


Part A: General Information

School Name <u>The Accelerated School (WV2)</u>	LEA Name <u>American Preparatory Academy</u>	Date: <u>August 10, 2022</u>
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Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)																																																																																				
Rebecca Dailey	Facilitator	 <p>American Preparatory Academy - West Valley 2 School Improvement Planning Meeting August 10, 2022 at 11:30 am</p> <table border="1"> <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></td><td>Facilitator</td><td><i>[Signature]</i></td></tr> <tr><td>Lauren Butterfield</td><td></td><td>Facilitator</td><td><i>[Signature]</i></td></tr> <tr><td>Eryn Woolston</td><td>WV2</td><td>Admin</td><td></td></tr> <tr><td>Julie Rodriguez</td><td>WV2</td><td>Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Jake Winegar</td><td>WV2</td><td>Admin</td><td><i>[Signature]</i></td></tr> <tr><td>Monica Barreto</td><td>WV2</td><td>Parent</td><td></td></tr> <tr><td>Valter Barreto</td><td>WV2</td><td>Parent</td><td></td></tr> <tr><td>Amie Jacobson</td><td>WV2</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Jeff Maroney</td><td>WV2</td><td>Parent</td><td></td></tr> <tr><td>Christopher Nash</td><td>WV2</td><td>Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Irene Christenson</td><td>WV2</td><td>Parent</td><td></td></tr> <tr><td>Treyele Fuentes</td><td>WV2</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Ryan Thomas</td><td>WV2</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Amanda Griggs</td><td>WV2</td><td>Teacher/Parent</td><td><i>[Signature]</i></td></tr> <tr><td>Rashel McLennan</td><td>WV2</td><td>Teacher</td><td><i>[Signature]</i></td></tr> <tr><td>Shannon Sinclair</td><td>WV2</td><td>Teacher/parent</td><td><i>[Signature]</i></td></tr> <tr><td>Lynzi Rojas</td><td>WV2</td><td>Teacher/parent</td><td><i>[Signature]</i></td></tr> <tr><td>Ashley Nash</td><td>WV2</td><td>Teacher/parent</td><td><i>[Signature]</i></td></tr> <tr><td>Brittney Delbo</td><td>WV2</td><td>Teacher/parent</td><td><i>[Signature]</i></td></tr> <tr><td>Christine Oldroyd</td><td>WV2</td><td>Admin/Teacher</td><td><i>[Signature]</i></td></tr> </tbody> </table>	Printed Name	Campus	Parent/Teacher/Admin	Signature	Rebecca Dailey		Facilitator	<i>[Signature]</i>	Lauren Butterfield		Facilitator	<i>[Signature]</i>	Eryn Woolston	WV2	Admin		Julie Rodriguez	WV2	Admin	<i>[Signature]</i>	Jake Winegar	WV2	Admin	<i>[Signature]</i>	Monica Barreto	WV2	Parent		Valter Barreto	WV2	Parent		Amie Jacobson	WV2	Parent	<i>[Signature]</i>	Jeff Maroney	WV2	Parent		Christopher Nash	WV2	Parent	<i>[Signature]</i>	Irene Christenson	WV2	Parent		Treyele Fuentes	WV2	Teacher	<i>[Signature]</i>	Ryan Thomas	WV2	Teacher	<i>[Signature]</i>	Amanda Griggs	WV2	Teacher/Parent	<i>[Signature]</i>	Rashel McLennan	WV2	Teacher	<i>[Signature]</i>	Shannon Sinclair	WV2	Teacher/parent	<i>[Signature]</i>	Lynzi Rojas	WV2	Teacher/parent	<i>[Signature]</i>	Ashley Nash	WV2	Teacher/parent	<i>[Signature]</i>	Brittney Delbo	WV2	Teacher/parent	<i>[Signature]</i>	Christine Oldroyd	WV2	Admin/Teacher	<i>[Signature]</i>
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I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

Title I Director: <u>Lisa Brunson</u>	Signature: _____
School Director: <u>Craig Peterson</u>	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/1Kd7cuH3DfswZvdQ-dS0y1FROvgrBPoCQVjcO4AZ9E8/edit?usp=sharing Internal Link to full Comprehensive Needs Assessment Data for Secondary (7-12) programs: https://docs.google.com/spreadsheets/d/1ZsxHRI4W7-OwiC7koROiu5HS4JTyoAC7vNMI-7aZOuo/edit?usp=sharing
Graduation rates (for high schools only)	✓	2021 Graduation Rate: 93.4% of our seniors graduated.

Demographic data	✓	<p>Free/Reduced lunch: 60.28% Ethnic minorities: 65.94% Racial Minorities: 19.67% Students with disabilities: 9.58% ELL: 39.40%</p> <table border="1"> <thead> <tr> <th colspan="14">West Valley 2 Campus Enrollment and Demographics by Grade</th> </tr> <tr> <th>2021-22</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>TTL</th> </tr> </thead> <tbody> <tr> <td>Student Count</td> <td>82</td> <td>84</td> <td>88</td> <td>94</td> <td>92</td> <td>126</td> <td>126</td> <td>204</td> <td>186</td> <td>174</td> <td>127</td> <td>98</td> <td>75</td> <td>1556</td> </tr> <tr> <td>New Enrollment</td> <td>82</td> <td>8</td> <td>5</td> <td>13</td> <td>8</td> <td>20</td> <td>21</td> <td>27</td> <td>28</td> <td>31</td> <td>11</td> <td><5</td> <td>0</td> <td>256</td> </tr> <tr> <td>New Enroll. %</td> <td>100%</td> <td>10%</td> <td>6%</td> <td>14%</td> <td>9%</td> <td>16%</td> <td>17%</td> <td>13%</td> <td>15%</td> <td>18%</td> <td>9%</td> <td>2%</td> <td>0%</td> <td>16%</td> </tr> <tr> <td>Attendance %</td> <td>87%</td> <td>91%</td> <td>91%</td> <td>90%</td> <td>93%</td> <td>93%</td> <td>92%</td> <td>95%</td> <td>96%</td> <td>96%</td> <td>93%</td> <td>95%</td> <td>91%</td> <td>93%</td> </tr> <tr> <td>Female</td> <td>39</td> <td>42</td> <td>50</td> <td>50</td> <td>55</td> <td>60</td> <td>72</td> <td>110</td> <td>93</td> <td>89</td> <td>71</td> <td>53</td> <td>48</td> <td>832</td> </tr> <tr> <td>Male</td> <td>43</td> <td>42</td> <td>38</td> <td>44</td> <td>37</td> <td>66</td> <td>54</td> <td>94</td> <td>93</td> <td>85</td> <td>56</td> <td>45</td> <td>27</td> <td>724</td> </tr> <tr> <td>Ethnicity (H)</td> <td>52</td> <td>56</td> <td>52</td> <td>51</td> <td>56</td> <td>77</td> <td>75</td> <td>150</td> <td>119</td> <td>119</td> <td>99</td> <td>70</td> <td>50</td> <td>1026</td> </tr> <tr> <td>Ethnicity %</td> <td>63.41%</td> <td>66.67%</td> <td>59.09%</td> <td>54.26%</td> <td>60.87%</td> <td>61.11%</td> <td>59.52%</td> <td>73.53%</td> <td>63.98%</td> <td>68.39%</td> <td>77.95%</td> <td>71.43%</td> <td>66.67%</td> <td>65.94%</td> </tr> <tr> <td>White (W)</td> <td>12</td> <td>13</td> <td>18</td> <td>20</td> <td>16</td> <td>22</td> <td>21</td> <td>24</td> <td>23</td> <td>22</td> <td>12</td> <td>14</td> <td>7</td> <td>224</td> </tr> <tr> <td>Am. 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LEP %	35.37%	20.24%	31.82%	43.62%	35.87%	45.24%	47.62%	52.45%	50.00%	41.38%	33.07%	17.35%	22.67%	39.40%																																																																																																																																																																																																																																																																																																																													
School climate (including safe school data) Secondary	✓	<p>Parent satisfaction: 84.3% of parents are satisfied or very satisfied with the overall performance of the school. 89.3% of parents feel the same way about the academic program of the school. 84.7% of parents feel the same about the school's curriculum, 84.6% about the teachers, 87.2% about communication with parents, 72.9% about behavior of the students at school. The survey reflected a significant drop in parent volunteerism: 78.4% felt like there were opportunities for parent classroom involvement, 80.5% said they had been invited to participate multiple times this year, but only 52.1% said they had contributed "many" volunteer hours. (Parent satisfaction data is from 2022 EOY Parent Surveys included in the CNA 2021-2022).</p>																																																																																																																																																																																																																																																																																																																																									

School climate (including safe school data) Elementary	✓	Parent satisfaction: 91.5% of parents are satisfied or very satisfied with the overall performance of the school. 96.6% of parents feel the same way about the academic program of the school. 94.3% of parents feel the same about the school's curriculum, 94.0% about the teachers, 89.1% about the instructors, 88.6% about communication with parents, 84.6% about behavior of the students at school. The survey reflected a significant drop in parent volunteerism: 91.0% felt like there were opportunities for parent classroom involvement, 88.1% said they had been invited to participate multiple times this year, but only 57.1% said they had contributed "many" volunteer hours. (Parent satisfaction data is from 2022 EOY Parent Surveys included in the CNA 2021-2022).																		
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 added a Latin 1020 CE class in 2021-22. WV2 is adding an AP Seminar in 2022-23. This is a prerequisite to AP Research, which will be added in 2023-24.																		
Teacher qualifications	✓	<p>Highly Effective: 32 Effective: 41 Minimally Effective: 2 Ineffective: 0 Total Teachers: 75</p> <p>Teacher Effectiveness is comparable to non-Title I APA schools.</p>																		
Participation in college entrance testing (high school only)	✓	<p>2022 AP Exams passed (3 or higher): 51/114 taken (44.74%) in 11 subjects.</p> <p>2022 ACT Mean Scores</p> <table border="1" data-bbox="491 899 1894 1089"> <thead> <tr> <th></th> <th>English</th> <th>Math</th> <th>Reading</th> <th>Science</th> <th>Composite</th> </tr> </thead> <tbody> <tr> <td>College-Ready Benchmark Score</td> <td>43.00%</td> <td>22.00%</td> <td>29.00%</td> <td>23.00%</td> <td>14.00%</td> </tr> <tr> <td>Average Score</td> <td>17.85</td> <td>18.48</td> <td>19.03</td> <td>19.45</td> <td>18.65</td> </tr> </tbody> </table>		English	Math	Reading	Science	Composite	College-Ready Benchmark Score	43.00%	22.00%	29.00%	23.00%	14.00%	Average Score	17.85	18.48	19.03	19.45	18.65
	English	Math	Reading	Science	Composite															
College-Ready Benchmark Score	43.00%	22.00%	29.00%	23.00%	14.00%															
Average Score	17.85	18.48	19.03	19.45	18.65															

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	<p>Description: Establish every student's present level of performance in Reading, Language Arts, and Mathematics, and record it in a database</p> <p>Description: Utilize Research-based Instructional Methods & Assessment and track assessment outcomes each week</p> <p>Description: Ensure all Teachers and Paraprofessionals are expertly trained to improve student academic performance through required, annual pre-service training</p> <p>Description: Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student academic performance</p> <p>Description: Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student academic performance</p> <p>Description: Provide technology tools and support for consistent curriculum delivery, data collection, and analysis of student performance</p> <p>Description: Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p>Description: Provide opportunities for continued student improvement over the summer months</p> <p>Description: District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.</p> <p>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.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting Language Arts teaching methods and curriculum:</p> <ul style="list-style-type: none"> • https://www.spaldingeducation.org/standards-and-correlations • https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3 • https://education-consumers.org/pdf/DI_Research.pdf <p>Scientifically Based Research supporting mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> • https://www.hmhco.com/~/_media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/theoretical-empirical-research-130205.pdf

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 Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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	<ul style="list-style-type: none"> • “The Socioemotional Benefits of the Arts: A New Mandate for Arts Education” Summary Report, April 2017 • Civics Education Research: https://www.ecs.org/research-reports/issues/

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 Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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	<p>Description: Provide a less restrictive learning environment that meets the needs of students with IEPs</p> <p>Description: Provide specific services to qualified students according to IDEA</p> <p>Description: Provide a paraprofessional in every K-6 grade classroom to provide support for students on IEPs.</p> <p>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.</p> <p>Description: 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 West Valley 2's SPED program:</p> <ul style="list-style-type: none"> • http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm • https://www.mheducation.com/prek-12/ • https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities • http://www.readingrockets.org/article/30676

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 Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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	<p>Description: Implementation of Builders Program, with monthly awards to students in all grades.</p> <p>Description: Implementation of Ambassador Program in secondary grades.</p> <p>Description: Distribute and analyze school climate surveys annually.</p> <p>Description: Specific staff members will be assigned to check the building, monitor safety, conduct safety drills, and assist with traffic control.</p> <p>Description: 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 West Valley 2's character development and behavior management programs:</p> <ul style="list-style-type: none"> • http://ies.ed.gov/ncee/wwc/document.aspx?sid=23 • https://www.safeandcivilschools.com/research/references/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 Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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 <ul style="list-style-type: none"> • https://journals.sagepub.com/doi/abs/10.2307/30035561
Expected Impact in Core Academic Areas	The state standardized assessment is administered. Acadience Reading, SAT, Core Knowledge, College Readiness, and in-program Assessments will be used to measure academic success. It is anticipated that test scores will demonstrate increased proficiency that align with our school goals.

Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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	<p>Description: All requirements of parental notification, consultation, and other requirements will be met.</p> <p>Description: Provide parents with information at least annually regarding Title programs, school and student achievement, teacher qualifications, and the School Improvement Plan.</p> <p>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.</p> <p>Description: Encourage parent volunteers during school and afterschool activities.</p> <p>Description: Provide technological tools and support to provide effective communication between school and parents.</p> <p>Description: Progress reports will be continuously updated and available for parents according to APA's Academic Communication policies.</p> <p>Description: Provide training to parents to assist them in achieving student success.</p> <p>Description: Provide grade-level specific Summer "Stay Sharp" Packets that assist parents in helping students retain reading and math skills over the summer months.</p>

Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's parent involvement policies and practices: <ul style="list-style-type: none"> • https://www.nea.org/student-success/engaged-families-communities
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 Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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 2022-23 School GOALS	
Goal #1: In Elementary, Track LBDI versus RM for kids who drop from Benchmark to Strategic or Intensive on the Report.	Action Steps: <ol style="list-style-type: none"> 1. Track student progress or digression with data on the Master Academic and keep track of their reading class level on the Master Academic.

<p>Goal #2: In Elementary, Make plans for students that are on the cusp of Strategic and Intensive.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Identify these students and help teachers make plans to keep them targeted for reading interventions. 2. Track progress using progress monitors every other week with students who are identified as needing intensive and strategic supports.
<p>Goal #3: In Elementary, Increase the number of students who are in groups that reflect an on or above-level course.</p>	<p>Action Steps:</p> <p>Ensure that all students are in appropriate leveled groups by looking at data from DLDR and test arrays.</p>
<p>Goal #4: In Elementary, Implement tracking programs for students.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Include white folder into the docket to house various tracking sheets pertinent to the specific grade levels. 2. Train students to track progress to increase self-awareness of abilities in certain grade level subjects.
<p>Goal #5: In Elementary, More effectively communicate to parents the student's achievement levels in reading and math.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop a form that will be shared with parents explaining the groups and levels. 2. Teachers will communicate group levels to parents using this form.
<p>Goal #6: Early Literacy - (State Measured Goal) By EOY, 1st grade teachers will move up 43% of 1st grade students from the well-below benchmark category. 2nd grade teachers will move up 19% of 2nd grade students scoring in the well-below</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Monthly progress monitors of all intensive students will be administered and analyzed to track student progress. 2. Academic Extended Day will be organized and implemented for Intensive students by term 2. 3. Teachers will create individual plans for Intensive students. 4. Mid- year data analysis will be conducted to ensure intensive reading group students are accurately placed.

<p>category on Acadience Reading composite exams from BOY to EOY.</p>	
<p>Goal #7: By May 31, 2023, APA's 1st grade teachers will reduce the percentage of 1st grade students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 27%</p>	<p>Strategy: Provide targeted, evidence-based interventions according to data gleaned from progress monitoring.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Daily math practice and leveled math Intensive courses.
<p>Goal #8: Continue to improve ACT scores in all subject areas and return to pre-Covid test scores.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Targeted practice in testing time management in all subjects.
<p>Goal #9: Assist secondary teachers in classroom effectiveness by helping them move up at least one level during the year.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Provide at least two admin coaching visits a year per teacher (one per semester). 2. Utilize coaches to assist teachers in instructional improvement. 3. Provide peer mentors for new teachers.
<p>Goal #10: Help Parents increase their Involvement and participation.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Present and communicate volunteer opportunities more clearly with enough advanced notice to allow them to arrange their schedules to assist. 2. Better utilize the newsletter to communicate deadlines and important dates. Ambassador events, Bodell for sports, Lizzy for counseling. 3. Train secretaries to not put phones on "Do Not Disturb" or on low ringtones. 4. Increase parent participation in the annual parent survey. Set the standard that the survey is part of the reenrollment process.

<p>Goal #11: TSI-Targeted School Improvement Goals: Work to ensure state identified subgroups: are not identified for TSI for two consecutive years.</p>	<p>TSI Identification: the lowest 5% of students in those demographic categories in the state Identified Subgroups: English Language Learners (Elementary and Secondary) Action Items:</p> <ol style="list-style-type: none"> 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 Secondary Goals for all subgroups in the provided link: https://www.americanprep.org/wp-content/uploads/2022/10/WV3-Sec-TSI-Plan-8.10.22.pdf 3. See Elementary Goals for all subgroups in the provided link: https://www.americanprep.org/wp-content/uploads/2022/10/WV2-Elem-TSI-Plan-August-10-2022.pdf
<p>Responsible Parties</p>	<p>Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director Craig Peterson, Secondary 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
District	0	13	114	106	94.40%	45.50%	233
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.

Professional Development	<ol style="list-style-type: none"> 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.
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	<ol style="list-style-type: none"> 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	<p>Scientifically Based Research supporting West Valley 2's professional development:</p> <ul style="list-style-type: none"> • https://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Birman-Desimone-Porter-and-Garet-2000.pdf • https://ies.ed.gov/ncee/wwc/PracticeGuide/12 • http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll
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	<p>Pre-service and follow-up: Two-weeks in August Additional PD in October and January</p> <p>Post-service: Four days in June</p> <p>Weekly POW-WOWs: Wednesdays for 1 hour (Elementary) Thursdays for 1 hour (Secondary)</p> <p>Monthly District Team Meetings: First Wednesday (Elementary) First Thursday (Secondary)</p> <p>Ongoing Coaching and Teacher-mentor Training</p>
Responsible Parties	Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Al Ramirez, Junior High Director Jake Winegar, High School Director

	Craig Peterson, Secondary 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 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.



AGENDA

**West Valley 2&3: The Accelerated School
Stakeholder School Improvement Planning (SIP) Meeting
August 10, 2022 @ 11:30 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, 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.
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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.	<ul style="list-style-type: none"> ● 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.

<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>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.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<ul style="list-style-type: none"> ● 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.
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments 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.

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

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