


**Part A: General Information**

<b>School Name</b> <u>The School for New Americans (WV1)</u>	<b>LEA Name:</b> <u>American Preparatory Academy</u> <b>Date:</b> <u>Sep. 28, 2023</u>
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Name	Title I Schoolwide Planning Team	Signature (See SIP Signature Form)																																																																																												
Rebecca Dailey Lauren Butterfield Grant Poulsen MaryCarmen Gamez Laura Leavitt Heidi Franco Connie McCullough Crystal Butler Laura Orwin Madison Parsons Belen Vargas Gricel Vega Bhan Thor SueAnn Fullmer Alicia Williamson Jacob Ferlo Marco Gonzalez Milosia Thor Nyamal Thor Thiep Thor	Facilitator Facilitator Afterschool Facilitator Admin Admin Admin Afterschool Admin Parent Parent Parent Parent Afterschool Parent Afterschool Parent Teacher Teacher Teacher EL Teacher Afterschool Student Afterschool Student Afterschool Student	<div style="text-align: center;">  <p>AMERICAN PREPARATORY SCHOOLS                      American Preparatory Academy - West Valley 1: The School For New Americans  <b>School Improvement Planning Meeting</b>                      August 9, 2023 at 9:00am</p> </div> <table border="1" data-bbox="1173 618 1698 1320"> <thead> <tr> <th>Printed Name</th> <th>Campus</th> <th>Parent? Teacher? Admin ?</th> <th>Signature Line</th> </tr> </thead> <tbody> <tr><td>Rebecca Dailey</td><td>Dist</td><td>Facilitator</td><td><i>Rebecca Dailey</i></td></tr> <tr><td>Lauren Butterfield</td><td>Dist</td><td>Facilitator</td><td><i>Lauren Butterfield</i></td></tr> <tr><td>Grant Poulsen</td><td>Dist</td><td>Afterschool Facilitator</td><td><i>Grant Poulsen</i></td></tr> <tr><td>MaryCarmen Gamez</td><td>WV1</td><td>Admin</td><td><i>MaryCarmen Gamez</i></td></tr> <tr><td>Laura Leavitt</td><td>WV1</td><td>Admin</td><td><i>Laura Leavitt</i></td></tr> <tr><td>Heidi Franco</td><td>WV1</td><td>Admin</td><td><i>Heidi Franco</i></td></tr> <tr><td>Connie McCullough</td><td>WV1</td><td>Afterschool Admin</td><td><i>Connie McCullough</i></td></tr> <tr><td>Crystal Butler</td><td>WV1</td><td>Parent</td><td><i>Crystal Butler</i></td></tr> <tr><td>Celeste Lopez</td><td>WV1</td><td>Parent</td><td><i>Unable to attend</i></td></tr> <tr><td>Tanya Mulivai</td><td>WV1</td><td>Parent</td><td><i>Unable to attend</i></td></tr> <tr><td>Laura Orwin</td><td>WV1</td><td>Parent</td><td><i>Laura Orwin</i></td></tr> <tr><td>Madison Parsons</td><td>WV1</td><td>Parent</td><td><i>Madison Parsons</i></td></tr> <tr><td>Belen Vargas</td><td>WV1</td><td>Parent</td><td><i>Belen Vargas</i></td></tr> <tr><td>Gricel Vega</td><td>WV1</td><td>Afterschool Parent</td><td><i>Gricel Vega</i></td></tr> <tr><td>SueAnn Fullmer</td><td>WV1</td><td>Teacher</td><td><i>SueAnn Fullmer</i></td></tr> <tr><td>Alicia Williamson</td><td>WV1</td><td>Teacher</td><td><i>Alicia Williamson</i></td></tr> <tr><td>Jacob Ferlo</td><td>WV1</td><td>Teacher</td><td><i>Jacob Ferlo</i></td></tr> <tr><td>Marco Gonzalez</td><td>WV1</td><td>Teacher</td><td><i>Marco Gonzalez</i></td></tr> <tr><td>Milosia Thor</td><td>WV1</td><td>Afterschool Student</td><td><i>Milosia Thor</i></td></tr> <tr><td>Nyamal Thor</td><td>WV1</td><td>Afterschool Student</td><td><i>Nyamal Thor</i></td></tr> <tr><td>Thiep Thor</td><td>WV1</td><td>Afterschool Student</td><td><i>Thiep Thor</i></td></tr> <tr><td>Bhan Thor</td><td>WV1</td><td>Afterschool Parent</td><td><i>Bhan Thor</i></td></tr> </tbody> </table>	Printed Name	Campus	Parent? Teacher? Admin ?	Signature Line	Rebecca Dailey	Dist	Facilitator	<i>Rebecca Dailey</i>	Lauren Butterfield	Dist	Facilitator	<i>Lauren Butterfield</i>	Grant Poulsen	Dist	Afterschool Facilitator	<i>Grant Poulsen</i>	MaryCarmen Gamez	WV1	Admin	<i>MaryCarmen Gamez</i>	Laura Leavitt	WV1	Admin	<i>Laura Leavitt</i>	Heidi Franco	WV1	Admin	<i>Heidi Franco</i>	Connie McCullough	WV1	Afterschool Admin	<i>Connie McCullough</i>	Crystal Butler	WV1	Parent	<i>Crystal Butler</i>	Celeste Lopez	WV1	Parent	<i>Unable to attend</i>	Tanya Mulivai	WV1	Parent	<i>Unable to attend</i>	Laura Orwin	WV1	Parent	<i>Laura Orwin</i>	Madison Parsons	WV1	Parent	<i>Madison Parsons</i>	Belen Vargas	WV1	Parent	<i>Belen Vargas</i>	Gricel Vega	WV1	Afterschool Parent	<i>Gricel Vega</i>	SueAnn Fullmer	WV1	Teacher	<i>SueAnn Fullmer</i>	Alicia Williamson	WV1	Teacher	<i>Alicia Williamson</i>	Jacob Ferlo	WV1	Teacher	<i>Jacob Ferlo</i>	Marco Gonzalez	WV1	Teacher	<i>Marco Gonzalez</i>	Milosia Thor	WV1	Afterschool Student	<i>Milosia Thor</i>	Nyamal Thor	WV1	Afterschool Student	<i>Nyamal Thor</i>	Thiep Thor	WV1	Afterschool Student	<i>Thiep Thor</i>	Bhan Thor	WV1	Afterschool Parent	<i>Bhan Thor</i>
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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:

<b>Title I Director:</b> <u>Lisa Brunson</u>	<b>Signature:</b> _____
<b>School Director:</b> <u>Laura Leavitt</u>	<b>Signature:</b> _____

**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: <a href="https://docs.google.com/spreadsheets/d/1-XWazAcgmeONXMM4LKVD7b8OZnPgIR1woZKjj3wJjk/edit#gid=0">https://docs.google.com/spreadsheets/d/1-XWazAcgmeONXMM4LKVD7b8OZnPgIR1woZKjj3wJjk/edit#gid=0</a>
Graduation rates (for high schools only)	n/a	Not applicable
Demographic data	✓	Free/Reduced lunch: 71.13% Ethnic minorities: 54.98% Racial minorities: 25.29% Students with disabilities: 11.09% English Learners (EL): 43.07%
School climate (including	n/a	Parent satisfaction: 94.9% of parents are satisfied or very satisfied with the overall performance of the school. 96.2% of parents feel the same way about the academic program of the school. 95.4% of parents feel the same about the school's curriculum, 94.1% about the teachers, 92.6% about the instructors, 93.0%

safe school data)

about communication with parents, 88.9% about behavior of the students at school. Notably, parent satisfaction percentages are consistently higher at this campus than district average satisfaction percentages. (Parent satisfaction data is from 2023 EOY Parent Surveys included in the [CNA 2022-2023](#)).

West Valley 1 Campus Enrollment and Demographics by Grade								
2022-23	K	1	2	3	4	5	6	TTL
Student Count	87	85	93	89	89	85	85	613
New Enrollment	86	19	30	21	26	20	24	226
New Enroll. %	99%	22%	32%	24%	29%	24%	28%	37%
Attendance %								92%
Female	39	42	52	44	43	46	49	315
Male	48	43	41	45	46	39	36	298
Ethnicity (H)	38	45	49	46	49	56	54	337
Ethnicity %	43.68%	52.94%	52.69%	51.69%	55.06%	65.88%	63.53%	54.98%
White (W)	21	14	16	22	10	9	11	103
Am. Indian (I)	<5	<5	<5	<5	<5	<5	<5	10
Asian (A)	<5	<5	5	<5	8	6	8	38
Black (B)	10	11	16	10	10	5	6	68
Pacific Isl. (P)	9	<5	<5	<5	8	6	<5	39
Multi-Racial	5	<5	<5	<5	<5	<5	<5	18
Minority %	26.44%	25.88%	27.96%	21.35%	30.34%	22.35%	22.35%	25.29%
SPED	7	10	9	20	6	6	10	68
SPED %	8.05%	11.76%	9.68%	22.47%	6.74%	7.06%	11.76%	11.09%
F/R Lunch	66	64	60	60	67	57	62	436
F/R Lunch %	75.86%	75.29%	64.52%	67.42%	75.28%	67.06%	72.94%	71.13%
Lim. Engl. (LEP)	33	28	34	39	49	35	46	264
LEP %	37.93%	32.94%	36.56%	43.82%	55.06%	41.18%	54.12%	43.07%

Course-taking patterns (high school only)

n/a

Not applicable

Teacher qualifications	✓	<p>Highly Effective: 33  Effective: 14  Moderately Effective: 1  Ineffective: 0  Total Teachers: 48</p> <p>Teacher Effectiveness is comparable to non-Title I APA schools.</p> <table border="1"> <thead> <tr> <th colspan="9">Teacher Effectiveness</th> </tr> <tr> <th colspan="9">2022-2023</th> </tr> <tr> <th rowspan="2">Campus Name</th> <th rowspan="2">Campus #</th> <th>Ineffective</th> <th>Moderately Effective</th> <th>Effective</th> <th>Highly Effective</th> <th rowspan="2">Grand Total</th> <th rowspan="2">% Effective + % Highly Effective</th> <th rowspan="2">% Highly Effective</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Draper 1</td> <td>100</td> <td>0</td> <td>1</td> <td>9</td> <td>23</td> <td>33</td> <td>97.00%</td> <td>69.70%</td> </tr> <tr> <td>West Valley 2</td> <td>110</td> <td>0</td> <td>3</td> <td>34</td> <td>94</td> <td>131</td> <td>97.70%</td> <td>71.80%</td> </tr> <tr> <td>West Valley 1</td> <td>120</td> <td>0</td> <td>1</td> <td>14</td> <td>33</td> <td>48</td> <td>97.90%</td> <td>68.80%</td> </tr> <tr> <td>Draper 2</td> <td>130</td> <td>1</td> <td>6</td> <td>27</td> <td>24</td> <td>58</td> <td>87.90%</td> <td>41.40%</td> </tr> <tr> <td>Salem</td> <td>140</td> <td>0</td> <td>0</td> <td>15</td> <td>15</td> <td>30</td> <td>100.00%</td> <td>50.00%</td> </tr> <tr> <td>Draper 3</td> <td>700</td> <td>0</td> <td>0</td> <td>31</td> <td>19</td> <td>50</td> <td>100.00%</td> <td>38.00%</td> </tr> <tr> <td></td> <td><b>Grand Total</b></td> <td>1</td> <td>11</td> <td>130</td> <td>223</td> <td>365</td> <td>96.70%</td> <td>61.10%</td> </tr> <tr> <td></td> <td>Title I</td> <td>0</td> <td>4</td> <td>48</td> <td>127</td> <td>179</td> <td>97.80%</td> <td>70.90%</td> </tr> <tr> <td></td> <td>Non-Title I</td> <td>1</td> <td>7</td> <td>82</td> <td>96</td> <td>186</td> <td>95.70%</td> <td>51.60%</td> </tr> <tr> <td></td> <td></td> <td colspan="5">1.1* Title I percentages</td> <td>108.60%</td> <td>76.20%</td> </tr> <tr> <td></td> <td>Comparable?</td> <td colspan="5">At 110%, are percentages = or &gt; Non-Title I Schools</td> <td>108.6%&gt;98.3%</td> <td>76.2%&gt;58.7%</td> </tr> </tbody> </table>	Teacher Effectiveness									2022-2023									Campus Name	Campus #	Ineffective	Moderately Effective	Effective	Highly Effective	Grand Total	% Effective + % Highly Effective	% Highly Effective	0	1	2	3	Draper 1	100	0	1	9	23	33	97.00%	69.70%	West Valley 2	110	0	3	34	94	131	97.70%	71.80%	West Valley 1	120	0	1	14	33	48	97.90%	68.80%	Draper 2	130	1	6	27	24	58	87.90%	41.40%	Salem	140	0	0	15	15	30	100.00%	50.00%	Draper 3	700	0	0	31	19	50	100.00%	38.00%		<b>Grand Total</b>	1	11	130	223	365	96.70%	61.10%		Title I	0	4	48	127	179	97.80%	70.90%		Non-Title I	1	7	82	96	186	95.70%	51.60%			1.1* Title I percentages					108.60%	76.20%		Comparable?	At 110%, are percentages = or > Non-Title I Schools					108.6%>98.3%	76.2%>58.7%
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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.)

<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="https://spalding.org/standards-and-correlations/">https://spalding.org/standards-and-correlations/</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769">https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769</a></li> <li>• <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></li> <li>• <a href="https://education-consumers.org/pdf/DI_Research.pdf">https://education-consumers.org/pdf/DI_Research.pdf</a></li> </ul> <p>Scientifically Based Research supporting mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.hmhco.com/~media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/theoretical-empirical-research-130205.pdf">https://www.hmhco.com/~media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/theoretical-empirical-research-130205.pdf</a></li> </ul>
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 Jen Walstad, Executive Academic Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Heidi Franco, Academic 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	<p><b>Description:</b> Provide classes in music, art, physical education, and history.</p> <p><b>Description:</b> Provide civics instruction and service opportunities, and workshops in professionalism, communication, decision-making, and other life-skills training through the Builders/Ambassadors program.</p>
Scientifically Based Research Support	<ul style="list-style-type: none"> <li>• <a href="#">“The Socioemotional Benefits of the Arts: A New Mandate for Arts Education” Summary Report, April 2017</a></li> <li>• Civics Education Research: <a href="https://www.ecs.org/research-reports/key-issues/">https://www.ecs.org/research-reports/key-issues/</a></li> </ul>
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>Jen Walstad, Executive Academic Director</p> <p>Laura Leavitt, School Director</p> <p>MaryCarmen Gamez, Administrative Director</p> <p>Heidi Franco, Academic Director</p>
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

<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 Individualized Education Plans (IEPs)</p> <p><b>Description:</b> Provide specific services to qualified students according to the Individuals with Disabilities Education Act (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 Special Education (SPED) program:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm">https://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm</a></li> <li>• <a href="https://ies.ed.gov/ncee/wwc/Search/Products?Topic=8">https://ies.ed.gov/ncee/wwc/Search/Products?Topic=8</a></li> <li>• <a href="https://www.readingrockets.org/topics/rti-and-mtss/articles/best-practice-rti-small-group-instruction-students-making-minimal">https://www.readingrockets.org/topics/rti-and-mtss/articles/best-practice-rti-small-group-instruction-students-making-minimal</a></li> </ul>
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Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Heidi Franco, Academic 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 surveys annually.</p> <p><b>Description:</b> Specific staff members will be assigned 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 character development and behavior management programs:</p> <ul style="list-style-type: none"> <li>• <a href="https://ies.ed.gov/ncee/wwc/ReportingGuide?id=23">https://ies.ed.gov/ncee/wwc/ReportingGuide?id=23</a></li> <li>• <a href="https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf">https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf</a></li> </ul>
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>Jen Walstad, Executive Academic Director</p> <p>Laura Leavitt, School Director</p> <p>MaryCarmen Gamez, Administrative Director</p> <p>Heidi Franco, Academic Director</p>
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 EL students are identified and provided with appropriate English instruction.</b>
Strategies	Description: Screening assessments will be administered to students.

	Description: EL 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. 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 Jen Walstad, Executive Academic Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Heidi Franco, Academic Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, Family Student Organization (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>
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</p>

	<p>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>
Scientifically Based Research Support	<p>Scientifically Based Research supporting WV1's parent involvement policies and practices:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.nea.org/engaged-families-communities">https://www.nea.org/engaged-families-communities</a></li> </ul>
Expected Impact in Core Academic Areas	<p>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.</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  Jen Walstad, Executive Academic Director  Laura Leavitt, School Director  MaryCarmen Gamez, Administrative Director  Heidi Franco, Academic Director</p>
Evaluation Process	<p>The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.</p>

**Additional 2023-24 School Goals and Improvement Plans**

West Valley 1 - School Improvement Goals: <a href="https://drive.google.com/file/d/1HGf38Dr8Fdx51UqVmPzAo5fNx5akQ5rA/view?usp=drive_link">https://drive.google.com/file/d/1HGf38Dr8Fdx51UqVmPzAo5fNx5akQ5rA/view?usp=drive_link</a>	
Responsible Parties	Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Heidi Franco, Academic Director

### 3. Regular Monitoring and Plan Revision – ESEA Sec. 1114(b)(3)

The Schoolwide Program strategies are regularly monitored, and revised as necessary, based on evolving student needs.

American Prep uses two data tracking systems, one for homeroom classes and one for Multi-Tier Systems of Support classes. Within these systems, we use a myriad of tools to ensure an outstanding education product and accountability in those teaching it. These tools include the 180-day Plan, Grade Level Homeroom Tracker, Daily Lesson Data Record, Check-out Records, Test Arrays, Lesson Progress Charts, Group Level Overview Forms, End of Year Group Evaluation Forms, and Master Academics.

#### Homeroom 180-Day Plan and Grade Level Homeroom Tracker

Teachers find their curriculum on the 180-Day plan, which links them to a Google Drive full of teaching materials. They report on the Grade Level Homeroom Tracker which lessons have been taught and which students did not achieve mastery on Accountability Elements (AE). Monthly, district grade level teams meet to review this data. At the end of the school year, district teams review and compile and present this data to administrators during a 5-day Post Service.

#### Multi-Tier System of Support Class Tools

1. Daily Lesson Data Record

The Daily Lesson Data Record (DLDR) is used during reading to track how many turns to read each child has, reading errors they have made, comprehension questions answered correctly and incorrectly, how the student did on their daily speed reading tests and daily homework scores.

2. Check-out Records

In reading every 5-10 lessons, teachers fill out a check-out record, marking if the student made it in the targeted time and how many errors were made.

3. Test Arrays

In Math, along with recording daily math facts, homework and effort scores, the teachers fill out a test array every 5-10 lessons. The array shows how many points each student missed on individual test questions and the corresponding skill related to that question. It has built in formulas to show teachers suggested skills for re-teaching.

4. Lesson Progress Charts

The data from the daily reading and math records is analyzed to fill out the weekly Lesson Progress Chart (LPC). On this document, teachers write what lessons were taught and mark how many of their students were at mastery, 80% or higher, for the week. In addition, they mark which adaptations their students with special needs received that week. On the back of the LPC, teachers create a plan for each student not at mastery to help them achieve mastery the following week. LPCs are delivered to the academic directors who compile them into a campus wide LPC. Directors track the lesson pacing of the teachers in their MTSS courses, and a cumulative look at students who are not at mastery and why. This is sorted by students who have not been at mastery for one week, two weeks and three weeks and sent to the teaching staff, who then meet weekly to collaboratively create plans to help students achieve mastery.

5. Group Level Overview Forms

When there is a large group of students in the same level or class that are not at mastery, teachers may be asked to fill out a group overview form. This provides scores on the last two exams, evaluations of handwriting ability, independent work speed, behavior structure and academic structure for each student. Copies of checkout records and test arrays are attached to this document. The academic directors then process this data to decide if a large group restructuring is necessary.

6. End of Year Group Evaluation Forms

At the end of each school year, students are given a battery of end-of-year placement exams as well as writing prompts. Teachers and paras use this information, along with data collected year-round, to complete the Year End Group Evaluation Form. On this form they list the scores from the last four exams, students' yearly grades, placement on final exams, and Acadience scores. They also score the students' Handwriting Ability, Independent Work Speed, Writing skill, Comprehension ability, Academic Structure, and Behavior Structure. Using this data, they recommend an MTSS placement for the next school year. Teachers and paraprofessionals attach the DLDR's, check-out records and arrays to this form and hand deliver it to the academic directors, who analyze this data before making MTSS class selections for the following year.

7. Master Academics.

Academic Directors update their Master Academics (MA) weekly and send them to teaching staff. The MAs contain a cumulative history of all previous reading, math and spelling MTSS courses the students have taken, a record of all Acadience test scores the students have taken while at APA, as well as RISE, SAT, WIDA, and Core Knowledge test scores.

**Admin Post Service and SIP Development**

Following the teacher Post Service is a 5-day Admin Post Service. Program, Department, and Grade-level presentations, along with accountability elements, end of year high stakes tests, parent surveys, behavior reports, Acadience results, AP test scores, staff retention reports, parent surveys, WIDA, and other data reports are reviewed in a Comprehensive Needs Assessment. Administrators also consider district goals, input received from staff surveys and School Community Councils, Parent Advisory Committees, and fiscal and human resources as they develop improvement goals, strategies and activities for the upcoming school year. The result is a comprehensive School Improvement Plan (SIP). The SIP is presented to American Preparatory Academy’s Governing Board for final approval.

**SIP Review**

District academic leadership meets at least three times per year with school leadership to review and discuss progress on each action item within the school’s improvement plans. Adjustments are made and new assignments given according to the information and data provided during those reviews. At the end of the school year, goals are either marked accomplished or re-evaluated and rolled over into the new school year, adding new goals as needed.

To learn more, please watch our [Continuous Improvement Journey](#) video.

**4. Instruction by Highly Qualified Teachers**

*ESEA 1111(g)(2)(J)*All teachers and instructional paraprofessionals must meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

X All teachers are state certified, i.e., have a Professional License, Associate License, or LEA-Specific License (Board Rule R277-301) and appear as USOE Qualified in CACTUS.

X All instructional paraprofessionals are highly qualified, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours

## 5. 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.

<p>Professional Development - Teachers</p>	<p><b>Goal:</b> Maintain 95% or higher effective or highly effective teachers as measured by end-of-year teacher evaluations. 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.</p> <ol style="list-style-type: none"> <li>1. Provide pre-service training (up to 80 hours) in topics such as CHAMPS, Direct Instruction, Spalding Spelling, Wordly Wise, Rocket Math, Policies and Procedures, English Language Learners, 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 training 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. 3-5 days of Professional Development is provided during the school year to target common deficiencies identified by our administrators, teachers, and coaches.</li> </ol>
<p>Professional Development - Paraprofessionals</p>	<p><b>Goal:</b> Improve student outcomes through supplemental instruction, support, and afterschool opportunities provided by highly qualified and effective paraeducators.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Provide pre-service training (up to 80 hours) in topics such as CHAMPS, Direct Instruction, Spalding Spelling, Wordly Wise, Rocket Math, Policies and Procedures, English Language Learners, School Improvement Plan, Data-driven instruction, etc.</li> <li>2. Ensure all paraeducators are highly qualified by federal standards prior to receiving instructional assignments.</li> </ol>

	<p>3. Increase paraeducators effectiveness through coaching and modeling provided by academic coordinators &amp;/or coaches.</p> <p>4. Assign licensed and credentialed teachers to supervise instruction and interventions for special populations such as Students with Disabilities (SWD) and Multilingual Learners (ML).</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting WV1's professional development:</p> <ul style="list-style-type: none"> <li>• <a href="https://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Birman-Desimone-Porter-and-Garet-2000.pdf">https://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Birman-Desimone-Porter-and-Garet-2000.pdf</a></li> <li>• <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/12">https://ies.ed.gov/ncee/wwc/PracticeGuide/12</a></li> <li>• <a href="https://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll">https://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll</a></li> </ul>
Expected Impact in Core Academic Areas	<p>The state standardized assessments are administered. KEEP, Acadience, SAT, Core Knowledge, WIDA, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.</p>
Budget and Funding Sources	<p>Title and per pupil state funds</p>
Timeline	<p>Pre-service and follow-up: Two-weeks in August Additional PD in October and January</p> <p>Teacher 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	<p>Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Heidi Franco, Academic Director</p>



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
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## 6. Recruitment and Retention of Highly Effective 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.

## 7. 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

	<b>AGENDA</b>
<b>West Valley 1: The School for New Americans Stakeholder School Improvement Planning (SIP) Meeting August 9, 2023 @ 9:00am</b>	
<ul style="list-style-type: none"><li>I. Welcome and Introductions</li><li>II. American Preparatory Academy's Primary Goals<ul style="list-style-type: none"><li>a. Progress each student at least one grade level in reading, language arts, and mathematics each year.</li><li>b. Ensure students with special needs are identified and provided with appropriate services.</li><li>c. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</li><li>d. Ensure ELL students are identified and provided with appropriate English instruction.</li><li>e. Provide effective parental communication and opportunities for parent involvement.</li></ul></li><li>III. 2022-2023 Comprehensive Needs Assessment</li><li>IV. 2023-2024 School Plans<ul style="list-style-type: none"><li>a. School Improvement Plan (draft), including Targeted School Improvement Activities</li><li>b. Schoolwide Title I Plan (draft)</li></ul></li><li>V. Sistema Presentation</li><li>VI. Adjourn</li></ul>	<p>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.</p>
<p><b>For members of the School Land Trust Community Council, our next meeting is scheduled for: November 7, 2023 at 9:00am</b></p>	<p>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. This meeting took place on <u>August 9, 2023</u>. The agenda is to the left. The sign-in sheet is on Page 1.</p> <p>TSSA Plans, Early Learning Plans, Parent and Family Engagement Policies, and Parent/Student/School Compacts are reviewed by the School Community Council in a previous meeting. Input is collected and considered as the SIP is developed.</p>

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://www.americanprep.org/wp-content/uploads/2021/11/21-District-Parent-and-Family-Engagement-Policy.pdf>

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

<https://www.americanprep.org/parent-student-handbooks/>

#### **8. 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.
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.
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**9. 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. For more information, visit: <a href="https://www.americanprep.org/state-assessments/">https://www.americanprep.org/state-assessments/</a>
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 are assessed every 5 days. There are bi-monthly assessments every 2 weeks.</li> </ul>

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

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

<b>Program Funding Source</b>	<b>FY 23 Allocation</b>	<b>FY24 Allocation</b>	<b>Describe how the funding sources will support the schoolwide plan.</b>
<b>Title IA</b>	\$669,908.27		Positions supporting the district and campus goals/strategies/action steps above, including: Family & Community Engagement Director, Title I Coordinator, Academic Coordinators, Academic Extended Day Staff, Translation, Paraprofessionals, Professional Development, Academic Coaches, Substitute Teachers, Afterschool Staff, and Parent Specialists.
<b>Title IIA</b>	\$91,236		Teacher Training and/or Academic Coaches
<b>Title IIIA</b>	\$127,650.01	\$132,808.73	EL Professional Development, Direct Instruction Spoken English (DISE) & Intensive English Instruction, District Support

<b>IDEA School Age</b>	\$742,226.94		SpEd Caseworkers and Contracted Speech, Occupational Therapy, and other Services
<b>At-Risk</b>	\$713,666	\$1,046.631.20	Counselors, Ambassador Character Development Leaders, and/or Academic Extended Day
<b>Accelerated Students (GT, AP, CE)</b>	\$57,338.53		Gifted and Talented (GT): Teachers and instructors providing Saxon 8/7 & Algebra classes to 5th & 6th grade students.
<b>Early Literacy</b>	\$222,709.44	\$269,107.65	Paras assisting with Tier 2 Math and Language Arts groups (K-3 grades only) & Reading Mastery Curriculum.
<b>Early Intervention</b>	\$180,000	Replaced by WPU	All-day kindergarten in West Valley
<b>COVID ARP - ESSER III</b>	\$4,732,096	Final Year	Learning Loss, Academic Excellence, Social Emotional Learning (SEL), Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
<b>TSSA 55% (WV1)</b>	\$66,639.29	\$68,381.24	All School Instructor/testing coordinator, 1st grade teacher iPads, student iPads for kindergarten Waterford and WIDA testing, and rhetorical writing curriculum for 4th-6th grades, computer cart if funds allow
<b>ARP - Afterschool</b>	\$1,200,000	Final Year	Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
<b>Title IVB</b>	\$62,175	Not Awarded	Afterschool programs at our Title IA campuses
<b>IGP</b>	\$70,000	Not Awarded	Afterschool programs at our Title IA campuses
<b>IGP-Supplemental</b>	\$100,000	Not Awarded	Afterschool programs at our Title IA campuses

## 12. Title I LEA Plan Requirements

[https://drive.google.com/file/d/1WdFir5TDhIC0kBDrmQ4FZrIEZiB\\_bpb/view?usp=drive\\_link](https://drive.google.com/file/d/1WdFir5TDhIC0kBDrmQ4FZrIEZiB_bpb/view?usp=drive_link)