Part A: General Information
School Name   The Accelerated School (WV2) | **LEA Name   American Preparatory Academy**   **Date: August 11, 2021**

Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)
Julie Rodriguez	WV2 Admin	
Craig Peterson	WV2 Admin	
Matt Hymas	WV2 Admin	
Rebecca Daley	Facilitator	
Randi Hillaker	Facilitator	
Ashley Nash	Staff – Teacher	
Treyle Fuentes	Staff – Teacher	
Brittney Delbo	Staff – Teacher	
Nima Mirzaer	Staff – Teacher	
Katie Blackburn	Parent	
Heather Baum	Parent	
Jeff Maroney	Parent	
Amie Jacobson	Parent	

American Preparatory Academy - West Valley 2
School Improvement Planning Meeting
August 11, 2021 at 11:30 am

Printed Name	Campus	Parent/ Teacher/ Admin	Signature
Rebecca Dailey		Facilitator	
Lisa Brunson		Facilitator	
Randi Hillaker		Facilitator	
Eryn Woolston	WV2	Admin	
Julie Rodriguez	WV2	Admin	
Craig Peterson	WV2	Admin	
Jake Winegar	WV2	Admin	
Matt Hymas	WV2	Admin	
Leticia Schwenke	WV2	Parent	unable to attend
Jeff Maroney	WV2	Parent	Attending virtually joined virtually
Amie Jacobson	WV2	Parent	
Katie Blackburn	WV2		
Heather Baum	WV2	Parent	
Nima Mirzaee	WV2	Staff	
Treyele Fuentes	WV2	Staff (teacher)	
Ashley Nash	WV2	Staff (ela teacher)	
Britani Delbo	WV2	Staff (teacher)	
	WV2		

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

Title I Director: **Lisa Brunson**   **Signature:** _____

School Director: Craig Peterson   **Signature:** _____

1. Comprehensive Needs Assessment
   ESEA 1114(b)(1)(A)
   Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	✓	Internal Link to full Comprehensive Needs Assessment Data for Elementary (K-6) programs: https://docs.google.com/spreadsheets/d/1-N0zMU6lpk2fU2bLStMB9Oh6UuXYUHxZDp1UZemPF2Y/edit#gid=432782140 Internal Link to full Comprehensive Needs Assessment Data for Secondary (7-12) programs: https://docs.google.com/spreadsheets/d/1Np9wt66tCapsom6En-2mh4diIqGDCH57xwQgtC3GSbg/edit#gid=432782140
Graduation rates (for high schools only)	✓	91.4% of our seniors graduated.
Demographic data	✓	Free/Reduced lunch: 55.59% Ethnic minorities: 62.56% Racial Minorities: 19.29% Students with disabilities: 8.71% ELL: 32.99%

West Valley 2 Campus Enrollment and Demographics by Grade													
2020-21	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TTL**
Student Count	88	91	84	93	133	131	131	216	205	171	127	104	90	1664
New Enrollment		11	8	4	58	26	24	64	41	25	5	4	2	272
New Enroll. %		12%	10%	4%	44%	20%	18%	30%	20%	15%	4%	4%	2%	16%
Attendance %	89%	89%	88%	90%	90%	90%	91%	94%	95%	94%	95%	94%	95%	92%
Female	41	47	40	52	60	74	62	109	104	91	71	58	49	858
Male	47	44	44	41	73	57	69	107	101	80	56	46	41	806
Ethnicity (H)	56	54	45	48	74	74	86	138	124	124	85	71	62	1041
Ethnicity %	63.64%	59.34%	53.57%	51.61%	55.64%	56.49%	65.65%	63.89%	60.49%	72.51%	66.93%	68.27%	68.89%	62.56%
White (W)	16	20	21	23	30	28	21	33	40	22	24	13	11	302
Am. Indian (I)	0	0	0	0	0	0	0	<5	0	0	0	0	0	<5
Asian (A)	7	8	10	11	16	8	13	21	23	13	11	14	8	163
Black (B)	>5	8	5	9	9	15	9	18	15	11	6	>5	7	120
Pacific Isl. (P)	5	<5	<5	<5	<5	6	<5	5	<5	<5	<5	<5	<5	37
Minority %	18.18%	18.68%	21.43%	23.66%	21.80%	22.14%	18.32%	20.83%	20.00%	14.62%	14.17%	19.23%	18.89%	19.29%
SPED	8	14	10	>5	14	7	16	26	17	9	10	7	>5	145
SPED %	9.09%	15.38%	11.90%	4.30%	10.53%	5.34%	12.21%	12.04%	8.29%	5.26%	7.87%	6.73%	3.33%	8.71%
F/R Lunch	41	59	42	44	68	72	85	123	116	100	66	56	53	925
F/R Lunch %	46.59%	64.84%	50.00%	47.31%	51.13%	54.96%	64.89%	56.94%	56.59%	58.48%	51.97%	53.85%	58.89%	55.59%
Lim. Engl. (LEP)	16	29	27	26	58	50	56	103	67	48	22	28	19	549
LEP %	18.18%	31.87%	32.14%	27.96%	43.61%	38.17%	42.75%	47.69%	32.68%	28.07%	17.32%	26.92%	21.11%	32.99%

School climate (including safe school data) Secondary	✓	Parent satisfaction: 89.3% of parents are satisfied or very satisfied with the overall performance of the school. 91.4% of parents feel the same about the school's curriculum, 90.5% about communication with parents, 92.4% about APA's overall academic program, and 77.4% about the ease with which they can get involved with the school. 96.9% of parents would recommend APA to good friends.(Parent satisfaction data is from 2021 EOY Parent Surveys included in the CNA 2020-2021).
School climate (including safe school data) Elementary	✓	Parent satisfaction: 95.6% of parents are satisfied or very satisfied with the overall performance of the school. 94.4% of parents feel the same about the school's curriculum, 87.8% about communication with parents, 96.7% about APA's overall academic program, and 67.8% about the ease with which they can get involved with the school. 96.7% of parents would recommend APA to good friends.(Parent satisfaction data is from 2021 EOY Parent Surveys included in the CNA 2020-2021).
Course-taking patterns (secondary only)	✓	WV2 added a Latin 1010 CE class to WV2 in 2020-21, which increased our district's high poverty participation in CE from 4 to 25. WV2 is adding a Latin 1020 CE class in 2021-22.
Teacher qualifications	✓	Highly Effective: 34 Effective: 43 Minimally Effective: 2 Ineffective: 0

		Total Teachers: 79					
Participation in college entrance testing (high school only)	✔	2021 AP Exams passed (3 or higher): 36/112 taken (32.14%) in 9 subjects. 2021 ACT Mean Scores					

2021 ACT Mean Scores

	English	Math	Reading	Science	Composite
College-Ready Benchmark Score	15.87%	17.73%	35.63%	17.68%	17.28%
Average Score	32.26%	20.43%	19.35%	17.20%	19.35%

2. Schoolwide Reform Strategies

ESEA 1114(b)(1)(B)
Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are selected and implemented.

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

Schoolwide Reform Goals and Strategies Form

(Complete one page for each goal.)

Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).	
Goal #1	**Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).**
Strategies	**Description:** Establish every student's present level of performance in Reading, Language Arts, and Mathematics, and record it in a database **Description:** Utilize Research-based Instructional Methods & Assessment and track assessment outcomes each week **Description:** Ensure all Teachers and Paraprofessionals are expertly trained to improve student academic performance through required, annual pre-service training **Description:** Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student academic performance **Description:** Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student academic performance **Description:** Provide technology tools and support for consistent curriculum delivery, data collection, and analysis of student performance **Description:** Involve parents in the reading instruction of their student in a consistent, meaningful way. **Description:** Provide opportunities for continued student improvement over the summer months **Description:** District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement. **Description:** Provide additional instructional time beyond State requirements via longer school days for all students, academic extended day for at risk students, and afterschool opportunities as funds allow.
Scientifically Based Research Support	Scientifically Based Research supporting Language Arts teaching methods and curriculum: ● Spalding Education ● https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 ● WWC	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades ● https://education-consumers.org/pdf/DI_Research.pdf Scientifically Based Research supporting mathematics teaching methods and curriculum: ● https://education-consumers.org/pdf/DI_Research.pdf ● https://www.hmhco.com/documents/research-behind-the-difference-that-gets-results ● https://ies.ed.gov/ncee/wwc/Intervention/17

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	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 Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #2	**Provide opportunities for students to become well-rounded and educated in general subjects.**
Strategies	**Description:** Provide classes in music, art, physical education, and history. **Description:** Provide civics instruction and service opportunities, and workshops in professionalism, communication, decision-making, and other life-skills training through the Builders/Ambassadors program.
Scientifically Based Research Support	● "The Socioemotional Benefits of the Arts: A New Mandate for Arts Education" Summary Report, April 2017. ● Civics Education Research:https://www.civiced.org/papers/articles_role.html ● Character Education Research: https://scholar.google.com/scholar_url?url=https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf&hl=en&sa=X&ei=WwDOYY_2GsKM6rQP2tWjIA&scisig=AAGBfm3p3YU_TcX-Y5_FEgbesWlTGa_blQ&oi=scholarr

Expected Impact in Core Academic Areas	The state standardized assessment 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 Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #3	**Ensure students with special needs are identified and provided with appropriate services.**
Strategies	**Description:** Provide a less restrictive learning environment that meets the needs of students with IEPs **Description:** Provide specific services to qualified students according to IDEA **Description:** Provide a paraprofessional in every K-6 grade classroom to provide support for students on IEPs. **Description:** Provide additional instructional time beyond State requirements via longer school days for all students, academic extended day for at risk students, and afterschool opportunities as funds allow. **Description:** Employ staff members to monitor lunch, carpool, playground, and other activities to ensure adequate supervision, enhance social-emotional learning, and positive student culture.
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's SPED program: ● [News - What Does the Research Say About Inclusive Education? (Kathleen Whitbread, Ph.D.) - Wrightslaw](#) ● [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDcQFjAB&url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&ei=FaJqU5eVNYfcoATp9YGoCg&usg=AFQjCNE92KRFz20kI0WGote7dKEtR8NNbg&bvm=bv.66111022,d.cGU](#)

	• http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=448 • Best Practice for RTI: Small Group Instruction for Students Making Minimal Progress (Tier 3) | Reading Rockets
Expected Impact in Core Academic Areas	The state standardized assessment 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 Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

Goal #4	**All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
Strategies	**Description:** Implementation of Builders Program, with monthly awards to students in all grades. **Description:** Implementation of Ambassador Program in secondary grades. **Description:** Distribute and analyze school climate surveys annually. **Description:** Specific staff members will be assigned to check the building, monitor safety, conduct safety drills, and assist with traffic control. **Description:** Employ staff members to monitor lunch, carpool, playground, and other activities to ensure adequate supervision, enhance social-emotional learning, and positive student culture.
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's character development and behavior management programs: • https://scholar.google.com/scholar_url?url=https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf&hl=en&sa=X&ei=WwDOYY_2GsKM6rQP2tWjIA&scisig=AAGBfm3p3YU_TcX-Y5_FEgbesWITGa_blQ&oi=scholarr • https://ancorapublishing.com/wp-content/uploads/2021/06/Is-CHAMPS-Evidence-Based.pdf

Expected Impact in Core Academic Areas	The state standardized assessment 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 Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

Goal #5	Ensure ELL students are identified and provided with appropriate English instruction.
Strategies	Description: Screening assessments will be administered to students. Description: ELL students will be given formative assessments and data will be collected and reported annually.
Scientifically Based Research Support	Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention ● Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention - Debra Kamps, Mary Abbott, Charles Greenwood, Carmen Arreaga-Mayer, Howard Wills, Jennifer Longstaff, Michelle Culpepper, Cheryl Walton, 2007
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 Lara Marquez, School and Community Support Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Craig Peterson, HS Director Jake Winegar, JH Director Matt Hymas, Asst HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.

Goal #6	Provide effective parental communication and opportunities for parental involvement.
Strategies	**Description:** All requirements of parental notification, consultation, and other requirements will be met. **Description:** Provide parents with information at least annually regarding Title programs, school and student achievement, teacher qualifications, and the School Improvement Plan. **Description:** During an annual Stakeholder meeting, parent advisory members will be invited to evaluate school needs and collaborate on the School Improvement Plan, written Parent and Family Engagement policy, and school-parent-student compacts. **Description:** Encourage parent volunteers during school and afterschool activities. **Description:** Provide technological tools and support to provide effective communication between school and parents. **Description:** Progress reports will be continuously updated and available for parents according to APA's Academic Communication policies. **Description:** Provide training to parents to assist them in achieving student success. **Description:** Provide grade-level specific Summer "Stay Sharp" Packets that assist parents in helping students retain reading and math skills over the summer months.
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's parent involvement policies and practices: ● https://scholar.google.com/scholar?q=parental+involvement+in+child%27s+education:+importance,+barriers+and+benefits&hl=en&as_sdt=0&as_vis=1&oi=scholart
Expected Impact in Core Academic Areas	The state standardized assessment 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 Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.

Additional 2020-21 School GOALS	

Goal #1: Early Literacy - By May 31, 2021, 1st grade teachers will move up45% of 1st grade students, and 2nd grade teachers will move up 25% of 2nd grade students scoring in the well below category on Acadience Reading composite exams from BOY to EOY.	**Action Steps:**
	1. Use progress monitors to track progress of students needing interventions.
	   a. Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report.
	   b. Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Master Academic
	   c. After each Acadience test, ADs will analyze data to identify differences between students in these two groups.
	2. Make plans for students that are on the cusp of Strategic and Intensive
	   a. Share data with homeroom teachers and groups teachers after each Acadience assessment.
	   b. Identify these students and help teachers make plans to keep them targeted for reading interventions.
	   c. Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies.
	   d. Use data to inform next steps (increase progress monitoring, focused speed reads etc.)
	3. Offer 20+ minutes of academic extended day, individualized, mentored support for 1st and 2nd grade students scoring below and well below benchmark (intensive and strategic), and very low 3rd graders.

Goal #2: Improve ACT scores in all subject areas.	**Action Steps:** 1. Targeted practice in testing time management in all subjects

Goal #3: Better involve parents of various backgrounds in our school vision and mission.	**Action Steps:** 1. Create a multilingual School and Community Support administrative position. 2. Increase Parent Survey participation to 60% in secondary
Goal #4: Increase underrepresented participation in Gifted and College-Ready programs.	**Action Steps:** 1. Share GT, AP, and CE opportunities as campus Parent Orientation nights, in English and Spanish. 2. Add an additional CE course 3. Continue to provide ELL supports to Hispanic students 4. Continue to provide small group, differentiated math classes 5. Continue to provide Afterschool HW support
Goal #5: Increase secondary classroom coaching.	**Action Steps:** 1. Provide a secondary coach to visit classrooms and provide observations and feedback throughout the school year.
Goal #6: TSI-Targeted School Improvement Goals: Work to ensure state identified subgroups: 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 Items:** 1. Targeted groups in secondary for Math and English, including smaller more individualized classes, after school teacher support, and free tutoring to students every day for up to three hours. 2. See District and Secondary Goals for all subgroups in the provided link: https://docs.google.com/document/d/1wFK3e5U3JUNX12vPnaSswE7O88Ugh7pT/edit 3. See District and Elementary Goals for all subgroups in the provided link: https://docs.google.com/document/d/192Z4YqXalp9oCY4sgm-d4eaqY7_qSW9s/edit
Responsible Parties	Carolyn Sharette, Executive Director Lara Marquez, School and Community Support Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Craig Peterson, HS Director Jake Winegar, JH Director Matt Hymas, Asst HS Director

3. Instruction by Highly Qualified Teachers
ESEA 1114 (b)(1)(C)

Refer to item #8 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, instruction must be provided by highly qualified staff. Either list the staff on this form or download a copy of the CACTUS Highly Qualified Teacher Report.

2020-21 NCLB CACTUS Report + State Licensures:

person_id	first_name	last_name	core_short_d	nclb_qualified	assignment_p	fte	year_end	factor_code	sub_code
48302	Katie	Blackburn	Secondary Ma	Y	0.29	1	2021-06-30	02	07
712999	Amanda	Griggs	8th Grade Ma	Y	0.14	1	2021-06-30	02	07
712999	Amanda	Griggs	7th Grade Ma	Y	0.29	1	2021-06-30	02	07
712999	Amanda	Griggs	8th Grade Ma	Y	0.14	1	2021-06-30	02	07
712999	Amanda	Griggs	Secondary Ma	N	0.29	1	2021-06-30	02	07
690019	Tanner	Grossman	Secondary Ma	Y	0.33	0.233	2021-06-30	02	07
690019	Tanner	Grossman	A.P. Calculus	Y	0.17	0.233	2021-06-30	02	07
690019	Tanner	Grossman	Secondary Ma	Y	0.33	0.233	2021-06-30	02	07
574979	Patricia	Hatton	Secondary Ma	Y	0.16	1	2021-06-30	02	07
574979	Patricia	Hatton	7th Grade Ma	Y	0.16	1	2021-06-30	02	07
574979	Patricia	Hatton	8th Grade Ma	Y	0.26	1	2021-06-30	02	07
733386	Taylor	Jacobs	8th Grade Ma	Y	0.28	1	2021-06-30	02	07
733386	Taylor	Jacobs	8th Grade Ma	Y	0.29	1	2021-06-30	02	07
733386	Taylor	Jacobs	7th Grade Ma	Y	0.29	1	2021-06-30	02	07
696780	Samantha	Lee	Secondary Ma	Y	0.29	1	2021-06-30	02	07
696780	Samantha	Lee	Secondary Ma	Y	0.14	1	2021-06-30	02	07
696780	Samantha	Lee	Secondary Ma	Y	0.43	1	2021-06-30	02	07
712529	Brianne	Peterson	Secondary Ma	N	0.71	1	2021-06-30	02	07
712529	Brianne	Peterson	Secondary Ma	N	0.15	1	2021-06-30	02	07
674510	Bridget	Sullivan	Secondary Ma	Y	0.43	1	2021-06-30	02	07
674510	Bridget	Sullivan	Secondary Ma	Y	0.43	1	2021-06-30	02	07

711148	Taylor	Yates	Secondary Ma	N	0.43	1	2021-06-30	02	07
714225	Taylor	Christenson	Integrated Sc	Y	0.57	1	2021-06-30	02	08
714225	Taylor	Christenson	Integrated Sc	Y	0.29	1	2021-06-30	02	08
708142	Kendal	Hess	Earth Science	Y	0.14	1	2021-06-30	02	08
708142	Kendal	Hess	Integrated Sc	Y	0.72	1	2021-06-30	02	08
734387	Rashell	McLennan	Biology	N	0.86	1	2021-06-30	02	08
763190	Nima	Mirzaee	Physics (9-12)	N	0.86	1	2021-06-30	02	08
746380	Amberlyn	Peterson	Chemistry wit	N	0.5	1	2021-06-30	02	08
746380	Amberlyn	Peterson	A.P. Chemistr	N	0.25	1	2021-06-30	02	08
710685	Tiara	Sondgeroth	Integrated Sc	Y	0.86	1	2021-06-30	02	08
566242	Korey	Amrine	World History	N	1	0.367	2021-06-30	02	09
694836	Matthew	Ence	U.S. History II	Y	0.17	1	2021-06-30	02	09
694836	Matthew	Ence	A.P. Human G	Y	0.33	1	2021-06-30	02	09
694836	Matthew	Ence	World Geogra	Y	0.5	1	2021-06-30	02	09
762551	Chauntel	Jacobs	Utah Studies	N	0.25	0.5	2021-06-30	02	09
553523	Michael	Martling	Utah Studies	Y	0.57	1	2021-06-30	02	09
553523	Michael	Martling	U.S. History I	Y	0.29	1	2021-06-30	02	09
689586	David	Neil	A.P. European	Y	0.17	1	2021-06-30	02	09
689586	David	Neil	World History	Y	0.66	1	2021-06-30	02	09
585490	Leighann	Nunez	U.S. History I	Y	0.29	1	2021-06-30	02	09
585490	Leighann	Nunez	Utah Studies	Y	0.57	1	2021-06-30	02	09
760839	Ellee	Taylor	Utah Studies	N	0.86	1	2021-06-30	02	09
568778	James	Thomas	A.P. United St	Y	0.17	1	2021-06-30	02	09
568778	James	Thomas	United States	Y	0.33	1	2021-06-30	02	09
568778	James	Thomas	A.P. US Gover	Y	0.33	1	2021-06-30	02	09
695263	Courtney	Allen	Grade 2	N	1	1	2021-06-30	01	22
690456	Emilee	Barker	Grade 4	N	1	1	2021-06-30	01	22
656884	Kayla	Best	Grade 6	N	1	1	2021-06-30	01	22

746148	Marissa	Brown	Kindergarten	N	1	1	2021-06-30	01	22
718392	Tiffanie	Brown	Kindergarten	N	1	1	2021-06-30	01	22
714047	Mikele	Crandall	Grade 1	N	1	1	2021-06-30	01	22
708782	Britaini	Delbo	Grade 3	N	1	1	2021-06-30	01	22
686698	Catherine	Hancock	Grade 6	N	1	1	2021-06-30	01	22
762171	Daphne	Hughes	Grade 5	N	1	1	2021-06-30	01	22
720405	Laura	Johnson	Grade 6	N	1	1	2021-06-30	01	22
760853	Sarah	Moore	Grade 5	N	1	1	2021-06-30	01	22
571564	Ashley	Nash	Grade 3	N	1	1	2021-06-30	01	22
564689	Aimee	Peterson	Grade 2	N	1	1	2021-06-30	01	22
762134	Kristy	Powell	Grade 4	N	1	1	2021-06-30		
552934	Lynzi	Rojas	Grade 1	N	1	1	2021-06-30	01	22
679782	Tawni	Romero	Grade 3	N	1	1	2021-06-30	01	22
708218	Treyele	Rowe	Grade 5	N	1	1	2021-06-30	01	22
563488	Shannon	Sinclair	Grade 1	Y	1	1	2021-06-30	01	22
716996	Melissa	Smith	Grade 4	N	1	1	2021-06-30	01	22
575912	Amy	Sommer	Kindergarten	N	1	1	2021-06-30	01	22
710762	Stephanie	Stock	Grade 5	N	1	1	2021-06-30	01	22
710095	Cassity	Zizumbo	Grade 2	N	1	1	2021-06-30	01	22
177527	Anna	Reynolds	Grade 1 - SPE	Y	1	1	2021-06-30	01	23

4. Professional Development Plan
   ESEA 1114 (b)(1)(D)
   Refer to item #9 of the Utah Title I Part A Monitoring Handbook

Describe the professional development necessary to support the strategies. The team must include strategies to ensure that all students are taught by highly qualified teachers.

Professional Development	1. Pre-service training (up to 80 hours) in topics such as CHAMPS, Direct Instruction, Spalding Spelling, Wordly Wise, Rocket Math, Policies and Procedures, Teacher Licensing, School Improvement Plan, Data-driven instruction, etc. 2. "Early and Often" Individual Assessments: Our new teachers begin at one color coded level and are expected to continue to move up in levels throughout the year as they master techniques to reach the "Highly Effective" color level by year-end. 3. Coaches: Our new teachers receive at least bi-monthly coaching support. Coaches identify teaching masteries and deficiencies and model effective strategies and techniques. 4. Assignment of a highly effective teacher-mentor and a district-wide grade-level mentor. 5. Weekly team meetings and training with school directors to review student problems, concerns, and student needs. 6. Monthly cross-campus meetings for all grade levels. 7. 4-5 days of Professional Development is provided during the school year to target common deficiencies identified by our administrators, teachers, and coaches.
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's professional development: ● https://tguskey.com/wp-content/uploads/Professional-Learning-5-What-Works-in-Professional-Development.pdf ● WWC | Using Student Achievement Data to Support Instructional Decision Making ● https://www.air.org/sites/default/files/downloads/report/aera_designing_0.pdf
Expected Impact in Core Academic Areas	The state standardized assessment administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Budget and Funding Sources	Title and per pupil state funds
Timeline	Pre-service and follow-up: Two-weeks in August Additional PD in October and January Post-service: Four days in June Weekly POW-WOWs: Wednesdays for 1 hour (Elementary) Thursdays for 1 hour (Secondary) Monthly District Team Meetings First Wednesday (Elementary) First Thursday (Secondary) Ongoing Coaching and Teacher-mentor Training

Responsible Parties	Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Lara Marquez, School and Community Support Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS DIrector Craig Peterson, HS Director
Evaluation How will success be Measured?)	Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) Parent Survey results disaggregated by teacher

5. Recruitment and Retention of Highly Qualified Teachers
ESEA 1114(b)(1)(E)
Refer to item #10 of the Utah Title I Part A Monitoring Handbook

Strategies are implemented to attract, recruit, and retain highly qualified teachers in high need schools.

Describe strategies, policies and incentives to recruit and retain teachers. ● American Preparatory Academy actively recruits teachers through job fairs, public announcements, interviews, competitive salaries, benefits, and bonuses. ● Candidates are screened using HQ requirements. ● If a candidate is selected for a teaching position who is not yet HQ, that candidate will meet with administration to design an individualized plan for HQ Professional Progress. ● Administration supports teachers with instructors, SPED assistance, training, an organized curriculum plan, weekly meetings, etc. ● When budget allows, merit awards are given to highly effective teachers who return the following year.

6. Parent Involvement

ESEA 1114 (b)(2(B)ii
ESEA 1114(b)(2)(B)iv
Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

Please answer the following and attach documentation as needed.

American Preparatory Academy
A C A D E M Y

Stakeholder School Improvement Planning Meeting
American Preparatory Academy-WV2
Date: 08/11/2021 11:30 AM

I.   Welcome and Introductions

II. The Continuous Improvement Journey: Seeking regular input, both formal and informal, from stakeholders and multiple data sources in order to evaluate and accelerate our progress toward our goals.
https://drive.google.com/file/d/18QA_nMYqDBjDybwQHT0HhVoaa6op3SIU/view?usp=sharing

III. American Preparatory Academy's Core Goals
   a.   Progress each student at least one grade level in reading, language arts, and mathematics each year.
   b.   Ensure students with special needs are identified and provided with appropriate services.
   c.   All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
   d.   Ensure ELL students are identified and provided with appropriate English instruction.
   e.   Provide effective parental communication and opportunities for parent involvement

IV. Some activities that support those goals:
   a.   Parent and Family Engagement Policies
   b.   School-Student-Parent Compacts

V.   School Data from the 2020-2021 Comprehensive Needs Assessment
   a.   Demographics data
   b.   Enrollment and Attendance
   c.   Assessment data
   d.   Parent Surveys

VI. 2021-2022 School Plans
   a.   School Improvement Plan
   b.   Targeted School Improvement Plan
   c.   Teacher and Student Success Access Plan
   d.   ARP-ESSER III application
   e.   Title 1 Comprehensive School Improvement Plan
   f.   Early Learning Plan (K-3)

Describe the processes used to involve parents in the development of the schoolwide planning process. Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

American Preparatory administrators annually invite select staff and parents from each school to participate in a School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. School Plans are developed with goals, action steps, and budget relationships. Parent and Family Engagement Policies are discussed. School, Parent, and Student Compacts are also examined by this Committee for recommended changes. This meeting took place on August 11,2021. The agenda is to the left and the sign-in pages are on page 1.

Describe how schoolwide plans will be made available to parents and the public in an understandable and uniform format.

The Schoolwide plan will be made available to parents on the school website and information will be published in a Fall newsletter.

Identify the parent involvement strategies that the school will use to involve parents.

See District Parent and Family Engagement Policy: https://policies.americanprep.org/chapter-a-apa-model/#1552300322496-6d50d0c8-a596

See School Parent Involvement Policy, located within the Parent-Student Handbook:
Parent-Student Handbooks - American Preparatory Schools

7. Transition from early childhood programs to local elementary school programs (Elementary schools only)
    ESEA 1114 (b)(1)(G)
    Refer to item #11 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, there is clear evidence of transition activities between early childhood programs/home and the local elementary school.

Description of communication	Unlike neighborhood public schools, West Valley 2's kindergarten population is not based on geographical boundaries. Incoming students come almost exclusively from families with current students in the elementary or secondary grades. Communications about registration, immunizations, assessments, etc. begin in the Spring of the prior year through our weekly newsletters and through direct administrator/teacher contact with parents who have indicated they would like to enroll their student at West Valley 2.
Description of collaboration efforts	Incoming American Prep kindergarten students' parents are given a "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	When a student is enrolled at WV2, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics.

8. Decisions regarding the use of assessments
   ESEA 1114 (b)(1)(H)
   Refer to item #12 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, teachers are included in decisions regarding the use of assessments.

What assessments will be used to measure student progress and inform instruction?	The state standardized assessment administered. Acadience, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
Please describe how teachers were included in decisions regarding the use of assessments.	- Teachers in weekly team meetings give feedback on assessments…which assessments should be used, when they should be taken, etc. - Reading and math programs are assessed every 5 days. There are bi-monthly assessments every 2 weeks.

9. Students who experience difficulty mastering academic achievement standards
ESEA 1114 (b)(1)(I)
Refer to item #13 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

How will the school identify which students experience difficulty in mastering academic standards?	When a student is enrolled at West Valley 2, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics.
What interventions will the school provide for students experiencing difficulty in mastering academic standards?	- Every student receives core instruction through their classroom teacher. Intensive and accelerated instruction is taught in small groups at the student's academic level in Reading, Language Arts, and Mathematics according to pre-assessments. - Weekly evaluations are tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind are identified in weekly team meeting discussions. An action plan is developed to address the student's needs. - During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful. - Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child. - Afterschool classes are offered for students who need extra academic support.

How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?	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.

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

In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs.

Program Funding Source	FY 21 Allocation	FY 22 Allocation	Describe how the funding sources will support the schoolwide plan.
Title IA	$636,488	$717,580	Positions supporting the district and campus goals/strategies/action steps above, including: Title I Coordinator, Academic Coordinators, Academic Extended Day Staff, Translation, MTSS Paras, Professional Development, Academic Coaches, Substitute Teachers, Supplemental IT, Afterschool, assistant teachers/instructors (Math AAC, music, etc.), parent specialists, and AP/CE teachers.
Title IIA	$103,814	unknown	Teacher Training and/or Academic Coaches
Title IIIA	$97,852	$99,154	ELL Professional Development, DISE & Intensive English Instruction, District Support
IDEA School Age	unknown	unknown	SpEd Caseworkers and Contracted Speech, OT, and other Services
At-Risk	$296,476	$467,650	Counselors, Ambassador CDLs and/or Academic Extended Day
Accelerated Students (GT, AP, CE)	$45,000	unknown	GT: Teachers and instructors providing Saxon 8/7 & Algebra classes to 5th & 6th grade students and/or AP/CE teachers.
Early Literacy	$240,192	$273,298	Paras assisting with Language Arts groups (K-3 grades only) & Reading Mastery Curriculum.
Early Intervention	$180,000	$180,000	All-day kindergarten in West Valley
COVID ESSER II	$2,105,654		Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.

COVID ARP		$4,732,096	Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
GEER I & GEER II	$226,649	$91,367	Afterschool programs at our Title IA campuses
Title IVB	$124,350	$93,262.50	Afterschool programs at our Title IA campuses
IGP	$70,000	$70,000	Afterschool programs at our Title IA campuses
IGP-Supplemental	$59,615	$100,000	Afterschool programs at our Title IA campuses

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