

2022-2023

American Preparatory Academy
Salem

School Improvement Plan

Salem School Profile

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Richard Fillerup

School Director

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Salem SIP Team- Members Responsible for this Plan

<i>Position</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
School Director	Richard Fillerup		
K-3 Elementary Director	Jessica Barton		
4-6 Elementary Director	Cody O'Brien		

American Preparatory Academy's Core Goals:

1. Progress each student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).
2. Provide opportunities for students to become well-rounded and educated in general subjects.
3. Ensure students with special needs are identified and provided with appropriate services.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. Ensure ELL students are identified and provided with appropriate English instruction.
6. Provide effective parental communication and opportunities for parent involvement

Salem Data Reports

Ongoing data collection provides APA an opportunity to analyze our district's effectiveness and areas of improvement for our students, teachers, staff, and families. Our data includes end-of-year assessment scores, parent surveys, student behavior, and school demographics. Our data for Salem can be found in the Comprehensive Needs Assessment. The District School Improvement Plan has further details on district-wide initiatives and goals.

Salem Campus Enrollment and Demographics by Grade											
2021-22	K	1	2	3	4	5	6	7	8	9	TTL
Student Count	59	61	58	62	46	58	45	47	31	25	492
New Enrollment	59	18	16	14	17	13	9	18	9	<5	176
New Enroll. %	100%	30%	28%	23%	37%	22%	20%	38%	29%	12%	36%
Attendance %	88%	91%	89%	90%	91%	91%	88%	94%	93%	90%	91%
Female	31	31	22	40	29	27	20	24	16	9	249
Male	28	30	36	22	17	31	25	23	15	16	243
Ethnicity (H)	12	10	<5	7	5	11	5	5	<5	0	62
Ethnicity %	20.34%	16.39%	6.90%	11.29%	10.87%	18.97%	11.11%	10.64%	9.68%	0.00%	12.60%
White (W)	46	47	53	49	38	43	38	40	27	23	404
Am. Indian (I)	0	<5	0	0	0	0	0	0	0	0	<5
Asian (A)	0	<5	<5	<5	<5	0	<5	<5	0	<5	13
Black (B)	0	0	0	<5	0	<5	0	0	<5	0	<5
Pacific Isl. (P)	<5	0	0	<5	<5	<5	<5	<5	0	0	9
Minority %	1.69%	6.56%	1.72%	9.68%	6.52%	6.90%	4.44%	4.26%	3.23%	8.00%	5.28%
SPED	<5	<5	10	10	8	7	<5	<5	<5	<5	52
SPED %	6.78%	6.56%	17.24%	16.13%	17.39%	12.07%	4.44%	6.38%	9.68%	4.00%	10.57%
F/R Lunch	12	12	12	17	12	11	8	13	<5	5	106
F/R Lunch %	20.34%	19.67%	20.69%	27.42%	26.09%	18.97%	17.78%	27.66%	12.90%	20.00%	21.54%
Lim. Engl. (LEP)	<5	5	<5	<5	<5	<5	<5	<5	<5	<5	32
LEP %	6.78%	8.20%	5.17%	6.45%	8.70%	6.90%	6.67%	6.38%	3.23%	4.00%	6.50%

Review of Goals 2021-2022

Goal #1: Early Literacy -

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Provide targeted, evidence-based interventions based on progress monitoring.	Acadience BOY & EOY	Jessica Barton		completed	Acadience scores
1.2	Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies.	Acadience BOY & EOY	Jessica Barton		completed	SDI and DTM notes
1.3	Offer 20+ minutes of academic extended day, individualized, mentored support for students scoring below and well below benchmark.	Acadience BOY & EOY	Jessica Barton		completed	Academic Extended Day Attendance
1.4	Mentor program for intensive and strategic 1st and 2nd graders in AED, and very low 3rd graders in AED.	Acadience BOY & EOY	Jessica Barton		completed	Academic Extended Day Attendance

Goal#2: Progress each Elementary student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2.1	Begin Academic Extended Day much earlier in the school year.	Academic s-Extended Day	Cody, Jessica		completed	Started in early Sept.
2.2	Restore the Spelling program with renewed enthusiasm.	Academic s-Language Arts	Cody		completed	Consistent spelling all throughout the year.

Goal#3: Improve the perception of campus culture.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
3.1	Place a stronger emphasis on communicating to parents how the ambassador program helps children to be prepared for all opportunities.	Parent Survey	Richard, Cody, Jessica		completed	Newsletter blurbs on ambassador program/highlights
3.2	Spotlight a parent who volunteered in or out of the school via 30-second videos on social media one-two times each month.	Parent Survey	Cody and Jessica		Not achieved	Not achieved
3.3	Spotlight staff in front of students and parents for their efforts to make APA Salem a great place to be. (A secondary benefit might be increased enrollment.)	Parent Survey	Richard and Cody		completed	This was conducted in weekly assemblies.

Goal #4: Strengthen Line of communication

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4.1	Ongoing training and feedback to secretaries on line of communication and directing the issues appropriately	Professionalism	Richard, Cody, Jessica		completed	Meetings held
4.2	Training secretaries on appropriate conversations in public areas of the school (No whispering behind the desk)	Professionalism	Richard, Cody, Jessica		ongoing	

Goal #5: Give added focus and attention to Students with Disabilities to ensure Salem IEP students are not identified for TSI for two consecutive years (above the lowest 5% of students in those demographic categories in the state).

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Interventions that meet ESSA's evidence-based requirements ... (TSI standard goals reported to Lisa including responsible Parties, Timelines and Target Measures.)	RISE	Richard, Cody, Jessica			

Goal #6: Enhancement for Accelerated Students Goal (GT): Increase participation of female students in advanced mathematics courses (defined as those at least one level above grade level expectations) to be more representative of our female student population.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Hold campus Parent Orientation nights hosted at our secondary schools allowing all families the opportunity to attend at their current campus. Course opportunities, including GT options, are explained.	College-Readiness (Advanced Math Coursework)	Richard		completed	Held meetings

Goal #7: Enhancement for At-Risk Students: Provide interventions to 7th-9th grade students identified as at-risk or critically at-risk for dropping out of school before graduation within the key indicators as defined by our governing board (failing grades, mastery on standardized assessments, school attendance, and student behavior.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
7.1	Interventions promoting academic success include: >SEOPs/CCRs with at-risk students >Character Development activities >Scholar Academy for 7th grade students	Grades, Test Mastery, Attendance, Behavior, Graduation Rate	Richard		completed	Custom math and language arts classes were created. DISE class and high risk math class
7.2	School counselors will develop individualized plans with critically at-risk students with admin, counselors, or SpEd case managers. In addition to 6.1 interventions, those plans may include: >Check-ins with admin, counselors, or SpEd case managers. >Parent Interventions >Credit recovery packets >Afterschool mentored homework assistance	Grades, Test Mastery, Attendance, Behavior, Graduation Rate	Richard		completed	Meetings with school counselor took place. Google spreadsheet shows the documentation of the meetings.

Goals for 2022-2023

Goal #1: Early Literacy -

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Increase Acadience benchmark percentage by 5% in K-3	Acadience BOY & EOY	Jessica Barton			

Goal #2: 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%.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
1.1	Daily math practice and leveled math intensive courses.	Acadience BOY & EOY	Jessica Barton			

Goal#2: Progress each Elementary student at least one grade level in core subjects (Reading, Language Arts, Mathematics, and Science).

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
2	All at-risk(intensive) students will have a reading mentor during extended day.	Academics -Language Arts	Richard, Jessica, Cody			

Goal#3: Improve the perception of campus culture.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
3.1	Spotlight a parent who volunteered in or out of the school via 30-second videos on social media one-two times each month.	Parent Survey	Cody and Jessica			
3.2	Notify parents each term of a student's benchmark status for reading and math groups. Make a stronger emphasis to progress students in these areas throughout the year.	Communication	Cody and Jessica			

Goal #4: Give added focus and attention to Students with Disabilities to ensure Salem IEP students are not identified for TSI for two consecutive years (above the lowest 5% of students in those demographic categories in the state).

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
4	Interventions that meet ESSA's evidence-based requirements ... (TSI standard goals reported to Lisa including responsible Parties, Timelines and Target Measures.)	RISE	Richard, Cody, Jessica			

Goal #5: Increase RISE passing percentage by 5%

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
5.1	Support teachers by creating a computer lab schedule; better allowing them to utilize computers to get students to practice in the RISE portal.	RISE	Richard, Cody, Jessica			
5.2	Communicate incentives with the students more frequently throughout the summative testing window	RISE	Richard, Cody, Jessica			

Goal #6: Enhancement for At-Risk Students: Provide interventions to 7th-9th grade students identified as at-risk or critically at-risk for dropping out of school before graduation within the key indicators as defined by our governing board (failing grades, mastery on standardized assessments, school attendance, and student behavior.

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
6.1	Interventions promoting academic success include: >SEOPs/CCRs with at-risk students >Character Development activities >Scholar Academy for 7th grade students	Grades, Test Mastery, Attendance, Behavior, Graduation Rate	Richard			
7.2	School counselors will develop individualized plans with critically at-risk students with admin, counselors, or SpEd case managers. In addition to 6.1 interventions, those plans may include: Check-ins with admin, counselors, or SpEd case managers. Parent Interventions Credit recovery packets. Afterschool mentored homework assistance	Grades, Test Mastery, Attendance, Behavior, Graduation Rate	Richard			

Goal #7: Maintain high academic achievement for students

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
7.1	Focus on progressing math and reading levels to help students who are below grade level reach those levels quicker.	Academics	Richard, Cody, Jessica			
7.2	Implement a self tracking program for students to keep data on their progress in academic areas.	Academics	Richard, Cody, Jessica			

Goal #8: Routine I.T. monitoring throughout the school year

	Action Item	Focus Area	Person(s) Responsible	Timeframe	Status	Evidence of Completion
8.1	Create a monthly checklist for I.T to routinely make sure that all equipment is working properly.	Maintenance	Richard, Daniel			