

**American Preparatory Academy  
WV1 - School Improvement Plan  
SY2023-2024**

**The School for New Americans (West Valley 1)**

**West Valley 1 – APA Achievement Measurements**

<b>Academic Assessment</b>	<b>Metric</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
CK ELA	Average score is >= 80%	Y	N	N	N	N	N	Y
CK SCI	Average score is >= 80%	N	N	Y	N	N	N	Y
CK MATH	Average score is >= 80%	Y	N	N				
CK HISTORY	Average score is >= 80%	Y	N	N	N	N	N	Y
RISE ELA	>= 70% of students achieve a passing score				N	N	N	N
RISE Math	>= 70% of students achieve a passing score				N	N	N	N
RISE SCI	>= 70% of students achieve a passing score					N	N	N
GLP ELA	>= 90% of students accomplish a year's worth of growth from BOY to EOY	N	N	N	N	N	Y	Y
GLP MATH	>= 90% of students accomplish a year's worth of growth from BOY to EOY	Y	N	N	N	N	N	Y
Reading (Acad/DIBELS)	>= 80% of students achieve benchmark on State Composite score		N	N	N	N	N	N
Math (Acad)	>= 90% of students achieve benchmark on State Composite score		N	N	N	N	Y	Y
KEEP READING	<= 30% of students test in Level 1	Y						
KEEP MATH	>= 70% of students achieve benchmark on State Composite score	Y						

<b>Parent Feedback</b>	<b>Metric</b>	<b>WV1</b>	<b>Met?</b>
Academic	<= 10% of surveyed parents are dissatisfied.	1.2%	Y
Climate	<= 10% of surveyed parents are dissatisfied.	2.6%	Y

Communication	<= 10% of surveyed parents are dissatisfied.	1.5%	Y
General	<= 10% of surveyed parents are dissatisfied.	3.6%	Y
Leadership	<= 10% of surveyed parents are dissatisfied.	1.4%	Y
Support Staff	<= 10% of surveyed parents are dissatisfied.	0.8%	Y
Overall School Performance	<= 5% of surveyed parents are dissatisfied.	0.5%	Y
Survey Participation	>= 75% of parents will participate in taking the parent survey.	374#	Y

<b>Targeted Academics</b>			
<b>Measurement</b>	<b>Group</b>	<b>Metric</b>	<b>Met?</b>
Early Literacy	1st grade	Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 43%	N
Early Literacy	2nd grade	Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 19%.	N
Early Math	1st grade	Reduce the % of students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 27%	N
Enhancement - GT	Hispanic	Reduce the gap in participation % to 26.0%	Y
TSI - Subgroup	Black, ELL, Hispanic, SWDs	Perform >5% of subgroup in UT on School Accountability	N
Charter - Acadience ELA	3rd grade	75% of students on benchmark on composite EOY	N
Charter - RISE ELA	All applicable grades	mgp >50% or >= 80% proficiency	mgp not yet available
Charter - Effective Teachers	Returning Teachers	95% Effective or Highly Effective	Y
SPED - PIP	SETS	100% compliant Notice of Meetings with internal file review	N
WIDA	Elementary	>= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	N

## West Valley 1 - School Improvement Goals

<i>TSI</i>	<i>Goal</i>	<i>Zone/Group</i>	<i>Who is Accountable</i>	<i>Who will Implement</i>	<i>Goal Targeted</i>	<i>Root Cause</i>	<i>Action/Task</i>	<i>Evidence Based Strategies</i>
ALL	CORE Knowledge SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	Average score is >= 80%	Not all students feel intrinsically motivated to achieve academically.	Implement My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	Average score is >= 80%	Teacher skills vary in delivering curriculum clearly and effectively.	Teachers will start reviewing pre-designed curriculum earlier (in term 2). Continue to review throughout the year. Curriculum delivery & effectiveness will be reviewed in grade-level team meetings on Thursdays.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>
	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	Average score is >= 80%	Not all skills/content are being taught to mastery.	Teachers will report and analyze subject Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>

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	CORE Knowledge ELA, SCI, HIS, Math	K, 1, 2, 3, 4, 5, 6	WV 1 Teachers	Teachers	Average score is >= 80%	Some teachers are more practiced and effective at teaching our curriculum.	Utilize time during District Team Meetings monthly, to demo teach upcoming lessons and provide feedback to encourage best practices.	<a href="https://www.azed.gov/sites/default/files/2021/08/15%20Evidence-based%20Professional%20Development%202021-2022.pdf">https://www.azed.gov/sites/default/files/2021/08/15%20Evidence-based%20Professional%20Development%202021-2022.pdf</a>
	CORE Knowledge Math	1	WV 1 Admin	Admin/Teachers	Average score is >= 80%	Not all skills/content are being taught to mastery.	After the first Conceptual Math unit is completed, the academic director will train teachers in using and implementing the data from the Math Test Array to inform instructional changes. Teachers will use the math test array to analyze and review concepts not at mastery, monitoring if progress towards mastery is obtained in future lessons on concepts in which mastery was not previously attained.	<a href="https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>
	CORE Knowledge Math	K, 1, 2	WV 1 Admin	Teachers	Average score is >= 80%	Not all skills/content are being taught to mastery.	Teachers will report and analyze subject Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with	<a href="https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>

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							teachers during district meetings.	
	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Teacher skills vary in delivering curriculum clearly and effectively.	Admin will ensure all purple (teaching level 1) MTSS Teachers receive coaching visits weekly and pink (teaching level 2) MTSS Teachers receive coaching visits monthly in their MTSS reading and math groups by reviewing the district coaching schedule and database and then supplement coaching where needed.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>
ALL	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Teachers will communicate with parents via a phone call or face-to-face meeting each term to create a plan of attack for students who are not on track to achieve grade level progress goals, with the intention of closing the achievement gap. Plans of attack will include school, parent, and student responsibilities.	<a href="https://files.eric.ed.gov/fulltext/EJ1156936.pdf">https://files.eric.ed.gov/fulltext/EJ1156936.pdf</a>
	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Teacher skills vary in delivering curriculum clearly and effectively.	During preservice, campus admin will train all teachers on appropriate academic pacing and benchmarks in accordance to the APA curriculum scope and sequence (100 lessons in the assigned programs - or	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>

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							1 lesson per school day when subject is taught). Use the weekly Lesson Progress Chart to review lesson progression during weekly QIP meetings. Address strategies (such as coaching) individually with teachers when appropriate progression is not meeting the APA 1 lesson a day standard.	
ALL	Math (Acad)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve benchmark on State Composite score	Not all students feel intrinsically motivated to achieve academically.	Based on BOY, MOY, and EOY Acadience Math performance, teachers will make individualized intervention plans with students who scored well-below or below grade level to help them reach benchmark. Teachers will work with students following each assessment to determine progress and track individual performance.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
	Math (Acad)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve benchmark on State Composite score	Not all skills/content are being taught to mastery.	Teachers will report and analyze Conceptual Math Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80%	<a href="https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>

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							mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.	
ALL	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Not all skills/content are being taught to mastery.	Students placing Well Below or Below benchmark will receive bi-weekly progress monitoring reading assessments by teacher to monitor and track their progress.	<a href="https://ies.ed.gov/nce/e/www/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/e/www/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>
ALL	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Early learning students benefit from opportunities to practice reading skills from their peers	Students who score below benchmark on the state Acadience reading assessment will be placed in an academic extended day (AED) reading mentor program by the end of the 2nd week of school. Student attendance is tracked with the AED tracker. Student progress is tracked with the Acadience Progress Monitors.	<a href="https://files.eric.ed.gov/fulltext/EJ1287976.pdf">https://files.eric.ed.gov/fulltext/EJ1287976.pdf</a>
ALL	Reading (Acad/DIBEL)	4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teacher support for struggling students	Teachers will supplement the at-home reading fluencies by working with students to practice reading fluencies 3 times a week (particularly helpful for ELL students): <b>Day one</b> - DYAD read the weekly passage with the	<a href="https://www.readingrockets.org/resources/resource-library/effects-dyad-reading-and-text-difficulty-third-graders-reading">https://www.readingrockets.org/resources/resource-library/effects-dyad-reading-and-text-difficulty-third-graders-reading</a>

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							<p>class</p> <p><b>Day two</b> - separate them into pairs where a benchmark/strategic student was paired with an intensive completing pairs reading for one minute each,</p> <p><b>Day three</b> - DYAD read one final time as a class.</p>	
	Reading (Acad/DIBEL)	4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teacher support and parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Suggestion: Teachers may record reading fluencies and make them available for parents. Data will be compared at EOY to determine effectiveness.	<a href="https://files.eric.ed.gov/fulltext/EJ1156936.pdf">https://files.eric.ed.gov/fulltext/EJ1156936.pdf</a>
ALL	Reading (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Not all students feel intrinsically motivated to achieve academically.	Implement My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
ALL	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teacher support for struggling students	Based on BOY, MOY, and EOY Acadience Reading performance, teachers will make individualized intervention plans with students who scored well-below or below grade level to help them reach	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>



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							benchmark. Teachers will work with students following each assessment to determine progress and track individual performance.	
ALL	Reading (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Teachers will teach parents of Intensive and Strategic students how to DYAD read by the 1st parent teacher conference. Parents will practice DYAD reading with their student as individually directed by the teacher in accordance to student Acadience scores.	<a href="https://www.readingockets.org/resources/resource-library/effe-cts-dyad-reading-and-text-difficulty-third-graders-reading">https://www.readingockets.org/resources/resource-library/effe-cts-dyad-reading-and-text-difficulty-third-graders-reading</a>
ALL	Reading (Acad/DIBEL)	3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Not all skills are being taught to mastery.	Using tools found in the Acadience program, teachers will instruct students in implementing strategies for success on the MAZE portion of the Acadience assessment.	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>
	RISE ELA	4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Curriculum insufficient in preparing students for End of Year state assessments.	Teachers will be trained during Teacher Institute to implement a new Writing Rhetoric curriculum that is better aligned to RISE standards and formats of testing.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>
	RISE ELA	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Teacher skills vary in delivering curriculum clearly and	Meet weekly with grade-level teams on campus to create and	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-</a>

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						effectively.	discuss higher level comprehension questions that will be implemented by teachers during daily instruction.	<a href="https://www.eric.ed.gov/fulltext/ED589978.pdf">one-of-top-learning-interventions-heres-how-it-works/</a>
ALL	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Not all students feel intrinsically motivated to achieve academically.	Implement My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
ALL	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Students need teacher support and modeling for End of Year state assessments.	Teacher will model how to strategically complete the RISE exam, throughout the first 4 terms on a weekly basis, by breaking down questions in a step-by-step process, guiding students in a plan of attack for each test question.	<a href="https://www.lifescied.org/doi/10.1187/cbe.19-11-0255">https://www.lifescied.org/doi/10.1187/cbe.19-11-0255</a>
	RISE ELA and Math	3, 4, 5, 6	Grade Level District Lead	Teachers and Team	>= 70% of students achieve a passing score	Teacher skills vary in delivering curriculum clearly and effectively.	Utilize time during every monthly DTMs to showcase expert teachers model-teaching an upcoming lesson and provide an opportunity for new teachers to improve their teaching skill by practicing the same/similar lesson. DT members will provide constructive	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>

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							feedback.	
	RISE MATH	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Not all skills/content are being taught to mastery.	Improve Conceptual Math program by integrating lesson plans provided by Georgia Standards and Engage NY	<a href="https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>
ALL	RISE Science	4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Not all students feel intrinsically motivated to achieve academically.	Implement My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
	RISE Science	4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Teacher skills vary in delivering curriculum clearly and effectively.	Utilize time during every monthly DTMs to showcase expert teachers model-teaching an upcoming lesson and provide an opportunity for new teachers to improve their teaching skill by practicing the same/similar lesson. DT members will provide constructive feedback.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>
	SPED-PIP	SPED	Michelle Flynn; Campus Admin	SETs	100% compliant Notice of Meetings with internal file review	SPED staff have varying knowledge of compliance	Train SPED secretaries to monitor these forms, complete the checklist and ensure Notice of Meetings are sent with the invitation to the meeting. Review a	<a href="https://www.researchgate.net/publication/332537797_The_Importance_of_Training_and_Development_in_Employee_Perfor">https://www.researchgate.net/publication/332537797_The_Importance_of_Training_and_Development_in_Employee_Perfor</a>

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							sample of Notice of Meeting forms completed by each special education teacher by December 2023 and provide additional training for any Notice of Meetings forms that were not compliant.	<a href="#">mance_and_Evaluati on</a>
ELL	RISE-ELA,MA ,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	ELL Specialist	>= 70% of students achieve a passing score	Students learning English need additional academic language support	ELL students who qualify for the DISE program on the DISE internal assessment will remain at school for a triple-dose class during Academic Extended Day.	<a href="https://www.expandinglearning.org/expandingminds/article/supporting-english-language-learners-school-and-afterschool-and-summer">https://www.expandin glearning.org/expand ingminds/article/supp orting-english-langua ge-learners-school-a nd-afterschool-and-s ummers</a>
SWD	RISE-ELA,MA ,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	SETS	>= 70% of students achieve a passing score	Students with disabilities need extra teacher support	Add two additional Special Education Teachers (SETS) to be able to provide smaller caseloads and greater individualized attention to their students.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/b est-practices-center/ 2019/10/31/hattie-sa ys-teacher-clarity-is- one-of-top-learning-i nterventions-heres-h ow-it-works/</a>
	TSSA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	All School Instructors	Average score of >= 80% for ELA and Math on Core Knowledge	Struggling students need extra teacher support; absence of a quality teacher impacts student learning	Hire additional employees to increase student's one year progress in ELA and Math to 80%. These employees will help sub throughout the school to provide consistent staffing who is capable of continuing the progress of the classes if their teacher is absent. The pay would be \$16.50/hr for 1467 school hours.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/b est-practices-center/ 2019/10/31/hattie-sa ys-teacher-clarity-is- one-of-top-learning-i nterventions-heres-h ow-it-works/</a>

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	TSSA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	1st Grade Teachers	>= 80% of students at mastery on AE	More teacher assistance needed to help students achieve mastery	To increase 1st and 2nd Grade Penmanship AE to 80% of students at mastery through Ipad and Ipad pen to ensure letter writing visibility and teacher ability to circulate in the classroom.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5418351/#:~:text=Patchan%20and%20Puranik%20(2016)%20looked,was%20better%20than%20a%20stylus.">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5418351/#:~:text=Patchan%20and%20Puranik%20(2016)%20looked,was%20better%20than%20a%20stylus.</a>
ALL	TSI - TSSA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Testing Coordinator	>= 70% of students achieve a passing score on RISE & >= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	Some students are underprepared for End of Year state assessments; more teacher support needed.	Add Testing Coordinator to increase opportunity for students to practice RISE and WIDA exams and increase scores to 70% of students at state benchmark. The Testing Coordinator will train teachers in best testing practices, help with testing motivators, and scheduling exams at times that will be best for the students.	<a href="https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf">https://ies.ed.gov/nce/wwc/Docs/PracticeGuide/dddm_pg_092_909.pdf</a>
ELL	TSI - TSSA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	All School Instructors	>= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	APA is implementing a new, State-approved program to accelerate reading skills which requires additional computing resources. Students are not as familiar with computers, compared to touchscreens.	Provide two iPad carts to increase to 70% of the ELL & TSI students (who were not at proficiency on KEEP) to achieve a passing score on WIDA by utilizing Kindergarten UPSTART program (a tier 2 curriculum) in early literacy. Additional Support: Data has been shown that students have higher proficiency using ipads to	Our Draper 2 campus implemented iPads SY23 and saw improvements in students reaching proficiency on WIDA

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							complete their WIDA assessments over computers.	
ELL	TSI - ELL	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	EL Instructors	>= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	Students learning English need additional academic language support	Provide more Direct Instruction Spoken English (DISE) support for our ELL students by hiring a full-time ELL instructor.	<a href="https://www.expandinglearning.org/expandingminds/article/supporting-english-language-learners-school-and-afterschool-and-summer">https://www.expandinglearning.org/expandingminds/article/supporting-english-language-learners-school-and-afterschool-and-summer</a>
SWD	TSI - SWD	2, 3, 4, 5, 6	WV1 Admin	Summer Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading & Math level groups	Students with disabilities need additional academic support	Invite SWD students whose proficiency is more than 1 level below their grade level peers to participate in small group instruction supported by video aids, 6 weeks during the summer, 2-3 hours per day, 4 days per week (participation level based on student need and availability).	<a href="https://files.eric.ed.gov/fulltext/ED523517.pdf">https://files.eric.ed.gov/fulltext/ED523517.pdf</a>
ALL	TSI - All	K, 1, 2, 3, 4, 5, 6	WV1 Admin	School Directors/ Teachers	>= 70% of students achieve a passing score  >= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level  Perform >5% of subgroup in UT on School Accountability	Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	Create flags in Skyward and Master Academic spreadsheets for all TSI students (SWD, ELL, BL, H) so that academic directors and teachers may easily monitor TSI student progress.	<a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a>

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ALL		Students Academically At Risk	Admin	Teachers		Students reading skills vary; peers can learn from one another	Provide 20 minutes after school of peer reading program and other supplemental instruction for students identified as academically at risk.	<a href="https://files.eric.ed.gov/fulltext/EJ1287976.pdf">https://files.eric.ed.gov/fulltext/EJ1287976.pdf</a>
ALL	Title I & ARP-ASP		Admin	Afterschool Director & Staff	Afterschool homework completion #s. Parent Empowerment participation #s. Annual Teacher Surveys reporting improved behavior for students participating in afterschool.	See Afterschool Grant applications for thorough examination of Needs associated with Root Cause.	Afterschool High Arts participation and homework assistance programs to promote academic success, pro-social preventive factors, self-efficacy, and other positive outcomes for the school community.	<a href="https://www.ncsl.org/education/supporting-student-success-through-afterschool-programs">https://www.ncsl.org/education/supporting-student-success-through-afterschool-programs</a>
	Title 1A	All K-6 Students	Admin	Academic Coordinator	Decrease the number of students who receive more than 3 behavior infractions.	Students could benefit from situational conflict resolution practice.	Improve student behavior by advising students to make amends and make better choices.	<a href="https://files.eric.ed.gov/fulltext/ED589978.pdf">https://files.eric.ed.gov/fulltext/ED589978.pdf</a>
	Title 1A	All K-6 Students	Admin	Academic Coordinator	For coaching, decrease the number of instructors on purple (level 1) and increase the number of instructors on pink (level 2) or higher.	Teacher skills vary in delivering curriculum clearly and effectively.	Increase the quality of instructors (particularly new instructors) by helping admin with training (ELL compliance, reading and math group instruction, parent & school relationships, etc.) and instructor coaching.	<a href="https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/">https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/</a>