


Utah Title I Schoolwide Planning Template

Part A: General Information

School Name APA-West Valley #2

LEA Name American Preparatory Academy

Date: August 2018

Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)
Lisa Bennett	Title I Facilitator	 American Preparatory Academy - West Valley 2 Stakeholder School Improvement Planning Meeting August 13, 2018 at 11:30 a.m.
Kim Dudley	District Support	
Eryn Woolston	Staff – Admin	
Julie Rodriguez	Staff – Admin	
Craig Peterson	Staff – Admin	
Matt Hymas	Staff - Admin	
Ashley Nash	Staff – Teacher	
Amie Hathaway	Staff – Teacher	
Steph Stock	Staff – Teacher	
Dave Neil	Staff - Teacher	
Curtis Lee	Staff – Afterschool Director	
Trina Christensen	Staff – Sistema Afterschool	
Terry Lacey	Staff - Instructor	
Mamta Sinta	Parent	
John Youngberg	Parent	
Stephanie Cousins	Parent	
Jeff Maroney	Parent	

Printed Name		Parent? Teacher? Admin ?	Signature Line
Lisa Bennett	Dist	Admin	<i>[Signature]</i>
Kim Dudley	Dist	Admin	<i>[Signature]</i>
Craig Peterson	WV 2	Admin	<i>[Signature]</i>
Eryn Woolston	WV 2	Admin	
Julie Rodriguez	WV 2	Admin	<i>[Signature]</i>
Cindy Barrs	WV 2	Admin	
Peter Ngai	WV 2	Parent	
Leticia Schwenke	WV 2	Parent	
Mamta Singh	WV 2	Parent	<i>[Signature]</i>
Michelle Sawyer	WV 2	Parent	
John Youngberg	WV 2	Parent	<i>[Signature]</i>
Stephanie Cousins	WV2	Parent	<i>[Signature]</i>
Jeff Maroney	WV2	Parent	<i>[Signature]</i>
Godfrey Egburhe	WV2	Parent	
Ashley Nash	WV 2	Teacher	<i>[Signature]</i>
Amie Hathaway	WV 2	Teacher	<i>[Signature]</i>
Steph Stock	WV 2	Teacher	<i>[Signature]</i>
Dave Neil	WV 2	Teacher	<i>[Signature]</i>
Matt Hymas	WV 2	Teacher	<i>[Signature]</i>
Trina Christensen	WV 2	Student	<i>[Signature]</i>
Curtis Lee	WV 2	Student	<i>[Signature]</i>
	WV 2	Student	
Terry Lacey	WV 2	Instructor	<i>[Signature]</i>
	WV 2	Instructor	

Developing the Title I schoolwide plan: Schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.

Title I Director **Lisa Bennett**

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	✓	>Dibels Test Results Below (State Benchmarks Composite Scores):							
		Grade	K	1	2	3	4	5	6
		Fall 2017	54%	64%	84%	72%	70%	74%	92%
		Spring 2018	43%	59%	73%	62%	69%	80%	9%
		>Spring 2018 Stanford Achievement Test Results below:							
		Grade	Reading	Math	Science	Complete Battery			
		K	62%	60%	52%	60%			
		1	48%	63%	50%	55%			
		2	46%	51%	43%	47%			
		>Spring 2018 Core Knowledge Test Results below:							
Grade	Reading	Math	Science	History					
1	84%	75%	79%	78%					
2	75%	67%	75%	66%					
3	72%	63%	70%	58%					
4	63%	55%	65%	56%					
5	66%	61%	57%	52%					
SAGE - Language Arts									
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison			
3rd	76	89	33	27	5				
4th	122	126	33	29	4	5			
5th	81	122	33	42	-9	4			
6th	124	127	48	51	-3	6			
7th	134	147	28	27	1	-23			
8th	134	150	31	26	6	4			

		9th	108	111	24	34	-10	-1	
		10th	112	120	38	33	5	4	
		11th		80					-31
SAGE - Math									
			# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison	
		3rd	89	89	33	33	0		
		4th	125	126	40	37	3	7	
		5th	122	122	42	36	6	5	
		6th	127	127	32	35	-3	-4	
		Math 7	77	147	45	36	9	10	
		8th	78	150	28	32	-4	-8	
		SMI	84	111	18	26	-8	-14	
		SMII	73	120	14	17	-4	-12	
		SMIII	18	80	89		4	71	
SAGE - Science									
			# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparison	Difference Cohort Comparison	
		4th	125	126	38	37	1		
		5th	122	122	39	47	-8	2	
		6th		127		41	-41	-47	
		7th		147		15	-15	-41	
		8th		150		27	-27	-15	
		Biology	102	111	43	30	13	16	
		Chemistry	2	120	100			70	
		Physics	108	80	13	17	-4	13	
(See Comprehensive Needs Assessment for additional data.)									
Graduation rates (for high schools only)	✓	96%							

Demographic data (taken from 2017-18 data)	✓	Free/Reduced lunch: 71.57% Ethnic minorities: 57.01% Racial Minorities: 20.99% Students with disabilities: 8.58% ELL: 24.41%																				
School climate (including safe school data)	✓	Parent satisfaction: 84% of parents are satisfied or very satisfied with the overall performance of the school. 89% of parents feel the same about the school's curriculum, 86% about the elementary teachers, 83% about the elementary instructors, 68% about the secondary teachers, 81% about communication with parents, 78% about behavior of the students at school, and 90% about the ease with which they can get involved with the school. (Parent satisfaction data is from 2017) In-school suspensions: 0 Elementary (4th-6th grade) Out-of-school suspensions: 1 Secondary Out-of-school suspensions: 68 Expulsions: 10 *Information from 2018																				
Course-taking patterns (secondary only)	n/a																					
Teacher qualifications	✓	Highly Effective: 35 Effective: 32 Minimally Effective: 1 Ineffective: 0 <u>Not Returning: 14</u> Total Teachers: 68																				
Participation in college entrance testing (high school only)	✓	2018 AP Exams passed (3 or higher): 6 >2018 11th Grade ACT <table border="1"> <thead> <tr> <th></th> <th>English</th> <th>Math</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>College-Ready Benchmark Score</td> <td>18</td> <td>22</td> <td>22</td> <td>23</td> </tr> <tr> <td>Average Score</td> <td>18.2</td> <td>19.1</td> <td>19.8</td> <td>19.5</td> </tr> <tr> <td>% College-Ready</td> <td>50.4%</td> <td>27.9%</td> <td>38.8%</td> <td>26.4%</td> </tr> </tbody> </table>		English	Math	Reading	Science	College-Ready Benchmark Score	18	22	22	23	Average Score	18.2	19.1	19.8	19.5	% College-Ready	50.4%	27.9%	38.8%	26.4%
	English	Math	Reading	Science																		
College-Ready Benchmark Score	18	22	22	23																		
Average Score	18.2	19.1	19.8	19.5																		
% College-Ready	50.4%	27.9%	38.8%	26.4%																		

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	All elementary Stanford Achievement Test scores in Language Arts will improve 3% per year until a minimum 80% is achieved. Core Knowledge scores in Language Arts will reach or exceed 75% annually. Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments.
Strategies	<p>Description: Establish every student's present level of performance in Reading and Language Arts</p> <p>Description: Progress each student at least one grade level in reading and language arts per year.</p> <p>Description: Utilize Research-based Instructional Methods & Assessment</p> <p>Description: Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training</p> <p>Description: Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in reading and language arts</p> <p>Description: Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student performance in reading and language arts</p> <p>Description: Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p>Description: Ensure 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>
Scientifically Based Research Support	<p>Scientifically Based Research supporting West Valley 2's Language Arts teaching methods and curriculum:</p> <ul style="list-style-type: none"> • http://www.spalding.org/index.php?tname=research • https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3

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).	
	<ul style="list-style-type: none"> http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&ei=tUNpU-_dC8qxyASX4oHYAg&usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&bvm=bv.66111022,d.aWw
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	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.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #2	All elementary Stanford Achievement Test scores in Mathematics will improve 3% per year until a minimum 80% is achieved. Core Knowledge scores in Mathematics will reach or exceed 75% annually. Secondary students who have been with APA for 3 years or more will meet College Readiness Benchmarks on Explore, Plan, and ACT assessments.
Strategies	Description: Establish every student's present level of performance in mathematics Description: Progress each student at least one grade level in mathematics per year. Description: Utilize Research-based Instructional Methods & Assessment

	<p>Description: Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training</p> <p>Description: Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in mathematics</p> <p>Description: Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student performance in mathematics</p> <p>Description: Involve parents in the reading instruction of their student in a consistent, meaningful way.</p> <p>Description: Ensure 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>
Scientifically Based Research Support	<p>Scientifically Based Research supporting West Valley 2's mathematics teaching methods and curriculum:</p> <ul style="list-style-type: none"> • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.education-consumers.org%2FDI_Research.pdf&ei=tUNpU-_dC8qxyASX4oHYAg&usg=AFQjCNGAjlcTOWFv71MH86fXilkclp6HiQ&bvm=bv.66111022,d.aWw • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD4QFjAC&url=http%3A%2F%2Fwww.hmhco.com%2F~%2Fmedia%2Fsites%2Fhome%2Feducation%2Fglobal%2Fpdf%2Fresources%2Fmathematics%2Felementary%2Fsaxon-math%2Ftheoretical-empirical-research-130205.pdf&ei=XqJqU_62B9C8oQTuloL4Cg&usg=AFQjCNGoT-tOIR4BtbOdilRj-kq7J9bZlQ&bvm=bv.66111022,d.cGU
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.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	<p>Carolyn Sharette, Executive Director Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director</p>
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #3	Ensure students with special needs are identified and provided with appropriate services.
Strategies	Description: Provide a learning environment that meets the needs of students with IEPs Description: Provide specific services to qualified students according to IDEA
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's SPED program: <ul style="list-style-type: none"> • http://www.wrightslaw.com/info/lre.incls.rsrch.whitbread.htm • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDcQFjAB&url=http%3A%2F%2Fwww.mheresearch.com%2Fassets%2Fproducts%2F1679091c5a880faf%2Fdi_special_ed_results.pdf&ei=FaJqU5eVNYfcoATp9YGoCg&usq=AFQjCNE92KRFz20kl0WGote7dKEtR8NNbg&bvm=bv.66111022,d.cGU • http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=448 • http://www.readingrockets.org/article/30676
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.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

Goal #4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Strategies	Description: Implementation of Ambassador Program in secondary grades. Description: Implementation of Builders Program, with monthly awards to students in all grades. Description: Distribute and analyze school climate survey annually. Description: Employ a staff member to check the building, monitor safety, conduct safety drills, and assist

	with traffic control. Description: Establish a School Discipline Committee, meet monthly to review suspension information and report annually to the governing board.
Scientifically Based Research Support	Scientifically Based Research supporting West Valley 2's character development and behavior management programs: <ul style="list-style-type: none"> • http://ies.ed.gov/ncee/wwc/document.aspx?sid=23 • http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CC0QFjAA&url=http%3A%2F%2Fwww.safeandcivilschools.com%2Fresearch%2Freferences%2Fis-champs-evidence-based.pdf&ei=iptqU4jUGaSGyQG5YCwCA&usg=AFQjCNH9eN1WxqclzKNUvvB86yZiO0Oaag&bv m=bv.66111022,d.aWc
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.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	Carolyn Sharette, Executive Director Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

Goal #5	Provide effective parental communication and opportunities for parental involvement.
Strategies	Description: All requirements of parental notification, consultation, and other requirements will be met. Description: Provide parents with information at least annually regarding Title programs, school and student achievement, teacher qualifications, and the School Improvement Plan. Description: During an annual Stakeholder meeting, parent advisory members will be invited to evaluate school needs and collaborate on the School Improvement Plan, written parent involvement policy, and school-parent-student compacts.

	<p>Description: Progress reports will be frequently and regularly provided to parents according to APA's Academic Communication policies.</p> <p>Description: Provide training to parents to assist them in achieving student success.</p>
Scientifically Based Research Support	<p>Scientifically Based Research supporting West Valley 2's parent involvement policies and practices:</p> <ul style="list-style-type: none"> • http://www.nea.org/tools/17360.htm
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.
Professional Development to Support Strategies	See section 4. Professional Development Plan
Timeline	See goal strategies.
Responsible Parties	<p>Carolyn Sharette, Executive Director Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director</p>
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.

3. Instruction by Highly Qualified Teachers

ESEA 1114 (b)(1)(C)

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

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

8/30/2018 CACTUS NCLB Assignments for Year Ending 2019-06-3		Page 1 of 3		
	FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
American Preparatory Academy	12.527	32.168	28.03%	71.97%
<i>American Preparatory Academy - Accelerated School</i>				
	12.527	32.168	28.03%	71.97%
<u>Fine Arts</u>				
	4.500	1.618	73.56%	26.44%
98909 Camille Brady	Music (K-6)	1.000		
697420 Henry Caceres	Band II - Large ensemble	0.150		
	Band III - Large ensemble	0.150		
	Band I - Large ensemble	0.200		
708852 David D'agostini	Theatre Foundations I	0.330		
	Theatre Foundations III	0.340		
	Theatre Foundations II	0.330		
696779 Rachel Hinde	Ballroom Dance Company	0.330		
	Dance I A	0.170		
	Dance Company	0.330		
	Dance II A	0.170		
684810 Whitney Horrocks	Art (K-5)	1.000		
583034 Sara Marchetti	Band II - Large ensemble	0.170		
	Band I - Large ensemble	0.170		
	Band III - Large ensemble	0.170		
692181 Michael McCawley	Band II - Woodwind	0.089		
	Band I - Woodwind	0.089		
	Band II - Percussion	0.089		
	Band I - Percussion	0.089		
83968 Jocelyn Sciortino	Advanced Orchestra (Orchestra III)	0.250		
	Intermediate Orchestra (Orchestra II)	0.250		
	Beginning Orchestra (Orchestra I)	0.250		
<u>Foreign Languages</u>				
	0.000	2.410	0.00%	100.00%
690070 Travis Coleman	Latin - First year	0.250		
	Latin first year- Honors	0.500		
569665 Bryan Golsan	Latin first year- Honors	0.200		
	Latin third year- Honors	0.200		
	Latin Second Year- Honors	0.200		
	A.P. Latin - Literature	0.200		
548471 Shannon Holmes	Latin Second Year- Honors	0.570		
	Latin first year- Honors	0.290		
<u>Language Arts</u>				
	1.330	3.910	25.38%	74.62%
708976 Kirsten Adams	Language Arts 9	0.500		
691533 Sarah Baum	Language Arts 8 Honors	0.420		
	Language Arts 8	0.410		
711230 Michael Christenson	Language Arts 7 Honors	0.830		
689001 Brittney Kempema	Language Arts 12	0.290		
	Language Arts 10 Honors	0.570		
663387 William McKelvey	Language Arts 9 Honors	0.580		
	A.P. English Language	0.140		
692146 Phillip Smith	Language Arts 9 Honors	0.400		
	Language Arts 8 Honors	0.400		
503152 Jeffrey Sorensen	Language Arts 8	0.300		
	Language Arts 11 Honors	0.200		
	A.P. Literature & Composition	0.200		
<u>Mathematics</u>				
	1.850	3.780	32.86%	67.14%
710746 Brogan Bateman	Secondary Mathematics I	0.340		
	Secondary Mathematics I-Honors	0.170		
	7th Grade Mathematics	0.170		
483024 Katie Blackburn	8th Grade Mathematics	0.130		

8/30/2018 CACTUS NCLB Assignments for Year Ending 2019-06-3		Page 2 of 3		
	FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
American Preparatory Academy	12.527	32.168	28.03%	71.97%
<i>American Preparatory Academy - Accelerated School</i>				
	12.527	32.168	28.03%	71.97%
<u>Mathematics</u>				
	1.850	3.780	32.86%	67.14%
483024 Katie Blackburn	Secondary Mathematics II- Honors	0.130		
	Secondary Mathematics II	0.480		
	Secondary Mathematics I	0.260		
690019 Tanner Grossman	Secondary Mathematics III	0.170		
	Secondary Mathematics I	0.320		
	A.P. Calculus (AB) (10-12)	0.170		
574979 Patricia Hatton	Secondary Mathematics II- Honors	0.170		
	7th Grade Mathematics- Honors	0.250		
	8th Grade Mathematics-Honors	0.130		
	8th Grade Mathematics	0.250		
696780 Samantha Lee	Secondary Mathematics II	0.170		
	Secondary Mathematics III- Honors	0.170		
	Secondary Mathematics II- Honors	0.170		
	Secondary Mathematics I-Honors	0.160		
	Secondary Mathematics I	0.160		
712529 Brianne Peterson	Secondary Mathematics I-Honors	0.170		
	Secondary Mathematics I	0.490		
	8th Grade Mathematics	0.170		
674510 Bridget Sullivan	Secondary Mathematics I-Honors	0.160		
	Secondary Mathematics I	0.500		
	Secondary Mathematics II- Honors	0.170		
<u>Science</u>				
	0.800	2.490	24.32%	75.68%
583556 Ryan Dain	Chemistry with Lab	0.660		
	A.P. Chemistry	0.170		
708142 Kendal Hess	Integrated Science (Grade 7)	0.830		
584239 Dipika Sharma	Biology	0.660		
	A.P. Biology	0.170		
710685 Tiara Sondgeroth	Integrated Science (Grade 8)	0.400		
	Biology	0.400		
<u>Social Studies</u>				
	0.000	4.320	0.00%	100.00%
694836 Matthew Ence	World Geography - Honors	0.340		
	U.S. History I - Honors	0.330		
	A.P. Human Geography	0.330		
553523 Michael Martling	Utah Studies - Honors	0.570		
	U.S. History I - Honors	0.290		
689586 David Neil	World History - Honors	0.570		
	A.P. European History	0.290		
710912 Patrick Powers	U.S. History I - Honors	0.600		
568778 James Thomas	United States Government and Citiiz	0.170		
	U.S. History II - Honors	0.490		
	A.P. US Government & Politics	0.170		
	A.P. United States History	0.170		
<u>Elementary</u>				
	4.000	13.500	22.86%	77.14%
695263 Courtney Allen	Grade 2	1.000		
690456 Emilee Barker	Grade 4	1.000		
682350 Elizabeth Benedict-Ci	Kindergarten	1.000		
666884 Kayla Best	Grade 6	1.000		
563488 Shannon Breslin	Grade 1	1.000		
718392 Tiffanie Brown	Kindergarten	1.000		
706782 Britaini Delbo	Grade 3	1.000		

			FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
American Preparatory Academy			12.527	32.168	28.03%	71.97%
<i>American Preparatory Academy - Accelerated School</i>			12.527	32.168	28.03%	71.97%
<u>Elementary</u>			4.000	13.500	22.86%	77.14%
91171	Heidi Franco	Grade 6		1.000		
631801	Amie Hathaway	Grade 4		1.000		
572226	Amy Hugh	Grade 6		0.500		
571564	Ashley Nash	Grade 3		1.000		
552934	Lynzi Rojas	Grade 1		1.000		
679782	Tawni Romero	Grade 3	1.000			
708218	Treyele Rowe	Grade 2		1.000		
710762	Stephanie Stock	Grade 5		1.000		
696436	Kelly Thelen	Kindergarten	1.000			
628400	Cassandra Torres	Grade 5		1.000		
566013	Erin Woolston	Grade 6		1.000		
<u>Special Ed</u>			0.047	0.140	24.98%	75.02%
177222	Laura Moody	US Government & Citizenship - SPE	0.047			
686431	Karma Schmidt	U.S. History I (7-8)- SPED		0.140		
District Summary:						
Elementary: 39.15% of total NCLB FTEs			4.000	13.500	22.86%	+ 77.14% = 100%
Secondary: 60.85% of total NCLB FTEs			8.527	18.668	31.35%	+ 68.65% = 100%
Elementary as a percent of total NCLB assignments:					8.95%	+ 30.21% +
Secondary as a percent of total NCLB assignments:					19.08%	+ 41.77% = 100%

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. 4. Assignment of a highly effective teacher-mentor and a district-wide grade-level mentor. 5. Weekly team meetings and trainings 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"> • http://nationalequityproject.org/research/research-coaching-as-an-education-reform-strategy • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 • http://www.edutopia.org/teacher-development-research-annotated-bibliography#ingersoll
Expected Impact in Core Academic Areas	<p>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.</p>
Budget and Funding Sources	<p>Title IIIA and per pupil state funds</p>
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 Cindy Barrs, Administrative Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Jake Winegar, JH Director Matt Hymas, Asst HS Director Craig Peterson, HS Director
Evaluation How will success be Measured?)	End-of-Year Summative Scores are given based on: <ol style="list-style-type: none"> 1. 40% Teacher Evaluation 2. 30% Academic Achievement of students 3. 10% Business Office Score 4. 20% Parent Satisfaction

5. Recruitment and Retention of Highly Qualified Teachers

ESEA 1114(b)(1)(E)

Refer to item #10 of the Utah Title I Part A Monitoring Handbook

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

Describe strategies, policies and incentives to recruit and retain teachers.

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

6. Parent Involvement

ESEA 1114 (b)(2)(B)ii

ESEA 1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

Please answer the following and attach documentation as needed.

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. District and School Parent Involvement Policies are evaluated for effectiveness. School, Parent, and Student Compacts are also examined by this Committee for recommended changes. This meeting took place on August 13, 2018. The agenda and sign-in pages are below:



AGENDA

School Improvement Stakeholder Planning Meeting
 American Preparatory Academy-WV2
 Date: 08/13/2018 11:30 a.m.

- I. Welcome and Introductions
- II. Definitions and Acronyms
- III. Parent Involvement Policy
- IV. LEA Plan: Goals and Action Steps
 - 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
- V. School Strategies: Specific to the 2017-18 Comprehensive Needs Assessment
 - a. Demographics data
 - b. Enrollment and Attendance
 - c. Assessment data
 - d. Parent Survey
 - e. Afterschool Programs
- VI. School Improvement Plan - Title I Template
- VII. School-Student-Parent Compacts



American Preparatory Academy - West Valley 2
Stakeholder School Improvement Planning Meeting
 August 13, 2018 at 11:30 a.m.

Printed Name		Parent? Teacher? Admin ?	Signature Line
Lisa Bennett	Dist	Admin	<i>[Signature]</i>
Kim Dudley	Dist	Admin	<i>[Signature]</i>
Craig Peterson	WV 2	Admin	<i>[Signature]</i>
Eryn Woolston	WV 2	Admin	<i>[Signature]</i>
Julie Rodriguez	WV 2	Admin	<i>[Signature]</i>
Cindy Barrs	WV 2	Admin	<i>[Signature]</i>
Peter Ngai	WV 2	Parent	
Leticia Schwenke	WV 2	Parent	
Mamta Singh	WV 2	Parent	<i>[Signature]</i>
Michelle Sawyer	WV 2	Parent	
John Youngberg	WV 2	Parent	<i>[Signature]</i>
Stephanie Cousins	WV2	Parent	<i>[Signature]</i>
Jeff Maroney	WV2	Parent	<i>[Signature]</i>
Godfrey Egburhe	WV2	Parent	
Ashley Nash	WV 2	Teacher	<i>[Signature]</i>
Amie Hathaway	WV 2	Teacher	<i>[Signature]</i>
Steph Stock	WV 2	Teacher	<i>[Signature]</i>
Dave Neil	WV 2	Teacher	<i>[Signature]</i>
<i>[Handwritten]</i>	WV 2	Teacher	<i>[Signature]</i>
<i>[Handwritten]</i>	WV 2	Student	<i>[Signature]</i>
<i>[Handwritten]</i>	WV 2	Student	<i>[Signature]</i>
<i>[Handwritten]</i>	WV 2	Student	<i>[Signature]</i>
Terry Lacey	WV 2	Instructor	<i>[Signature]</i>
	WV 2	Instructor	

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 Involvement Policy:

http://www.americanprep.org/home/index.php?option=com_content&view=article&id=372&Itemid=334

See School Parent Involvement Policy contained in our Parent-Student Handbook:

<http://www.americanprep.org/parent-teacher-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 CD called "KinderPrep" to help them work with their students throughout the summer.

Description of transition activities	Incoming kindergarten students are assessed during the last week of school at the West Valley 2 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.
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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. 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.
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 assess 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 is taught in small groups at his/her 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.■ After-school 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>
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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 18 Allocation	FY 19 Allocation	Describe how the funding sources will support the schoolwide plan.
Title IA	\$651,325	\$647,953	Instructors for below-level groups in Reading, Writing, Math & Spelling, and Professional Development
Title IIA	\$92,699	\$97,515	Coaching
Title IIIA	\$40,941	\$41,307	Outreach, transportation, DISE & Intensive English Instruction
Title IC Migrant		\$20,649	Instructors for below-grade level groups at our West Valley campuses.
IDEA Pre-school	\$9,002	\$10,399	Pre-kindergarten Assessments
IDEA School Age	\$569,692	\$637,183	Instructors for Elementary Classrooms with SPED students
At-Risk	\$130,371	\$282,867	Counselors, Ambassador CDLs and/or Academic Extended Day
Accelerated Students	\$21,454	\$22,648	Instructors for above-level groups in Reading, Writing, Math & Spelling
Reading Achievement	\$165,262	\$186,711	Instructors for small reading groups K-3rd grade
Early Intervention	\$172,000	\$150,000	All-day kindergarten (West Valley Campuses only)

