU4jUGaSGyQGi5YCwCA&usg=AFQjCNH9eN1WxqclzKNUvvB86yZiO0Oaag&bv m=bv.66111022,d.aWc
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
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.

Goal #5	Ensure ELL students are identified and provided with appropriate English instruction.
Strategies	Description: Screening assessments will be administered to students. Description: ELL students will be given formative assessments and data will be collected and reported annually.
Scientifically Based Research Support	Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention <ul style="list-style-type: none"> • https://journals.sagepub.com/doi/abs/10.2307/30035561
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
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.

Goal #6	Provide effective parental communication and opportunities for parental involvement.
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Strategies	<p>Description: All requirements of parental notification, consultation, and other requirements will be met.</p> <p>Description: Provide parents with information at least annually regarding Title programs, school and student achievement, teacher qualifications, and the School Improvement Plan.</p> <p>Description: During an annual Stakeholder meeting, parent advisory members will be invited to evaluate school needs and collaborate on the School Improvement Plan, written Parent and Family Engagement policy, and school-parent-student compacts.</p> <p>Description: Encourage parent volunteers during school and afterschool activities.</p> <p>Description: Provide technological tools and support to provide effective communication between school and parents.</p> <p>Description: Progress reports will be continuously updated and available for parents according to APA's Academic Communication policies.</p> <p>Description: Provide training to parents to assist them in achieving student success.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting WV1's parent involvement policies and practices:</p> <ul style="list-style-type: none"> • http://www.nea.org/tools/17360.htm
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director</p>
Evaluation Process	<p>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.</p>

Additional 2019-20 School GOALS	
<p>19-20 WV1G1: Increase the successful participation in homework completion—reducing the number of missing assignments and unprepared card moves.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Implementing a midterm late work deadline for all students. 2. Educating parents on homework policy, expectations for homework and how to help their students—through Back to School Night and additional mini meetings and workshops 3. Offer workshops on using ALMA. Admin will ensure that every parent has logged in during first term. Teachers will follow-up with parents who have not logged in at PTC. 4. Implementing an Academic Extended Day (AED) homework help class where parents can come and help their child with homework with staff supervision. 5. Offer consistent incentives for students who are prepared each day. (Jeans Day) 6. Monitor number of card moves and contact parents directly if a student is establishing a pattern of being unprepared.
<p>19-20 WV1G2: Increase parents' confidence in their children's safety at school.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Enforce safety school rules in place--ask all parents to always sign in and visibly wear a "visitor" tag or "parent volunteer" lanyard. 2. Train staff and parents to help in enforcing this rule. 3. Playground, instructors may take radio/cell phone when class is outside. Have applicable numbers programmed into their phones for fast access to help. 4. Keep the gates to the playground area closed and locked. If remaining locked, ensure that all instructors have a key for the lock in the event of a drill during recess. 5. Enforce the use of carpool tags to visually identify approved parties picking up at carpool. Make use of backpack tags w/ carpool number.
<p>19-20 WV1G3: Increase parent participation in annual school surveys.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Send the two surveys out separately—the first timed to go out before the midwinter break in February, the second in conjunction with P/T conferences 2. In addition to the normal ways of communicating, make use of signage and reminders handed out at carpool 3. Use a QR code that parents can scan directly to their phones to access the surveys 4. At P/T conferences prior to the survey, give parents a list of their student's groups instructors and teachers. 5. Offer an incentive (like a free dress day for the class) if all the parents complete the survey.
<p>Responsible Parties</p>	<p>Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director</p>

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
American Preparatory Academy		7.520	14.051	34.86%	65.14%
<i>American Preparatory Academy - The School for New Amer</i>		7.520	14.051	34.86%	65.14%
<u>Fine Arts</u>		1.500	2.021	42.60%	57.40%
711173	Dian Bretones Chorus I - Mixed	1.000			
697420	Henry Caceres Band I - Large ensemble	0.500			
683301	Laurel Cahoon Art 6		0.670		
	Art Foundations I		0.330		
583034	Sara Marchetti Band III - Large ensemble		0.160		
	Band II - Large ensemble		0.160		
	Band I - Large ensemble		0.170		
692181	Michael McCawley Band II - Percussion		0.281		
83968	Jocelyn Sciorino Beginning Orchestra (Orchestra I)		0.250		
<u>Foreign Languages</u>		0.000	0.860	0.00%	100.00%
680334	Samantha Adamson Latin first year- Honors		0.430		
	Latin Second Year- Honors		0.140		
	Latin - First year		0.290		
<u>Language Arts</u>		0.860	0.830	50.89%	49.11%
710632	Meagan Kelly Language Arts 8		0.170		
	Language Arts 9 Honors		0.660		
710489	Jourdan Tidwell Language Arts 8 Honors	0.140			
	Language Arts 8	0.420			
	Language Arts 7 Honors	0.300			
<u>Mathematics</u>		0.830	0.170	83.00%	17.00%
562131	Kathryn Woodcox Secondary Mathematics I-Honors	0.330			
	Secondary Mathematics I	0.500			
	7th Grade Mathematics		0.170		
<u>Social Studies</u>		0.330	0.670	33.00%	67.00%
585490	Leighann Nunez World Geography - Honors	0.330			
	Utah Studies - Honors		0.340		
	U.S. History I - Honors		0.330		
<u>Elementary</u>		4.000	9.500	29.63%	70.37%
689673	Emily Boynton Grade 5	1.000			
437070	Anne Cain Grade 4		1.000		
694036	McKenzie Denison Grade 4		1.000		
679510	Katherine Duplace Grade 3		1.000		
572226	Amy Hugh Grade 5		0.500		
689399	Brittany Judd Grade 1	1.000			
411859	Debra Lovendahl Lloy Grade 6		1.000		
709815	Daniel Mulder Grade 6		1.000		
585241	Joseph Nath Grade 1		1.000		
712424	Meredith Novak Kindergarten	1.000			
564689	Aimee Peterson Grade 2		1.000		
696781	Justina Spencer Grade 2	1.000			
628708	Rebecca Twitchell Grade 3		1.000		
710995	Melissa Young Grade 6		1.000		
District Summary:					
Elementary:	62.58% of total NCLB FTEs	4.000	9.500	29.63%	+ 70.37% = 100%
Secondary:	37.42% of total NCLB FTEs	3.520	4.551	43.61%	+ 56.39% = 100%
Elementary as a percent of total NCLB assignments:				18.54%	+ 44.04% +
Secondary as a percent of total NCLB assignments:				16.32%	+ 21.10% = 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"> 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. 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. 3. Coaches: Our new teachers receive at least bi-monthly coaching support. Coaches identify teaching masteries and deficiencies and model effective strategies and techniques. 4. Assignment of a highly effective teacher-mentor and a district-wide grade-level mentor. 5. Weekly team meetings and trainings with school directors to review student problems, concerns, and student needs. 6. Monthly cross-campus meetings for all grade levels. 7. 4-5 days of Professional Development is provided during the school year to target common deficiencies identified by our administrators, teachers, and coaches.
Scientifically Based Research Support	<p>Scientifically Based Research supporting WV1's professional development:</p> <ul style="list-style-type: none"> • http://nationalequityproject.org/research/research-coaching-as-an-education-reform-strategy • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 • http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll
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 and per pupil state funds</p>
Timeline	<p>Pre-service and follow-up: Two-weeks in August Additional PD in October and January</p>

	Post-service: Four days in June Weekly POW-WOWs: Wednesdays for 1 hour (Elementary) Thursdays for 1 hour (Secondary) Monthly District Team Meetings First Wednesday (Elementary) First Thursday (Secondary) Ongoing Coaching and Teacher-mentor Training
Responsible Parties	Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation How will success be Measured?)	Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) Parent Survey results disaggregated by teacher

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 Highly Effective standards.
- If a candidate is selected for a teaching position who is not yet highly effective, that candidate will meet with administration to design an individualized plan for highly effective 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

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. Parent and Family Engagement Policies are discussed. School, Parent, and Student Compacts are also examined by this Committee for recommended changes. This meeting took place on August 12, 2019. The agenda is to the right. The sign-in sheet is on Page 1.:



AGENDA

School Improvement Stakeholder Planning Meeting

American Preparatory Academy-WV1

Date: 08/12/2019 9:00 a.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 2018-19 Comprehensive Needs Assessment
 - a. Demographics data
 - b. Enrollment and Attendance
 - c. Assessment data
 - d. Parent Survey
 - e. Afterschool Programs
 - f. SIP Goals
- VI. School Improvement Plan - Title I Template
- VII. School-Student-Parent Compacts

<p>Describe how schoolwide plans will be made available to parents and the public in an understandable and uniform format.</p> <p>The Schoolwide plan will be made available to parents on the school website and information will be published in a Fall newsletter.</p>	
<p>Identify the parent involvement strategies that the school will use to involve parents.</p> <p>See District Parent and Family Engagement Policy: http://wiki.apaserver.org:8090/display/PM/CHAPTER+A++APA+MODEL#CHAPTERA-APAMODEL-A-2.3.2DISTRICTPARENTANDFAMILYENGAGEMENTPOLICY</p> <p>See School Parent Involvement Policy, located within the Parent-Student Handbook: https://www.americanprep.org/parent-student-handbooks/</p>	

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.

<p>Description of communication</p>	<p>Unlike neighborhood public schools, WV1'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 WV1.</p>
<p>Description of collaboration efforts</p>	<p>Incoming American Prep kindergarten students' parents are given a CD called "KinderPrep" to help them work with their students throughout the summer.</p>

<p>Description of transition activities</p>	<p>Incoming kindergarten students are assessed during the last week of school at the WV1 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.</p>
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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.

<p>What assessments will be used to measure student progress and inform instruction?</p>	<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>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<ul style="list-style-type: none"> ■ Teachers in weekly team meetings give feedback on assessments...which assessments should be used, when they should be taken, etc. ■ Reading and math programs assess every 5 days. There are bi-monthly assessments every 2 weeks.

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 WV1, 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"> ■ Every student receives core instruction through their classroom teacher. Intensive and accelerated instruction is taught in small groups at the student's academic level in Reading, Language Arts, and Mathematics according to pre-assessments. ≥ ■ 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. ■ 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. ■ 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. ■ Afterschool classes are offered for students who need extra academic support.
<p>How will the school evaluate the effectiveness of the chosen interventions and adjust 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</p>

	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.
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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:

Program Funding Source	FY 19 Allocation	FY 20 Allocation	Describe how the funding sources will support the schoolwide plan.
Title IA	\$647,953	\$642,174	Academic Coordinators, Academic Extended Day Teachers, Summer Packets, Translation, MTSS Paras, Professional Development, Coaches, District Support, Substitute Teachers, Tech Support Staff, College Access Counselor
Title IIA	\$97,515	unknown	Teacher Training and/or Academic Coaches
Title IIIA	\$41,307	unknown	ELL Professional Development, DISE & Intensive English Instruction, District Support
IDEA Pre-school	\$10,399	unknown	Pre-kindergarten Assessments
IDEA School Age	\$637,183	unknown	SpEd Caseworkers and Contracted Speech, OT, and other Services
At-Risk	\$282,867	\$252,476	Counselors, Ambassador CDLs and/or Academic Extended Day
Accelerated Students	\$22,648	unknown	Secondary teachers providing advanced classes (Latin, AP, ...)
Early Literacy	\$186,711	\$216,633	Paras assisting with Language Arts groups (K-3 grades only) & Reading Mastery Curriculum.
Early Intervention	\$150,000	\$150,000	All-day kindergarten in West Valley