

Part A: General Information

School Name The School for New Americans (WV1)

LEA Name: American Preparatory Academy

Date: August 11, 2021

Rebecca Dailey	Facilitator
Randi Hillaker	Facilitator
Laura Levitt	Admin
MaryCarmen Gamez	Admin
Heidi Franco	Admin
Mikele Crandall	Admin
Laura Orwin	Parent
Rheim Penman	Parent
Allison Christensen	Parent
Celeste Lopez	Parent
Sophia Anderson	Parent
K'Leena Furniss	Teacher
Justina Spencer	Teacher
Skyler Frickelton	Teacher
Joao Boas	Instructor

American Preparatory Academy - West Valley 1
School Improvement Planning Meeting
August 11, 2021 at 9:00 am

Printed Name	Campus	Parent/ Teacher/ Admin	Signature
Rebecca Dailey		Facilitator	<i>[Signature]</i>
Lisa Brunson		Facilitator	
Randi Hillaker		Facilitator	<i>Randi Hillaker</i>
Laura Leavitt	WV1	Admin	<i>Laura Leavitt</i>
MaryCarmen Gamez	WV1	Admin	<i>[Signature]</i>
Heidi Franco	WV1	Admin	<i>Heidi Franco</i>
Mikele Crandall	WV1	Admin	<i>Mikele Crandall</i>
Laura Orwin	WV1	Parent	<i>[Signature]</i>
Rheim Penman	WV1	Parent	<i>[Signature]</i>
Allison Christensen	WV1	Parent	<i>[Signature]</i>
Isabel Fabian	WV1	Parent	Attending virtually
Celeste Lopez	WV1	Parent	Attending virtually <i>joined virtually</i>
Sophia Anderson	WV1	Parent	<i>[Signature]</i>
K'Leena Furniss	WV1	Teacher	<i>K. Furniss</i>
Justina Spencer	WV1	Teacher	<i>Justina Spencer</i>
Skyler Frickelton	WV1	Teacher	<i>[Signature]</i>
Joao Boas	WV1	Instructor	<i>[Signature]</i>

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

Title I Director: <u>Lisa Brunson</u>	Signature: _____
School Director: <u>Laura Leavitt</u>	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 Comprehensive Needs Assessment Data: https://docs.google.com/spreadsheets/d/1-E_7iZ-bp_choKy7q9LTc8WKzg2-FXr5tDLoPLA2gSY/edit#gid=216178988
Graduation rates (for high schools only)	n/a	Not applicable
Demographic data	✓	Free/Reduced lunch: 64.4% Ethnic minorities: 57.78% Racial minorities: 21.19% Students with disabilities: 10.93% ELL: 42.88%

West Valley 1 Campus Enrollment and Demographics by Grade								
2020-21	K	1	2	3	4	5	6	TTL
Student Count	89	84	89	96	76	80	90	604
New Enrollment		38	26	36	33	28	35	196
New Enroll. %		45.24%	29.21%	37.50%	43.42%	35.00%	38.89%	32.45%
Attendance %	89%	89%	91%	91%	90%	89%	90%	90%
Female	46	41	43	51	44	41	54	320
Male	43	43	46	45	32	39	36	284
Ethnicity (H)	42	45	48	64	40	48	62	349
Ethnicity %	47.19%	53.57%	53.93%	66.67%	52.63%	60.00%	68.89%	57.78%
White (W)	29	19	12	20	20	15	12	127
Am. Indian (I)	0	0	0	0	0	0	0	0
Asian (A)	7	7	13	<5	9	5	5	50
Black (B)	10	9	9	5	4	8	7	52
Pacific Isl. (P)	<5	<5	7	<5	<5	<5	<5	26
Minority %	20.22%	23.81%	32.58%	12.50%	21.05%	21.25%	17.78%	21.19%
SPED	7	12	8	9	12	10	8	66
SPED %	7.87%	14.29%	8.99%	9.38%	15.79%	12.50%	8.89%	10.93%
F/R Lunch	55	50	62	63	51	49	59	389
F/R Lunch %	61.80%	59.52%	69.66%	65.63%	67.11%	61.25%	65.56%	64.40%
Lim. Engl. (LEP)	11	22	42	44	46	45	49	259
LEP %	12.36%	26.19%	47.19%	45.83%	60.53%	56.25%	54.44%	42.88%
School climate (including safe school data)	n/a	Parent satisfaction: 93.3% of parents are satisfied or very satisfied with the overall academic program of the school. 93.2% of parents feel the same about the school's curriculum, 90.9% about the teachers, 87.5% about the instructors, 88.5% about communication with parents, 87.7% about behavior of the students at school, and 69.8% about the ease with which they can get involved with the school (Parent satisfaction data is from 2021 EOY Parent Surveys included in the CNA 2020-2021).						
Course-taking patterns (high school only)	n/a	Not applicable						
Teacher qualifications	✓	Highly Effective: 8 Effective: 18 Minimally Effective: 1 Ineffective: 0						

		Total Teachers: 27
Participation in college entrance testing (high school only)	n/a	Not applicable

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).

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"> ● Spalding Education ● https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 ● WWC Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades ● https://education-consumers.org/pdf/DI_Research.pdf <p>Scientifically Based Research supporting mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> ● https://education-consumers.org/pdf/DI_Research.pdf ● https://www.hmhco.com/documents/research-behind-the-difference-that-gets-results ● https://ies.ed.gov/ncee/wwc/Intervention/17
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	<p>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.</p>

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 Mikele Crandall, 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 training 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.civiced.org/papers/articles_role.html • Character Education Research: https://scholar.google.com/scholar_url?url=https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf&hl=en&sa=X&ei=WwDOYY_2GsKM6rQP2tWjIA&scisig=AAGBfm3p3YU_TcX-Y5_FEGbesWITGa_bIQ&oi=scholar
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading, 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 Mikele Crandall, 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"> ● News - What Does the Research Say About Inclusive Education? (Kathleen Whitbread, Ph.D.) - Wrightslaw ● Best Practice for RTI: Small Group Instruction for Students Making Minimal Progress (Tier 3) Reading Rockets ●
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading, 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 Mikele Crandall, 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 surveys annually.</p> <p>Description: Specific staff members will be assigned 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"> • https://scholar.google.com/scholar_url?url=https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf&hl=en&sa=X&ei=WwDOYY_2GsKM6rQP2tWjIA&scisig=AAGBfm3p3YU_TcX-Y5_FEgbesWITGa_bIQ&oi=scholarr • https://ancorapublishing.com/wp-content/uploads/2021/06/Is-CHAMPS-Evidence-Based.pdf
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading, 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 Mikele Crandall, 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"> • <u>Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention - Debra Kamps, Mary Abbott, Charles Greenwood, Carmen Arreaga-Mayer, Howard Wills, Jennifer Longstaff, Michelle Culpepper, Cheryl Walton, 2007</u>
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading 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 Mikele Crandall, 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.
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Goal #6	Provide effective parental communication and opportunities for parental involvement.
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"> • https://scholar.google.com/scholar?q=parental+involvement+in+child%27s+education:+importance,+barriers+and+benefits&hl=en&as_sdt=0&as_vis=1&oi=scholar
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading, 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	<p>Carolyn Sharette, Executive Director</p> <p>Laura Leavitt, School Director</p> <p>MaryCarmen Gamez, Administrative Director</p> <p>Mikele Crandall, K-3 Elementary Director</p> <p>Heidi Franco, 4-6 Elementary Director</p>
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.

Additional 2020-21 School GOALS	
<p>Goal #1: Early Literacy - By May 31, 2021, 1st grade teachers will move up 45% of 1st grade students, and 2nd grade teachers will move up 25% of 2nd grade students scoring in the well below category on Acadience Reading composite exams from BOY to EOY.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Use progress monitors to track progress of students needing interventions. <ol style="list-style-type: none"> a. Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report. b. Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Master Academic c. After each Acadience test, ADs will analyze data to identify differences between students in these two groups. 2. Make plans for students that are on the cusp of Strategic and Intensive <ol style="list-style-type: none"> a. Share data with homeroom teachers and groups teachers after each Acadience assessment. b. Identify these students and help teachers make plans to keep them targeted for reading interventions. c. Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies. d. Use data to inform next steps (increase progress monitoring, focused speed reads etc.) 3. Offer 20+ minutes of academic extended day, individualized, mentored support for 1st and 2nd grade students scoring below and well below benchmark (intensive and strategic), and very low 3rd graders.
<p>Goal #2: TSI- Targeted School Improvement Goals: Work to ensure state identified subgroups: are not identified for TSI for two consecutive years.</p>	<p>TSI Identification: the lowest 5% of students in those demographic categories in the state Identified Subgroups: English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. See District and Elementary Goals for all subgroups in the provided link: https://docs.google.com/document/d/1BmJ37aLWJ_Z5gjpLWxXS5wRikPZfQ-2v/edit 2. Interventions that meet ESSA's evidence-based requirements 3. Utilize RISE summer program 2x a week as a bell ringer to hone testing skills.

<p>Goal #3: Increase parent involvement throughout the school year, measured by 90%+ approval on Parent Survey.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Increase participation in FSO and Volunteering <ol style="list-style-type: none"> a. Ongoing inclusion of volunteer opportunities in newsletter and on google sign up form b. include QR code for reporting donations and volunteer hours in every newsletter and on back of carpool tags c. Report to parents each term on the number of hours completed. d. Hire parent specialists to help with uniform donations and sales. e. Hire parent specialists to help with other tasks that could free up school personnel to provide academic or parent engagement services.
<p>Goal #4: Improved communication between school and home, parents feeling up-to-date, as measured by 90%+ approval on Parent Survey.</p>	<p>Action Items:</p> <ol style="list-style-type: none"> 1. Consistency in how electronic communication is being sent (example: Skyward, School Messenger etc.) 2. Improve readership of weekly newsletter <ol style="list-style-type: none"> a. Consistent printing & distribution of newsletter each week in both English and Spanish. b. Put the newsletter on the website as a post so that embedded translation can be used. c. Include surveys or mini-contests to help measure readership d. Hire parent specialist(s) as needed to assist with providing paper copies of newsletters to families in English and Spanish.
<p>Responsible Parties</p>	<p>Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, 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.

2020-21 NCLB CACTUS Report + State Licensures:

person_id	first_name	last_name	core_short_desc	nclb_qualified	assignment_percent	fte	district	school	year_end	factor_code	sub_code
571731	Jeffrey	Anderson	Music (K-6)	Y	0.67	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	02	02
571731	Jeffrey	Anderson	Chorus I - Mixed	Y	0.33	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	02	02
687465	Hannah	Amalaraj	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
711607	Lianna	Arabyan	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
691839	Courtney-Ann	Christiansen	Grade 4	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
746048	Connie	Cripps	Grade 2	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
723166	Megan	Davis	Grade 1	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
555477	Bree	Dumont	Grade 2	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
690082	Tiffany	Evans	Grade 2	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
761755	Ashton	Foy	Grade 5	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
687950	Kimberly	Hatch	Kindergarten	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22

715864	Olivia	Hunter	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
715108	Will	King	Grade 5	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
722259	Hannah	Limbean	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
762047	Makensie	Macleod	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
571992	Teresa	Mertes	Kindergarten	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
600479	Allessandra	Morrell	Grade 1	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
587266	Melanie	Morris	Grade 6	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
679512	Eithne	O'Donoghue	Grade 5	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
711168	Megan	Orton	Grade 4	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
694264	Marla	Oveson	Grade 1	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
710594	Sinda	Peery	Grade 6	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
734521	Jessica	Petriess	Grade 5	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22
543145	Gabrielle	Swaner	Grade 3	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01	22

							Academy	Academy		
63860	Melinda	Taylor	Grade 2	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01 22
718787	Bridget	Titus	Grade 1	N	1	1	American Preparatory Academy	American Preparatory Academy	2021-06-30	01 22

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 training 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 West Valley 2's professional development:</p> <ul style="list-style-type: none"> • https://tguskey.com/wp-content/uploads/Professional-Learning-5-What-Works-in-Professional-Development.pdf • WWC Using Student Achievement Data to Support Instructional Decision Making • https://www.air.org/sites/default/files/downloads/report/aera_designing_0.pdf

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.
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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, 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

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

 **AMERICAN PREPARATORY**
ACADEMY
Stakeholder School Improvement Planning Meeting
American Preparatory Academy-WV1
Date: 08/11/2021 9:00 AM

- I. Welcome and Introductions
- II. The Continuous Improvement Journey: Seeking regular input, both formal and informal, from stakeholders and multiple data sources in order to evaluate and accelerate our progress toward our goals.
https://drive.google.com/file/d/18QA_nMYqDBjDybwQHT0HhVoaa6op3SIU/view?usp=sharing
- III. American Preparatory Academy's Core Goals
 - a. Progress each student at least one grade
 - b. level in reading, language arts, and mathematics each year.
 - c. Ensure students with special needs are identified and provided with appropriate services.
 - d. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 - e. Ensure ELL students are identified and provided with appropriate English instruction.
 - f. Provide effective parental communication and opportunities for parent involvement
- IV. Some activities that support those goals:
 - a. Parent and Family Engagement Policies
 - b. School-Student-Parent Compacts
- V. School Data from the 2020-2021 Comprehensive Needs Assessment
 - a. Demographics data
 - b. Enrollment and Attendance
 - c. Assessment data
 - d. Parent Surveys
- VI. 2021-2022 School Plans
 - a. School Improvement Plan
 - b. Targeted School Improvement Plan
 - c. Teacher and Student Success Access Plan
 - d. ARP-ESSER III application
 - e. Title 1 Comprehensive School Improvement Plan
 - f. Early Learning Plan (K-3)

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 11, 2021. The agenda is to the left. The sign-in sheet is on Page 1.

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: <https://policies.americanprep.org/chapter-a-apa-model/#1552300322496-6d50d0c8-a596>

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, 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.
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Description of collaboration efforts	Incoming American Prep kindergarten students' parents are given a "KinderPrep" summer packet when they attend their assessment. This packet includes beginning skills to work on as well as a link to video resources.
Description of transition activities	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.

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. Acadience, 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"> ■ Teachers in weekly team meetings give feedback on assessments...which assessments should be used, when they should be taken, etc. ■ Reading and math programs are assessed 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 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:

Program Funding Source	FY 21 Allocation	FY 22 Allocation	Describe how the funding sources will support the schoolwide plan.
Title IA	\$636,488	\$717,580	Positions supporting the district and campus goals/strategies/action steps above, including: Title I Coordinator, Academic Coordinators, Academic Extended Day Staff, Translation, MTSS Paras, Professional Development, Academic Coaches, Substitute Teachers, Afterschool Staff, and Parent Specialists.
Title IIA	\$103,814	unknown	Teacher Training and/or Academic Coaches
Title IIIA	\$97,852	\$99,154	ELL Professional Development, DISE & Intensive English Instruction, District Support
IDEA School Age	unknown	unknown	SpEd Caseworkers and Contracted Speech, OT, and other Services
At-Risk	\$296,476	\$467,650	Counselors, Ambassador CDLs and/or Academic Extended Day
Accelerated Students (GT, AP, CE)	\$45,000	unknown	GT: Teachers and instructors providing Saxon 8/7 & Algebra classes to 5th & 6th grade students.

Early Literacy	\$240,192	\$273,298	Paras assisting with Language Arts groups (K-3 grades only) & Reading Mastery Curriculum.
Early Intervention	\$180,000	\$180,000	All-day kindergarten in West Valley
COVID ESSER II	\$2,105,654		Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
COVID ARP		\$4,732,096	Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
GEER I & II	\$226,649	\$91,367	Afterschool programs at our Title IA campuses
Title IVB	\$124,350	\$93,262.50	Afterschool programs at our Title IA campuses
IGP	\$70,000	\$70,000	Afterschool programs at our Title IA campuses
IGP-Supplemental	\$59,615	\$100,000	Afterschool programs at our Title IA campuses

*Internal note: Research links in this document may not be maintained by their source. See APA's "[Research Library](#)" google folder for copies of actual research or contact the Title I coordinator at APA for additional source material..