


**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>August 10, 2022</u>
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Name	Title I Schoolwide Planning Team	Signature (See SIP Signature Form)																																																																																
Rebecca Dailey Lauren Butterfield Laura Leavitt MaryCarmen Gamez Mikele Crandall Tanya Mulivai Michaela Greef Celeste Lopez Madison Parsons Jill Dallon Justina Spencer Skyler Frickelton	Facilitator Facilitator Admin Admin Admin Parent Parent Parent Parent Teacher Teacher Teacher	<div style="text-align: center;">  <p>AMERICAN PREPARATORY ACADEMY</p> <p>American Preparatory Academy - West Valley 1</p> <p><b>School Improvement Planning Meeting</b></p> <p>August 10, 2022 at 9:00 am</p> </div> <table border="1" data-bbox="1119 678 1782 1344"> <thead> <tr> <th>Printed Name</th> <th>Campus</th> <th>Parent/Teacher/Admin</th> <th>Signature</th> </tr> </thead> <tbody> <tr><td>Rebecca Dailey</td><td>District</td><td>Facilitator</td><td><i>[Signature]</i></td></tr> <tr><td>Lauren Butterfield</td><td>District</td><td>Facilitator</td><td><i>[Signature]</i></td></tr> <tr><td>Laura Leavitt</td><td>WV1</td><td>Admin</td><td><i>[Signature]</i></td></tr> <tr><td>MaryCarmen Gamez</td><td>WV1</td><td>Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Heidi Franco</td><td>WV1</td><td>Admin</td><td></td></tr> <tr><td>Mikele Crandall</td><td>WV1</td><td>Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Laura Orwin</td><td>WV1</td><td>Parent</td><td></td></tr> <tr><td>Tanya Mulivai</td><td>WV1</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Belen Vargas</td><td>WV1</td><td>Parent</td><td></td></tr> <tr><td>Michaela Greeff</td><td>WV1</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Celeste Lopez</td><td>WV1</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Sophia Anderson</td><td>WV1</td><td>Parent</td><td></td></tr> <tr><td>Madison Parsons</td><td>WV1</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Justina Spencer</td><td>WV1</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Skyler Frickelton</td><td>WV1</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Jill Dallon</td><td>WV1</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>K'Leena Furniss</td><td>WV1</td><td>Teacher</td><td></td></tr> <tr><td>SueAnn Fullmer</td><td>WV1</td><td>Teacher</td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Printed Name	Campus	Parent/Teacher/Admin	Signature	Rebecca Dailey	District	Facilitator	<i>[Signature]</i>	Lauren Butterfield	District	Facilitator	<i>[Signature]</i>	Laura Leavitt	WV1	Admin	<i>[Signature]</i>	MaryCarmen Gamez	WV1	Admin	<i>[Signature]</i>	Heidi Franco	WV1	Admin		Mikele Crandall	WV1	Admin	<i>[Signature]</i>	Laura Orwin	WV1	Parent		Tanya Mulivai	WV1	Parent	<i>[Signature]</i>	Belen Vargas	WV1	Parent		Michaela Greeff	WV1	Parent	<i>[Signature]</i>	Celeste Lopez	WV1	Parent	<i>[Signature]</i>	Sophia Anderson	WV1	Parent		Madison Parsons	WV1	Parent	<i>[Signature]</i>	Justina Spencer	WV1	Teacher	<i>[Signature]</i>	Skyler Frickelton	WV1	Teacher	<i>[Signature]</i>	Jill Dallon	WV1	Teacher	<i>[Signature]</i>	K'Leena Furniss	WV1	Teacher		SueAnn Fullmer	WV1	Teacher					
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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 for Elementary (K-6) programs: <a href="https://docs.google.com/spreadsheets/d/1Rlkv6g36Zro8k7G91J852r9KWNXWFuOE_40JA6B9p9k/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Rlkv6g36Zro8k7G91J852r9KWNXWFuOE_40JA6B9p9k/edit?usp=sharing</a>
Graduation rates (for high schools only)	n/a	Not applicable
Demographic data	✓	Free/Reduced lunch: 63.95% Ethnic minorities: 59.80% Racial minorities: 23.59% Students with disabilities: 9.80% ELL: 47.84%

West Valley 1 Campus Enrollment and Demographics by Grade								
2021-22	K	1	2	3	4	5	6	TTL
Student Count	84	87	87	87	90	76	91	602
New Enrollment	84	24	33	36	37	28	41	283
New Enroll. %	100.00%	27.59%	37.93%	41.38%	41.11%	36.84%	45.05%	47.01%
Attendance %	88%	89%	87%	90%	89%	92%	90%	89%
Female	46	48	42	40	47	45	45	313
Male	38	39	45	47	43	31	46	289
Ethnicity (H)	50	44	49	49	63	45	60	360
Ethnicity %	59.52%	50.57%	56.32%	56.32%	70.00%	59.21%	65.93%	59.80%
White (W)	15	22	22	8	11	13	9	100
Am. Indian (I)	<5	0	0	0	0	0	<5	<5
Asian (A)	<5	6	5	11	5	7	6	43
Black (B)	9	12	8	12	8	8	10	67
Pacific Isl. (P)	6	<5	<5	7	<5	<5	5	30
Minority %	22.62%	24.14%	18.39%	34.48%	17.78%	23.68%	24.18%	23.59%
SPED	7	6	16	8	9	6	7	59
SPED %	8.33%	6.90%	18.39%	9.20%	10.00%	7.89%	7.69%	9.80%
F/R Lunch	51	62	49	63	54	50	56	385
F/R Lunch %	60.71%	71.26%	56.32%	72.41%	60.00%	65.79%	61.54%	63.95%
Lim. Engl. (LEP)	22	20	36	56	50	46	58	288
LEP %	26.19%	22.99%	41.38%	64.37%	55.56%	60.53%	63.74%	47.84%

School climate (including safe school data)	n/a	<p>Parent satisfaction: 92.7% of parents are satisfied or very satisfied with the overall performance of the school. 94.6% of parents feel the same way about the academic program of the school. 94.6% of parents feel the same about the school's curriculum, 90.6% about the teachers, 88.8% about the instructors, 89.4% about communication with parents, 84.2% about behavior of the students at school. The survey reflected a significant drop in parent volunteerism: 91.5% felt like there were opportunities for parent classroom involvement, 90.6% said they had been invited to participate multiple times this year, but only 65.7% said they had contributed "many" volunteer hours. (Parent satisfaction data is from 2022 EOY Parent Surveys included in the CNA 2021-2022).</p>
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Course-taking patterns (high school only)	n/a	Not applicable
Teacher qualifications	✓	Highly Effective: 12 Effective: 12 Minimally Effective: 3 Ineffective: 0 <hr/> Total Teachers: 27  Teacher Effectiveness is comparable to non-Title I APA schools.
Participation in college entrance testing (high school only)	n/a	Not applicable

## 2. Schoolwide Reform Strategies

*ESEA 1114(b)(1)(B)*

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

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

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

### Schoolwide Reform Goals and Strategies Form (Complete one page for each goal.)

**Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).**

<p><b>Goal #1</b></p>	<p><b>Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).</b></p>
<p>Strategies</p>	<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>
<p>Scientifically Based Research Support</p>	<p>Scientifically Based Research supporting Language Arts teaching methods and curriculum:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.spaldingeducation.org/standards-and-correlations">https://www.spaldingeducation.org/standards-and-correlations</a></li> <li>• <a href="https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769">https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769</a></li> <li>• <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=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>
<p>Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)</p>	<p>The state standardized assessment is administered. Core Knowledge scores in Language Arts will reach or exceed 75% annually. 80% of Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments in at least one subject area.</p>

Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

<b>Goal #2</b>	<b>Provide opportunities for students to become well-rounded and educated in general subjects.</b>
Strategies	<b>Description:</b> Provide classes in music, art, physical education, and history. <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.
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/issues/">https://www.ecs.org/research-reports/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	Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

<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 IEPs</p> <p><b>Description:</b> Provide specific services to qualified students according to 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 SPED program:</p> <ul style="list-style-type: none"> <li>● <a href="http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm">http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm</a></li> <li>● <a href="https://www.mheducation.com/prek-12/">https://www.mheducation.com/prek-12/</a></li> <li>● <a href="https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities">https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities</a></li> <li>● <a href="http://www.readingrockets.org/article/30676">http://www.readingrockets.org/article/30676</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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

<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="http://ies.ed.gov/ncee/wwc/document.aspx?sid=23">http://ies.ed.gov/ncee/wwc/document.aspx?sid=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	Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

<b>Goal #5</b>	<b>Ensure ELL students are identified and provided with appropriate English instruction.</b>
Strategies	Description: Screening assessments will be administered to students. Description: ELL students will be given formative assessments and data will be collected and reported annually.
Scientifically Based Research Support	Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention  <ul style="list-style-type: none"> <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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.

<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 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	Scientifically Based Research supporting WV1's parent involvement policies and practices: <ul style="list-style-type: none"> <li>• <a href="https://www.nea.org/student-success/engaged-families-communities">https://www.nea.org/student-success/engaged-families-communities</a></li> </ul>
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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 2022-23 School GOALS**

<p><b>Goal #1:</b> Early Literacy - (State Measured Goal) By EOY, 1<sup>st</sup> grade teachers will move up 43% of 1<sup>st</sup> grade students from the well-below benchmark category. 2nd grade teachers will move up 19% of 2nd grade students scoring in the well-below benchmark category on Acadience Reading composite exams from BOY to EOY.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Monthly progress monitors of all intensive students will be administered and analyzed to track student progress.</li> <li>2. Academic Extended Day will be organized and implemented for Intensive students by term 2.</li> <li>3. Teachers will create individual plans for intensive students.</li> <li>4. Mid- year data analysis will be conducted to ensure intensive reading groups students are accurately placed</li> </ol>
<p><b>Goal #2</b> By May 31, 2023, APA's 1<sup>st</sup> grade teachers will reduce the percentage of 1<sup>st</sup> grade students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 27%.</p>	<p><b>Strategy:</b> Provide targeted, evidence-based interventions according to data gleaned from progress monitoring.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Daily math practice and leveled math Intensive courses.</li> </ol>
<p><b>Goal #3: TSI- Targeted School Improvement Goals:</b> Work to ensure state identified subgroups: are not identified for TSI for two consecutive years.</p>	<p><b>TSI Identification:</b> the lowest 5% of students in those demographic categories in the state <b>Identified Subgroups:</b> English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. See Elementary Goals for all subgroups in the provided link: <a href="https://www.americanprep.org/wp-content/uploads/2022/10/WV1-TSI-Plan-2022-2023.pdf">https://www.americanprep.org/wp-content/uploads/2022/10/WV1-TSI-Plan-2022-2023.pdf</a></li> <li>2. Interventions that meet ESSA's evidence-based requirements</li> <li>3. Utilize RISE summer program 2x a week as a bell ringer to hone testing skills.</li> </ol>

<p><b>Goal #4:</b> Increase the security of the building and parents' confidence in their children's safety at school.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. 100% compliance on keeping doors closed during the Academic school day and during the after school program time.</li> <li>2. Check IDs of all parents/guardians who are checking out students during the school day.</li> <li>3. Continue to enforce safety school rules already in place—visitor tags, signing in, carpool tags, backpack tags (focus on visually matching these for kindergarten students), gates in playground locked, instructors having the ability to open locks when needed.</li> <li>4. Integrity of all exterior doors will be checked to ensure school safety.</li> </ol>
<p><b>Goal #5:</b> Maintain parent perception and confidence in the cleanliness of the school at 90% or above.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Promote N.O.T.E. throughout the year             <ol style="list-style-type: none"> <li>a. N.O.T.E. campaigns will be implemented during the first term.</li> <li>b. Builder buttons will be utilized as part of N.O.T.E.</li> </ol> </li> <li>2. Student/class participation in keeping the halls, playground and sidewalk in front of the school free of trash.</li> <li>3. Add additional garbage cans to outside areas.</li> <li>4. Share list of maintenance needs with district OPS supervisor to include on regular custodian and evening custodian schedule.</li> </ol>
<p><b>Goal #6:</b> Increase parent participation in and knowledge about the school.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Increase participation in FSO and volunteering.             <ol style="list-style-type: none"> <li>a. Focus on every parent as part of a committee</li> <li>b. Term report on volunteer hours reported</li> <li>c. Establish FSO leadership</li> </ol> </li> <li>2. Increase the opportunities for parents to become familiar with APA policies and procedures.             <ol style="list-style-type: none"> <li>a. New parent class during AED for the first 8 days of school.</li> <li>b. Regular Q &amp; A section in the newsletter.</li> <li>c. Verify receipt of Parent/Student Handbook for each family.</li> </ol> </li> </ol>
<p><b>Goal #7:</b> Implement K-6 student self-tracking progress programs appropriate for each grade level.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Distribute and personalize white data folders for each student.             <ol style="list-style-type: none"> <li>a. Communicate with parents about the new folder and its purpose.</li> </ol> </li> <li>2. Work with grade level teams to create appropriate student progress trackers for their grade level subjects.</li> </ol>

<p><b>Goal #8:</b> Increase the number of students who are in on-level or above-level courses. Enlist parent support by communicating more effectively their student's achievement levels in reading and math.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Effectively use the “on level” tab on the MA to help teachers identify student levels and create plans for their students to reach benchmark.</li> <li>2. Parents whose students are more than one academic school year below benchmark in reading or math will be contacted by the homeroom teachers during the 1st term, prior to the first P/T conference, to discuss goals and strategies to help their student.</li> <li>3. Achievement levels in reading and math will be shared with parents at the BOY and with term report cards. Explanations of the groups and levels will be included.</li> </ol>
<p><b>Goal #9:</b> Increase parent involvement throughout the school year, measured by 90%+ approval on Parent Survey.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Increase participation in FSO and Volunteering <ol style="list-style-type: none"> <li>a. Ongoing inclusion of volunteer opportunities in newsletter and on google sign up form</li> <li>b. Include QR code for reporting donations and volunteer hours in every newsletter and on back of carpool tags</li> <li>c. Report to parents each term on the number of hours completed.</li> <li>d. Hire parent specialists to help with uniform donations and sales.</li> <li>e. Hire parent specialists to help with other tasks that could free up school personnel to provide academic or parent engagement services.</li> </ol> </li> </ol>
<p>Responsible Parties</p>	<p>Carolyn Sharette, Executive Director  Laura Leavitt, School Director  MaryCarmen Gamez, Administrative Director  Mikele Crandall, K-3 Elementary Director  Heidi Franco, 4-6 Elementary Director</p>

### 3. Instruction by Highly Qualified Teachers

*ESEA 1114 (b)(1)(C)*

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

Teacher Effectiveness							
SY2021-2022							
TOTALS	Ineffective	Moderately Effective	Effective	Highly Effective	% Effective+HE	% Highly Effective	Ttl Teachers
D1	0	0	8	20	100.00%	71.40%	28
Draper 2	0	4	20	17	90.20%	41.50%	41
Draper 3	0	1	26	13	97.50%	32.50%	40
WV1	0	3	12	12	88.90%	44.40%	27
WV2	0	2	41	32	97.30%	42.70%	75
Salem	0	3	7	12	86.40%	54.50%	22
<b>District</b>	<b>0</b>	<b>13</b>	<b>114</b>	<b>106</b>	<b>94.40%</b>	<b>45.50%</b>	<b>233</b>
Title I	0	5	53	44	95.10%	43.10%	
Non-Title I	0	8	61	62	93.90%	47.30%	
Comparable?	1.1* Title I percentages				104.60%	47.50%	
	At 110%, are percentages = or > Non-Title I Schools				> than	> than	yes and yes

### 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.

<p>Professional Development</p>	<ol style="list-style-type: none"> <li>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.</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. 4-5 days of Professional Development is provided during the school year to target common deficiencies identified by our administrators, teachers, and coaches.</li> </ol>
<p>Scientifically Based Research Support</p>	<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="http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll">http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll</a></li> </ul>
<p>Expected Impact in Core Academic Areas</p>	<p>The state standardized assessment is administered. DIBELS, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.</p>
<p>Budget and Funding Sources</p>	<p>Title and per pupil state funds</p>
<p>Timeline</p>	<p>Pre-service and follow-up: Two-weeks in August Additional PD in October and January</p>



	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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Mikele Crandall, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation How will success be Measured?)	Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) Parent Survey results disaggregated by teacher

## 5. Recruitment and Retention of Highly 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.

## **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



## AGENDA

**West Valley 1: The School for New Americans  
Stakeholder School Improvement Planning (SIP) Meeting  
August 10, 2022 @ 9:00 am**

- I. Welcome and Introductions
  
- II. American Preparatory Academy's Primary 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.
  
- III. 2021-2022 Comprehensive Needs Assessment
  - a. WV2 - Elementary CNA
  - b. WV3 - Secondary CNA
  
- IV. 2022-2023 School Plans
  - a. WV2 - Elementary Improvement Plans
    - i. School Improvement Plan (draft)
    - ii. Targeted School Improvement Plan (draft)
  - iii. WV3 - Secondary Improvement Plans
  - iv. School Improvement Plan (draft)
  - v. Targeted School Improvement Plan (draft)
  - vi. WV2 & WV3 Schoolwide Plans
  - vii. Schoolwide Title I Plan (draft)

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. This meeting took place on August 10, 2022. The agenda is to the left. The sign-in sheet is on Page 1.

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.

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/federal/>

See School Parent Involvement Policy, located within the Parent-Student Handbook: <https://www.americanprep.org/parent-student-handbooks/>

**7. Transition from early childhood programs to local elementary school programs (Elementary schools only)**

*ESEA 1114 (b)(1)(G)*

Refer to item #11 of the Utah Title I Part A Monitoring Handbook

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

Description of communication	Unlike neighborhood public schools, WV1's kindergarten population is not based on geographical boundaries. Incoming students come almost exclusively from families with current students in the elementary or secondary grades. Communications about registration, immunizations, assessments, etc. begin in the Spring of the prior year through our weekly newsletters and through direct administrator/teacher contact with parents who have indicated they would like to enroll their student at WV1.
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Description of collaboration efforts	Incoming American Prep kindergarten students' parents are given a "KinderPrep" summer packet when they attend their assessment. This packet includes beginning skills to work on as well as a link to video resources.
Description of transition activities	Incoming kindergarten students are assessed during the last week of school at the WV1 campus for verbal acuity, literacy, and numeracy proficiency before entering kindergarten. Assessments are administered by a highly qualified kindergarten staff member in a scheduled, one-to-one environment. Any students whom we are unable to assess before the last week of school are assessed during the summer or during the first week of school. Students are identified as academically at risk based on the results of the above assessments in English, reading, and math proficiency.

**8. Decisions regarding the use of assessments**

*ESEA 1114 (b)(1)(H)*

Refer to item #12 of the Utah Title I Part A Monitoring Handbook

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

What assessments will be used to measure student progress and inform instruction?	The state standardized assessment is administered. Acadience, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.
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<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<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>
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**9. Students who experience difficulty mastering academic achievement standards**

*ESEA 1114 (b)(1)(I)*

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

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

<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>When a student is enrolled at WV1, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics.</p>
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<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>

**10. Coordination of Budgets (Federal, State, Local funds)**  
**ESEA 1114 (b)(1)(J)**

**(#14 of Title I Part A Monitoring Handbook)**

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

<b>Program Funding Source</b>	<b>FY 22 Allocation</b>	<b>FY 23 Allocation</b>	<b>Describe how the funding sources will support the schoolwide plan.</b>
<b>Title IA</b>	\$717,580		Positions supporting the district and campus goals/strategies/action steps above, including: 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>	\$109,609		Teacher Training and/or Academic Coaches
<b>Title IIIA</b>	\$99,154	\$122,429	ELL Professional Development, DISE & Intensive English Instruction, District Support
<b>IDEA School Age</b>	\$761,958		SpEd Caseworkers and Contracted Speech, OT, and other Services
<b>At-Risk</b>	\$467,650	\$713,666	Counselors, Ambassador CDLs and/or Academic Extended Day
<b>Accelerated Students (GT, AP, CE)</b>	\$39,773		GT: Teachers and instructors providing Saxon 8/7 & Algebra classes to 5th & 6th grade students.
<b>Early Literacy</b>	\$273,298	\$222,709	Paras assisting with Tier 2 Math and Language Arts groups (K-3 grades only) & Reading Mastery Curriculum.
<b>Early Intervention</b>	\$180,000	\$180,000	All-day kindergarten in West Valley
<b>ARP - Afterschool</b>	\$1,200,000	same	Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.



<b>COVID ARP - ESSER III</b>	\$4,732,096	same	Learning Loss, Academic Excellence, SEL, Safe Environment, Supplemental Curriculum, Afterschool Programs, etc.
<b>Title IVB</b>	\$93,262.50	\$62,175	Afterschool programs at our Title IA campuses
<b>IGP</b>	\$70,000	\$70,000	Afterschool programs at our Title IA campuses
<b>IGP-Supplemental</b>	\$100,000	\$100,000	Afterschool programs at our Title IA campuses