

2022-2023

**American Preparatory Academy**  
*West Valley 1*

School Improvement Plan

## **West Valley 1 School Profile**

1255 W Crystal Ave.  
West Valley City, UT 84119

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### Office Hours

8:00am - 4:00pm

Monday-Friday

### Sistema Office Hours

4:00-6:00

Laura Leavitt  
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Heidi Franco & Mikele Crandall  
4-6 and K-3 Elementary Directors  
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### **American Preparatory Academy's Core Goals:**

1. Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).
2. Provide opportunities for students to become well-rounded and educated in general subjects.
3. Ensure students with special needs are identified and provided with appropriate services.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. Ensure ELL students are identified and provided with appropriate English instruction.
6. Provide effective parental communication and opportunities for parent involvement

## West Valley 1 Data Reports

Ongoing data collection provides APA an opportunity to analyze our district's effectiveness and areas of improvement for our students, teachers, staff, and families. Our data includes end-of-year assessment scores, parent surveys, student behavior, and school demographics. Our data for West Valley 1 can be found in the Comprehensive Needs Assessment. The District School Improvement Plan has further details on district-wide initiatives and goals.

<b>West Valley 1 Campus Enrollment and Demographics by Grade</b>								
<b>2021-22</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TTL</b>
Student Count	84	87	87	87	90	76	91	<b>602</b>
Attendance %	88%	89%	87%	90%	89%	92%	90%	<b>89%</b>
Female	46	48	42	40	47	45	45	<b>313</b>
Male	38	39	45	47	43	31	46	<b>289</b>
Ethnicity (H)	50	44	49	49	63	45	60	<b>360</b>
Ethnicity %	59.52%	50.57%	56.32%	56.32%	70.00%	59.21%	65.93%	<b>59.80%</b>
White (W)	15	22	22	8	11	13	9	<b>100</b>
Am. Indian (I)	<5	0	0	0	0	0	<5	<b>&lt;5</b>
Asian (A)	<5	6	5	11	5	7	6	<b>43</b>
Black (B)	9	12	8	12	8	8	10	<b>67</b>
Pacific Isl. (P)	6	<5	<5	7	<5	<5	5	<b>30</b>
Minority %	22.62%	24.14%	18.39%	34.48%	17.78%	23.68%	24.18%	<b>23.59%</b>
SPED	7	6	16	8	9	6	7	<b>59</b>
SPED %	8.33%	6.90%	18.39%	9.20%	10.00%	7.89%	7.69%	<b>9.80%</b>
F/R Lunch	51	62	49	63	54	50	56	<b>385</b>
F/R Lunch %	60.71%	71.26%	56.32%	72.41%	60.00%	65.79%	61.54%	<b>63.95%</b>
Lim. Engl. (LEP)	22	20	36	56	50	46	58	<b>288</b>
LEP %	26.19%	22.99%	41.38%	64.37%	55.56%	60.53%	63.74%	<b>47.84%</b>

## West Valley 1 Review of Goals for 2021-2022

**Goal #1: Early Literacy - (State Measured Goal) By EOY, 1<sup>st</sup> grade teachers will move up 45% of 1<sup>st</sup> grade students, and 2nd grade teachers will move up 25% of 2nd grade students scoring in the well-below benchmark category on Acadience Reading composite exams from BOY to EOY.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	<p>Use progress monitors to track progress of students needing interventions.</p> <ul style="list-style-type: none"> <li>a. Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report.</li> <li>b. Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Master Academic</li> <li>c. After each Acadience test, ADs will analyze data to identify differences between students in these two groups.</li> </ul>	Acadience BOY & EOY	Academic Directors	All year	a. NA (no lower elementary students tested into LBDI.) b.complete c.complete	<p>b. Master Academic was updated throughout the year and sent to staff weekly with grouping updates.</p> <p>c. Continued invitations to AED after data analysis.</p>
1.2	<p>Make plans for students that are on the cusp of Strategic and Intensive</p> <ul style="list-style-type: none"> <li>a. Share data with homeroom teachers and groups teachers after each Acadience assessment.</li> <li>b. Identify these students and help teachers make plans to keep them targeted for reading interventions.</li> <li>c. Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies.</li> <li>d. Use data to inform next steps (increase progress monitoring, focused speed reads etc.)</li> </ul>	Acadience BOY & EOY	Academic Directors	All year	a. Complete b. Complete c. Complete d. Complete	<p>Weekly QIP meetings were conducted in K-3 and 4-6 with targeted plans for students in these groups.</p> <p>Teachers made plans for Intensive students at the beginning and middle of the year.</p> <p>Master Academic data was shared with teaching staff.</p> <p>Progress monitoring was increased. During AED progress monitors were administered to students.</p>
1.3	<p>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>	Acadience BOY & EOY	Academic Directors	All year	Partially complete	<p>Reading Mentors was not able to be fully executed until January.</p>

**Goal #2: TSI-Targeted School Improvement Goal. Work to ensure state identified subgroups: English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students are not identified for TSI for two consecutive years.**

**TSI Identification:** the lowest 5% of students in those demographic categories in the state

**Identified Subgroups: English Language Learners (Elementary and Secondary)**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Targeted groups in secondary (elementary) for Math and English, including smaller more individualized classes,	RISE	Academic Directors	All Year	NA	Secondary students are not in attendance on this campus.  Reading and Math groups were analyzed throughout the year to help determine where small targeted groups were needed. During the mid-year data analysis, more targeted groups were created in lower elementary.
2.2	See District and Elementary Goals for all subgroups on the American Prep website under Parent Resources.	RISE	Academic Directors	All Year	NA	
2.3	Interventions that meet ESSA's evidence-based requirements	RISE	Academic Directors	All Year		
2.4	Utilize RISE summer program 2x a week as a bell ringer to hone testing skills.	RISE	Academic Directors	All Year	Not Complete	Students and staff were unable to access the RISE summer portal.

**Goal #3: Increase parent involvement throughout the school year, measured by 90%+ approval on Parent Survey**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
3.1	Increase participation in FSO and volunteering <ul style="list-style-type: none"> <li>Ongoing inclusion of volunteer opportunities in newsletter and on google sign up form</li> <li>Include QR code for reporting donations and volunteer hours in every newsletter and on back of carpool tags</li> <li>Report to parents each term on the number of hours completed.</li> </ul>	Volunteer hours Parent Survey	School Director	All year.	complete	91% approval rating 2 of the 5 terms reported to each parent.

**Goal #4: Improved communication between school and home, parents feeling up-to-date, as measured by 90%+ approval on Parent Survey**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4.1	Consistency in how electronic communication is being sent (example: Skyward, School Messenger etc.)	Parent Survey	Admin Director	All year	Complete	Began using School Messenger for text messages and emails.
4.2	Improve readership of weekly newsletter <ul style="list-style-type: none"> <li>Consistent printing &amp; distribution of newsletter each week in both English and Spanish.</li> <li>Put the newsletter on the website as a post so that embedded translation can be used.</li> <li>Include surveys or mini-contests to help measure readership</li> </ul>	Parent Survey	School Director	All year	Complete	94.7% on parent survey Monthly motivators for parents and students were used to increase motivation to read the newsletter. Newsletter was posted on the website and translated into languages needed.

**Goal #5: Make plans for students that are on the cusp of Strategic and Intensive**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Identify these students and help teachers make plans to keep them targeted for reading interventions.		Academic Directors	1st & 2nd term	complete	Plans were created for each student in the Intensive category during the beginning and middle of the year.

## Goals for the 2022-2023 Academic Year

**Goal #1: Early Literacy - (State Measured Goal) By EOY, 1<sup>st</sup> grade teachers will move up 45% of 1<sup>st</sup> grade students from the well-below benchmark category. 2nd grade teachers will move up 25% of 2nd grade students scoring in the well-below benchmark category on Acadience Reading composite exams from BOY to EOY.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	a. Monthly progress monitors of all intensive students will be administered and analyzed to track student progress.	Academics	Academic Directors K-3 Teachers	All year		
1.2	b. Academic Extended Day will be organized and implemented for Intensive students by term 2.	Academics	Academic Directors K-3 Teachers Team Leads			
1.3	c. Teachers will create individual plans for intensive students.	Academics	Teachers			
1.4	d. Mid- year data analysis will be conducted to ensure intensive reading groups students are accurately placed.	Academics	Academic Directors			

**Goal #2: By May 31, 2023, APA's 1st grade teachers will reduce the percentage of 1st grade students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 27%.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Daily math practice and leveled math intensive courses	Academics	Academic Directors K-3 Teachers	All year		

**Goal #3: TSI-Targeted School Improvement Goal. Work to ensure state identified subgroups: English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students are not identified for TSI for two consecutive years.**

**TSI Identification:** the lowest 5% of students in those demographic categories in the state

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
3.1	Once a term report will be pulled to check on the academic progress of targeted groups.	TSI / Academics	Academic Office			
3.2	Progress reports are collected and sent home to parents of students with disabilities once a term. Annual reviews will be held once a year to ensure proper academic and emotional growth.	TSI / Academics	Academic Office SPED Directors			
3.3	Implementation of Language for Learning workbooks in Kindergarten and First Grade to support ELL students in language acquisition.	TSI / Academics	Curriculum Academic Office Teachers			

**Goal #4: Increase the security of the building and parents' confidence in their children's safety at school.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4.1	100% compliance on keeping doors closed during the Academic school day and during the after school program time..	Parent Survey WV1	All Staff	All year		
4.2	Check IDs of all parents/guardians who are checking out students during the school day.	Parent Survey WV1	Front Office Staff	All year		
4.3	Continue to enforce safety school rules already in place--visitor tags, signing in, carpool tags, backpack tags (focus on visually matching these for kindergarten students), gates in playground locked, instructors having the ability to open locks when needed.	Parent Survey WV1	All Staff	All year		
4.4	Integrity of all exterior doors will be checked to ensure school safety.	Parent Survey WV1	Ops/ Sistema Staff	All year		

**Goal #5: Maintain parent perception and confidence in the cleanliness of the school at 90% or above.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Promote N.O.T.E. throughout the year. a. N.O.T.E. campaigns will be implemented during the first term b. Builder buttons will be utilized as part of N.O.T.E.	Parent Survey WV1	Academic Directors Admin Directors	All Year		
5.2	Student/class participation in keeping the halls, playground and sidewalk in front of the school free of trash	Parent Survey WV1	OPS Admin Directors	All year		
5.3	Add additional garbage cans to outside areas	Parent Survey WV1	Academic Directors Admin Directors	Beginning of the year		
5.4	Share list of maintenance needs with district OPS supervisor to include on regular custodian and evening custodian schedule	Parent Survey WV1	Laura Leavitt MaryCarmen Gamez	Beginning of Year		

**Goal #6: Increase parent participation in and knowledge about the school.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Increase participation in FSO and volunteering a. Focus on every parent as part of a committee b. Term report on volunteer hours reported c. Establish FSO Leadership	Volunteer hours reported Parent Survey WV1	Laura Leavitt MaryCarmen Gamez	All year		
6.2	Increase the opportunities for parents to become familiar with APA policies and procedures. a. New parent class during AED for the first 8 days of school b. Regular Q & A section in the newsletter c. Verify receipt of Parent/Student Handbook for each family	Volunteer hours reported Parent Survey WV1	Laura Leavitt / MaryCarmen Gamez	All year		



**Goal #7: Implement K-6 student self-tracking progress programs appropriate for each grade level.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
7.1	Distribute and personalize white data folders for each student. a. Communicate with parents about the new folder and its purpose.		Mikele Crandall/ Heidi Franco and campus teachers	Beginning of year		
7.2	Work with grade level teams to create appropriate student progress trackers for their grade level subjects.		Grade level Admins and Grade level team leads	Beginning of year		

**Goal #8: Increase the number of students who are in on-level or above-level courses. Enlist parent support by communicating more effectively their student’s achievement levels in reading and math.**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
8.1	Effectively use the “on level” tab on the MA to help teachers identify student levels and create plans for their students to reach benchmark.		Mikele Crandall/ Heidi Franco and campus teachers	Beginning of year		
8.2	Parents whose students are more than one academic school year below benchmark in reading or math will be contacted by the homeroom teacher during the 1st term, prior to the first P/T conference, to discuss goals and strategies to help their student.		Teachers and Campus Admins	Beginning of year		
8.3	Achievement levels in reading and math will be shared with parents at the BOY and with term report cards. Explanations of the groups and levels will be included.		Campus Administrators & District.	Beginning of year and each term.		

**Goal #9: Increase parent involvement throughout the school year, measured by 90%+ approval on Parent Survey**

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
9.1	Increase participation in FSO and volunteering <ul style="list-style-type: none"> <li>● Ongoing inclusion of volunteer opportunities in newsletter and on google sign up form</li> <li>● Include QR code for reporting donations and volunteer hours in every newsletter and on back of carpool tags</li> <li>● Report to parents each term on the number of hours completed.</li> </ul>	Volunteer hours Parent Survey	School Director	All year.		