

# Utah Title I Schoolwide Planning Template

**Part A: General Information**

**School Name** The Accelerated School (WV2)

**LEA Name** American Preparatory Academy

**Date:** Sep. 2019

Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)																																																																																							
Julie Rodriguez	WV2 Admin	<div style="text-align: center;"> <small>American Preparatory Academy - West Valley 2</small>  <b>Stakeholder School Improvement Planning Meeting</b>  <small>August 12, 2019 at 11:30 a.m.</small> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th>Printed 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>Lisa Brunson</i></td></tr> <tr><td>Katie Fuller</td><td>Dist Admin</td><td><i>Katie Fuller</i></td></tr> <tr><td>Craig Peterson</td><td>WV2 Admin</td><td></td></tr> <tr><td>Eryn Woolston</td><td>WV2 Admin</td><td></td></tr> <tr><td>Julie Rodriguez</td><td>WV2 Admin</td><td><i>Julie Rodriguez</i></td></tr> <tr><td>Cindy Lawrence</td><td>WV2 Admin</td><td></td></tr> <tr><td>Jake Winegar</td><td>WV2 Admin</td><td></td></tr> <tr><td>Matt Hymas</td><td>WV2 Admin</td><td><i>Matt Hymas</i></td></tr> <tr><td>Sara Smith</td><td>WV2 Parent</td><td><i>Sara Smith</i></td></tr> <tr><td>Peter Ngai</td><td>WV2 Parent</td><td></td></tr> <tr><td>John Youngberg</td><td>WV2 Parent</td><td></td></tr> <tr><td>Harmoney Milham</td><td>WV2 Parent</td><td></td></tr> <tr><td>Jeff Maroney</td><td>WV2 Parent</td><td></td></tr> <tr><td>Leticia Schwenke</td><td>WV2 Parent</td><td></td></tr> <tr><td>Mamta Singh</td><td>WV2 Parent</td><td></td></tr> <tr><td>Ashley Nash</td><td>WV2 Teacher</td><td><i>Ashley Nash</i></td></tr> <tr><td>Amy Sommer</td><td>WV2 Teacher</td><td><i>Amy Sommer</i></td></tr> <tr><td>Patti Hatton</td><td>WV2 Teacher</td><td><i>Patti Hatton</i></td></tr> <tr><td>David D'Agostini</td><td>WV2 Teacher</td><td><i>David D'Agostini</i></td></tr> <tr><td>Matt Hymas</td><td>WV2 Student</td><td><i>Matt Hymas</i></td></tr> <tr><td>Hannah Christensen</td><td>WV2 Student</td><td><i>Hannah Christensen</i></td></tr> <tr><td>Derek McKee</td><td>WV2 Student</td><td></td></tr> <tr><td>Cynthia Martinez</td><td>WV2 Instructor</td><td><i>Cynthia Martinez</i></td></tr> <tr><td>Derek McKee</td><td>WV2 Instructor</td><td></td></tr> <tr><td>Curtis Lee</td><td>WV2 Instructor</td><td></td></tr> <tr><td>Sara Smith</td><td>WV2 Parent</td><td></td></tr> <tr><td>Trina Christensen</td><td>WV2 Parent</td><td></td></tr> <tr><td>Hannah Christensen</td><td>WV2 Student</td><td></td></tr> </tbody> </table>	Printed Name	Parent? Teacher? Admin?	Signature Line	Lisa Brunson	Dist Admin	<i>Lisa Brunson</i>	Katie Fuller	Dist Admin	<i>Katie Fuller</i>	Craig Peterson	WV2 Admin		Eryn Woolston	WV2 Admin		Julie Rodriguez	WV2 Admin	<i>Julie Rodriguez</i>	Cindy Lawrence	WV2 Admin		Jake Winegar	WV2 Admin		Matt Hymas	WV2 Admin	<i>Matt Hymas</i>	Sara Smith	WV2 Parent	<i>Sara Smith</i>	Peter Ngai	WV2 Parent		John Youngberg	WV2 Parent		Harmoney Milham	WV2 Parent		Jeff Maroney	WV2 Parent		Leticia Schwenke	WV2 Parent		Mamta Singh	WV2 Parent		Ashley Nash	WV2 Teacher	<i>Ashley Nash</i>	Amy Sommer	WV2 Teacher	<i>Amy Sommer</i>	Patti Hatton	WV2 Teacher	<i>Patti Hatton</i>	David D'Agostini	WV2 Teacher	<i>David D'Agostini</i>	Matt Hymas	WV2 Student	<i>Matt Hymas</i>	Hannah Christensen	WV2 Student	<i>Hannah Christensen</i>	Derek McKee	WV2 Student		Cynthia Martinez	WV2 Instructor	<i>Cynthia Martinez</i>	Derek McKee	WV2 Instructor		Curtis Lee	WV2 Instructor		Sara Smith	WV2 Parent		Trina Christensen	WV2 Parent		Hannah Christensen	WV2 Student	
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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: <a href="https://docs.google.com/spreadsheets/d/1s4iYZ4-nvFjvKQuGgU160k0LGwekxdlFijT32JA10BY/edit#gid=389046645">https://docs.google.com/spreadsheets/d/1s4iYZ4-nvFjvKQuGgU160k0LGwekxdlFijT32JA10BY/edit#gid=389046645</a>																																																																																																																																																																																																																																																																																																																																																						
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>Spring 2019 Core Knowledge Test Results below:

Grade	Reading	Math	Science	History
1	86%	79%	80%	78%
2	77%	64%	73%	68%
3	71%	67%	74%	62%
4	61%	57%	61%	50%
5	66%	56%	55%	56%
6	69%	64%	58%	74%

>RISE % Proficient Results below:

Language Arts					
	% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
3rd	28	33			NA
4th	29	33			
5th	42	33			
6th	51	48			
7th	27	28			
8th	25	31			
9th	34	24			
10th	33	38			
11th					
Math					
	% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
3rd	33	33	26	-7	NA
4th	37	40	32	-8	-1
5th	36	42	31	-11	-9
6th	35	32	37	5	-5

		Math 7	36	45	4	-41	-28
		8th	32	28	50	22	5
		SMI	26	18			
		SMII	18	14			
		SMIII	85	89			
		Science					
			% Proficient 2017	% Proficient 2018	% Proficient 2019	Difference Grade Level Comparison	Difference Cohort Comparison
		4th	37	38	37	-1	
		5th	47	39	39	0	1
		6th	41		64		
		7th	15		32		
		8th	27		50		
		Biology	30	43			
		Chemistry		100			
		Physics	17	13			
		(See Comprehensive Needs Assessment for additional data.)					
Graduation rates (for high schools only)	✓	Not yet available.					
Demographic data	✓	Free/Reduced lunch: 56.6% Ethnic minorities: 58.04% Racial Minorities: 21.6% Students with disabilities: 8.91% ELL: 25.31%					
School climate (including	✓	Parent satisfaction: 92.8% of parents are satisfied or very satisfied with the overall performance of the school. 93.5% of parents feel the same about the school's curriculum, 88.4% about communication with parents, 95.7% about APA's overall academic program, and 90% about the					

safe school data)		ease with which they can get involved with the school. 98.6% of parents would recommend APA to good friends.					
Course-taking patterns (secondary only)	n/a						
Teacher qualifications	✓	Highly Effective: 38 Effective: 28 Minimally Effective: 2 <u>Ineffective: 0</u> Total Teachers: 68 Not Returning: 10					
Participation in college entrance testing (high school only)	✓	2019 AP Exams passed (3 or higher): 52/125 taken (42%) in 11 subjects.					
		>2019 ACT Mean Scores					
			English	Math	Reading	Science	Composite
		College-Ready Benchmark Score	18	22	22	23	
		Average Score	19.18	19.23	20.45	19.32	
		% College-Ready					

## 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>Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).</b>
Strategies	<p><b>Description:</b> Establish every student's present level of performance in Reading, Language Arts, and Mathematics, and record it in a database</p> <p><b>Description:</b> Utilize Research-based Instructional Methods &amp; Assessment and track assessment outcomes each week</p> <p><b>Description:</b> Ensure all Teachers and Paraprofessionals are expertly trained to improve student academic 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 academic performance</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 academic performance</p> <p><b>Description:</b> Provide technology tools and support for consistent curriculum delivery, data collection, and analysis of student performance</p> <p><b>Description:</b> Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p><b>Description:</b> Provide opportunities for 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> <p><b>Description:</b> 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"> <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> <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> </ul> <p><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></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>	
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 Cindy Lawrence, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS 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.
<b>Goal #2</b>	<b>Provide opportunities for students to become well-rounded and educated in general subjects.</b>
Strategies	<b>Description:</b> Provide classes in music, art, physical education, and history. <b>Description:</b> 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"> <li>• “The Socioemotional Benefits of the Arts: A New Mandate for Arts Education” Summary Report, April 2017.</li> <li>• Civics Education Research: <a href="https://www.ecs.org/research-reports/issues/">https://www.ecs.org/research-reports/issues/</a></li> </ul>
Expected Impact in Core Academic Areas	The state standardized assessment 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 Cindy Lawrence, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS 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.

<b>Goal #3</b>	<b>Ensure students with special needs are identified and provided with appropriate services.</b>
Strategies	<p><b>Description:</b> Provide a least restrictive learning environment that meets the needs of students with IEPs</p> <p><b>Description:</b> Provide specific services to qualified students according to IDEA</p> <p><b>Description:</b> Provide a paraprofessional in every K-6 grade classroom to provide support for students on IEPs.</p> <p><b>Description:</b> 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><b>Description:</b> 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 West Valley 2's SPED program:</p> <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=0CDcQFjAB&amp;url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&amp;ei=FaJqU5eVNYfcoATp9YGoCg&amp;usg=AFQjCNE92KRFz20ki0WGo7dKEtR8NNbg&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=0CDcQFjAB&amp;url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&amp;ei=FaJqU5eVNYfcoATp9YGoCg&amp;usg=AFQjCNE92KRFz20ki0WGo7dKEtR8NNbg&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 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 Cindy Lawrence, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS 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.

<b>Goal #4</b>	<b>All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>
Strategies	<p><b>Description:</b> Implementation of Builders Program, with monthly awards to students in all grades.</p> <p><b>Description:</b> Implementation of Ambassador Program in secondary grades.</p> <p><b>Description:</b> Distribute and analyze school climate survey annually.</p> <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> 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 West Valley 2's 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%2Fpreferences%2Fis-champs-evidence-based.pdf&amp;ei=iptqU4jUGaSGyQGi5YCwCA&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%2Fpreferences%2Fis-champs-evidence-based.pdf&amp;ei=iptqU4jUGaSGyQGi5YCwCA&amp;usg=AFQjCNH9eN1WxqclzKNUvvB86yZiO0Oaag&amp;bv m=bv.66111022,d.aWc</a></li> </ul>
Expected Impact in Core Academic Areas	The state standardized assessment 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 Cindy Lawrence, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS 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.

<b>Goal #5</b>	<b>Ensure ELL students are identified and provided with appropriate English instruction.</b>
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"> <li>• <a href="https://journals.sagepub.com/doi/abs/10.2307/30035561">https://journals.sagepub.com/doi/abs/10.2307/30035561</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 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.

<b>Goal #6</b>	<b>Provide effective parental communication and opportunities for parental involvement.</b>
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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 and Family Engagement policy, and school-parent-student compacts.</p> <p><b>Description:</b> Encourage parent volunteers during school and afterschool activities.</p> <p><b>Description:</b> Provide technological tools and support to provide effective communication between school and parents.</p> <p><b>Description:</b> Progress reports will be continuously updated and available for parents according to APA's Academic Communication policies.</p> <p><b>Description:</b> Provide training to parents to assist them in achieving student success.</p> <p><b>Description:</b> Provide grade-level specific Summer “Stay Sharp” Packets that assist parents in helping students retain reading and math skills over the summer months.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting West Valley 2's parent involvement policies and practices:</p> <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	<p>The state standardized assessment 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  Cindy Lawrence, Administrative Director  Eryn Woolston, K-3rd grade Elementary Director  Julie Rodriguez, 4th-6th grade Elementary Director  Jake Winegar, JH Director  Matt Hymas, Asst HS Director  Craig Peterson, HS 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>

<b>Additional 2019-20 School GOALS</b>	
<b>19-20 WV2G1:</b> Increase participation in school survey - a) send in 2 parts b) classroom incentive of free dress	<b>Action Steps:</b> 1. Send the two surveys out separately 2. Provide classroom incentive of free dress day.
<b>19-20 WV2G2:</b> Improve DIBELS performance	<b>Action Steps:</b> 1. Initiate monthly DIBELS probes in homeroom classes to monitor wpm progress. 2. Make individualized plans for students who are low benchmark, strategic, & intensive.
<b>19-20 WV2G3:</b> Raise Core Knowledge Scores by 10%.	<b>Action Steps:</b> 1. Initiate individualized plans created by teachers and admin for mastery and reviews. 2. Shift the mindset to homeroom core subjects.
Responsible Parties	Carolyn Sharette, Executive Director Cindy Lawrence, Administrative Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Craig Peterson, HS Director Jake Winegar, JH Director Matt Hymas, Asst HS Director

### 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 3		
	FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
<b>American Preparatory Academy</b>	<b>12.527</b>	<b>32.168</b>	<b>28.03%</b>	<b>71.97%</b>
<i>American Preparatory Academy - Accelerated School</i>				
	12.527	32.168	28.03%	71.97%
<u>Fine Arts</u>				
98909 Camille Brady	Music (K-6)	1.000		
697420 Henry Caceres	Band II - Large ensemble	0.150		
	Band III - Large ensemble	0.150		
	Band I - Large ensemble	0.200		
708852 David D'agostini	Theatre Foundations I	0.330		
	Theatre Foundations III	0.340		
	Theatre Foundations II	0.330		
696779 Rachel Hinde	Ballroom Dance Company	0.330		
	Dance I A	0.170		
	Dance Company	0.330		
	Dance II A	0.170		
684810 Whitney Horrocks	Art (K-5)	1.000		
583034 Sara Marchetti	Band II - Large ensemble	0.170		
	Band I - Large ensemble	0.170		
	Band III - Large ensemble	0.170		
692181 Michael McCawley	Band II - Woodwind	0.089		
	Band I - Woodwind	0.089		
	Band II - Percussion	0.089		
	Band I - Percussion	0.089		
83968 Jocelyn Sciortino	Advanced Orchestra (Orchestra III)	0.250		
	Intermediate Orchestra (Orchestra II)	0.250		
	Beginning Orchestra (Orchestra I)	0.250		
<u>Foreign Languages</u>				
690070 Travis Coleman	Latin - First year	0.250		
	Latin first year- Honors	0.500		
569665 Bryan Golsan	Latin first year- Honors	0.200		
	Latin third year- Honors	0.200		
	Latin Second Year- Honors	0.200		
	A.P. Latin - Literature	0.200		
548471 Shannon Holmes	Latin Second Year- Honors	0.570		
	Latin first year- Honors	0.290		
<u>Language Arts</u>				
708976 Kirsten Adams	Language Arts 9	0.500		
691533 Sarah Baum	Language Arts 8 Honors	0.420		
	Language Arts 8	0.410		
711230 Michael Christenson	Language Arts 7 Honors	0.830		
689001 Brittney Kempner	Language Arts 12	0.290		
	Language Arts 10 Honors	0.570		
663387 William McKelvey	Language Arts 9 Honors	0.580		
	A.P. English Language	0.140		
692146 Phillip Smith	Language Arts 9 Honors	0.400		
	Language Arts 8 Honors	0.400		
503152 Jeffrey Sorensen	Language Arts 8	0.300		
	Language Arts 11 Honors	0.200		
	A.P. Literature & Composition	0.200		
<u>Mathematics</u>				
710746 Brogan Bateman	Secondary Mathematics I	0.340		
	Secondary Mathematics I-Honors	0.170		
	7th Grade Mathematics	0.170		
483024 Katie Blackburn	8th Grade Mathematics	0.130		

8/30/2018 CACTUS NCLB Assignments for Year Ending 2019-06-3		Page 2 of 3		
	FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
<b>American Preparatory Academy</b>	<b>12.527</b>	<b>32.168</b>	<b>28.03%</b>	<b>71.97%</b>
<i>American Preparatory Academy - Accelerated School</i>				
	12.527	32.168	28.03%	71.97%
<u>Mathematics</u>				
483024 Katie Blackburn	Secondary Mathematics II- Honors	0.130		
	Secondary Mathematics II	0.480		
	Secondary Mathematics I	0.260		
690019 Tanner Grossman	Secondary Mathematics III	0.170		
	Secondary Mathematics I	0.320		
	A.P. Calculus (AB) (10-12)	0.170		
574979 Patricia Hatton	Secondary Mathematics II- Honors	0.170		
	7th Grade Mathematics- Honors	0.250		
	8th Grade Mathematics-Honors	0.130		
	8th Grade Mathematics	0.250		
696780 Samantha Lee	Secondary Mathematics II	0.170		
	Secondary Mathematics III- Honors	0.170		
	Secondary Mathematics II- Honors	0.170		
	Secondary Mathematics I-Honors	0.160		
	Secondary Mathematics I	0.160		
712529 Brianne Peterson	Secondary Mathematics I-Honors	0.170		
	Secondary Mathematics I	0.490		
	8th Grade Mathematics	0.170		
674510 Bridget Sullivan	Secondary Mathematics I-Honors	0.160		
	Secondary Mathematics I	0.500		
	Secondary Mathematics II- Honors	0.170		
<u>Science</u>				
583556 Ryan Dain	Chemistry with Lab	0.800	2.490	24.32%
	A.P. Chemistry	0.660		
	A.P. Chemistry	0.170		
708142 Kendal Hess	Integrated Science (Grade 7)	0.830		
584239 Dipika Sharma	Biology	0.660		
	A.P. Biology	0.170		
710685 Tiara Sondgeroth	Integrated Science (Grade 8)	0.400		
	Biology	0.400		
<u>Social Studies</u>				
694836 Matthew Ence	World Geography - Honors	0.340		
	U.S. History I - Honors	0.330		
	A.P. Human Geography	0.330		
553523 Michael Martling	Utah Studies - Honors	0.570		
	U.S. History I - Honors	0.290		
689586 David Neil	World History - Honors	0.570		
	A.P. European History	0.290		
710912 Patrick Powers	U.S. History I - Honors	0.600		
568778 James Thomas	United States Government and Citi	0.170		
	U.S. History II - Honors	0.490		
	A.P. US Government & Politics	0.170		
	A.P. United States History	0.170		
<u>Elementary</u>				
695263 Courtney Allen	Grade 2	4.000	13.500	22.86%
	Grade 2	1.000		
690456 Emilee Barker	Grade 4	1.000		
682350 Elizabeth Benedict-C	Kindergarten	1.000		
656884 Kayla Best	Grade 6	1.000		
563488 Shannon Breslin	Grade 1	1.000		
718392 Tiffanie Brown	Kindergarten	1.000		
708782 Britaini Delbo	Grade 3	1.000		

		FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
<b>American Preparatory Academy</b>		<b>12.527</b>	<b>32.168</b>	<b>28.03%</b>	<b>71.97%</b>
American Preparatory Academy - Accelerated School		12.527	32.168	28.03%	71.97%
Elementary		4.000	13.500	22.86%	77.14%
91171	Heidi Franco Grade 6		1.000		
631801	Amie Hathaway Grade 4		1.000		
572226	Amy Hugh Grade 6		0.500		
571564	Ashley Nash Grade 3		1.000		
552934	Lynzi Rojas Grade 1		1.000		
679782	Tawni Romero Grade 3	1.000			
708218	Treyete Rowe Grade 2		1.000		
710762	Stephanie Stock Grade 5		1.000		
696436	Kelly Thelen Kindergarten	1.000			
628400	Cassandra Torres Grade 5		1.000		
566013	Erin Woolston Grade 6		1.000		
Special Ed		0.047	0.140	24.98%	75.02%
177222	Laura Moody US Government & Citizenship - SPE	0.047			
686431	Karma Schmidt U.S. History I (7-8)- SPED		0.140		
<b>District Summary:</b>					
Elementary:		39.15% of total NCLB FTEs	4.000	13.500	22.86% + 77.14% = 100%
Secondary:		60.85% of total NCLB FTEs	8.527	18.668	31.35% + 68.65% = 100%
Elementary as a percent of total NCLB assignments:				8.95%	+ 30.21% +
Secondary as a percent of total NCLB assignments:				19.08%	+ 41.77% = 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>
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Scientifically Based Research Support	<p>Scientifically Based Research supporting West Valley 2'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	The state standardized assessment 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.
Budget and Funding Sources	Title and per pupil state funds
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 Jen Walstad, Executive Academic Director Cindy Lawrence, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation How will success be Measured?)	Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) 1. 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 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. 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 and sign-in pages are below:



## AGENDA

### School Improvement Stakeholder Planning Meeting

American Preparatory Academy-WW2

Date: 08/12/2019 11:30 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

American Preparatory Academy - West Valley 2  
**Stakeholder School Improvement Planning Meeting**  
 August 12, 2019 at 11:30 a.m.

Printed Name		Parent? Teacher? Admin ?	Signature Line
Lisa Brunson	Dist	Admin	<i>Lisa Brunson</i>
Katie Fuller	Dist	Admin	<i>Katie Fuller</i>
Craig Peterson	WV2	Admin	
Eryn Woolston	WV2	Admin	
Julie Rodriguez	WV2	Admin	<i>Julie Rodriguez</i>
Cindy Lawrence	WV2	Admin	
Jake Winegar	WV2	Admin	
Matt Hymas	WV 2	Admin	<i>Matt Hymas</i>
Sara Smith	WV 2	Parent	
Peter Ngai	WV 2	Parent	
John Youngberg	WV 2	Parent	
Harmony Milham	WV2	Parent	
Jeff Maroney	WV2	Parent	
Leticia Schwenke	WV2	Parent	
Mamta Singh	WV 2	Parent	
Ashley Nash	WV2	Teacher	<i>Ashley Nash</i>
Amber Sommer	WV2	Teacher	<i>Amber Sommer</i>
PAUL HATON	WV2	Teacher	<i>Paul Hatton</i>
David DiCastillo	WV2	Teacher	<i>David DiCastillo</i>
MARTIN REICE	WV2	Student	<i>Martin Reice</i>
Hannah Christensen	WV2	Student	<i>Hannah Christensen</i>
Immya Martinez	WV2	Instructor	<i>Immya Martinez</i>
	WV2	Instructor	
	WV2	Instructor	

*Thina Christensen Admin*

DeeDee McKee	WV2	Admin	<i>DeeDee McKee</i>
Curtis Lee	WV2	Admin	<i>Curtis Lee</i>

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 and Family Engagement Policy: <http://wiki.apaserver.org:8090/display/PM/CHAPTER+A++APA+MODEL#CHAPTERA-APAMODEL-A-2.3.2DISTRICTPARENTANDFAMILYENGAGEMENTPOLICY>

See School Parent Involvement Policy, located within the Parent-Student Handbook: <https://www.americanprep.org/parent-student-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, West Valley 2'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 West Valley 2.
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	When a student is enrolled at WV2, 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.

## 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 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 West Valley 2, 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 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.</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>• Afterschool 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>

**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.

<b>Program Funding Source</b>	<b>FY 19 Allocation</b>	<b>FY 20 Allocation</b>	<b>Describe how the funding sources will support the schoolwide plan.</b>
<b>Title IA</b>	\$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
<b>Title IIA</b>	\$97,515	unknown	Teacher Training and/or Academic Coaches
<b>Title IIIA</b>	\$41,307	unknown	ELL Professional Development, DISE & Intensive English Instruction, District Support (2% or less)
<b>IDEA Pre-school</b>	\$10,399	unknown	Pre-kindergarten Assessments
<b>IDEA School Age</b>	\$637,183	unknown	SpEd Caseworkers and Contracted Speech, OT, and other Services
<b>At-Risk</b>	\$282,867	\$252,476	Counselors, Ambassador CDLs and/or Academic Extended Day
<b>Accelerated Students</b>	\$22,648	unknown	Secondary teachers providing advanced classes (Latin, AP, ...)
<b>Early Literacy</b>	\$186,711	\$216,633	Paras assisting with Language Arts groups & Reading Mastery Curriculum (K-3 grades only).
<b>Early Intervention</b>	\$150,000	\$150,000	All-day kindergarten in West Valley