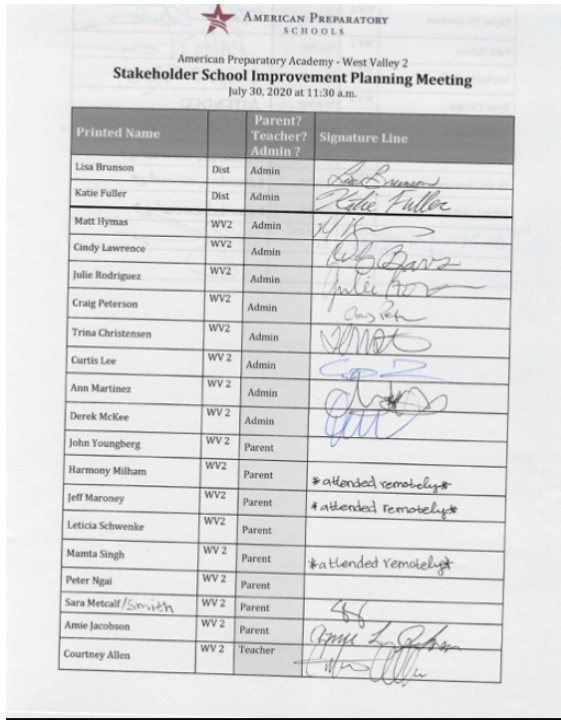
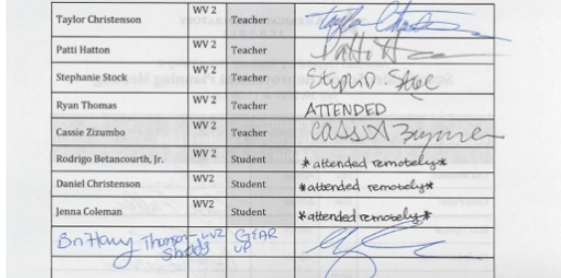


Utah Title I Schoolwide Planning Template

Part A: General Information
School Name The Accelerated School (WV2)

LEA Name American Preparatory Academy

Date: Oct. 2020

| Name | Title I Schoolwide Planning Team | Signature (see SIP signature form) |
|--------------------------|----------------------------------|---|
| Julie Rodriguez | WV2 Admin |  |
| Cindy Lawrence | WV2 Admin | |
| Craig Peterson | WV2 Admin | |
| Matt Hymas | WV2 Admin | |
| Ann Martinez | WV2 Admin | |
| Lisa Brunson | Title I Director | |
| Katie Fuller | District Support | |
| Courtney Allen | Staff – Teacher | |
| Taylor Christenson | Staff – Teacher | |
| Patti Hatton | Staff – Teacher | |
| Stephanie Stock | Staff – Teacher | |
| Ryan Thomas | Staff – Teacher | |
| Cassie Zizumbo | Staff – Instructor | |
| Derek McKee | Afterschool Admin | |
| Curtis Lee | Afterschool Admin | |
| Harmony Milham | Parent | |
| Jeff Maroney | Parent | |
| Mamta Singh | Parent | |
| Sara Metcalf | Parent | |
| Amie Jacobson | Parent | |
| Rodrigo Betancourth, Jr. | Student |  |
| Daniel Christenson | Student | |
| Jenna Coleman | Student | |
| | GEAR-UP | |
| | | |

Brittany Thompson

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

Title I Director: Lisa Brunson

Signature: _____

School Director: Cindy Lawrence

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 CNA, for additional data: https://docs.google.com/spreadsheets/d/1TrNSTfEfwmM869JP1KkepTqn9e0woxpZOdS61hgdzys/edit?usp=sharing |
|----------------------------|---|--|

| Student Category | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|------------------------------|--------|--------|--------|--------|--------|--------|--------|-------|
| Student Count | 85 | 90 | 88 | 93 | 125 | 128 | 129 | 1537 |
| New Enrollment | | 9 | 4 | 5 | 28 | 14 | 6 | 352 |
| New Enrollment % | | 10% | 5% | 5% | 22% | 11% | 5% | 23% |
| Attendance % | 96.08% | 97.01% | 97.26% | 97.16% | 97.04% | 97.10% | 97.22% | 95.6% |
| Female | 41 | 42 | 52 | 42 | 65 | 60 | 67 | 790 |
| Male | 44 | 48 | 36 | 51 | 60 | 68 | 62 | 747 |
| Hispanic/Latino | 51 | 44 | 43 | 46 | 68 | 81 | 74 | 892 |
| Hispanic/Latino % | 60% | 49% | 49% | 49% | 54% | 63% | 57% | 58% |
| American Indian | 19 | 23 | 25 | 28 | 27 | 21 | 28 | <5 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 148 |
| African American/Black | <5 | 9 | 7 | 11 | 6 | 12 | 13 | 108 |
| Pacific Islander | <5 | 9 | 8 | <5 | 17 | 10 | 9 | 47 |
| White | <5 | <5 | <5 | <5 | 6 | <5 | <5 | 327 |
| Multiracial | 5 | <5 | <5 | <5 | <5 | <5 | <5 | 27 |
| Minority % | 17.65% | 25.56% | 22.73% | 20.43% | 24.00% | 20.31% | 20.93% | 21.6% |
| SPED | 9 | 9 | <5 | 5 | 9 | 16 | 16 | 134 |
| SPED % | 10.59% | 10.00% | 2.27% | 5.38% | 7.20% | 12.50% | 12.40% | 8.9% |
| Economically Disadvantaged | 55 | 49 | 45 | 47 | 69 | 84 | 71 | 870 |
| Economically Disadvantaged % | 64.71% | 54.44% | 51.14% | 50.54% | 55.20% | 65.63% | 55.04% | 56.6% |
| English Learner | 27 | 22 | 20 | 27 | 40 | 56 | 56 | 389 |
| English Learner % | 31.76% | 24.44% | 22.73% | 29.03% | 32.00% | 43.75% | 43.41% | 25.3% |

| | | Student Category | 7 | 8 | 9 | 10 | 11 | 12 | CAMPUS K-12 Total |
|--|---|---|--------|--------|--------|--------|--------|--------|----------------------|
| | | Student Count | 216 | 206 | 170 | 123 | 97 | 83 | 1633 |
| | | New Enrollment | 58 | 36 | 21 | 6 | 2 | 3 | 192 |
| | | New Enrollment % | 27% | 17% | 12% | 5% | 2% | 4% | 12% |
| | | Attendance % | 96.82% | 96.17% | 96.33% | 96.86% | 96.00% | 96.34% | |
| | | Female | 107 | 109 | 97 | 69 | 53 | 38 | 842 |
| | | Male | 109 | 97 | 73 | 54 | 44 | 45 | 791 |
| | | Hispanic/Latino | 125 | 136 | 112 | 77 | 68 | 60 | 985 |
| | | Hispanic/Latino % | 58% | 66% | 66% | 63% | 70% | 72% | 60% |
| | | American Indian | 43 | 36 | 31 | 21 | 12 | 10 | 324 |
| | | Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | African American/Black | 22 | 15 | 14 | 15 | 8 | 6 | 142 |
| | | Pacific Islander | 16 | 16 | 7 | 6 | 5 | 5 | 114 |
| | | White | 7 | <5 | <5 | <5 | <5 | <5 | 43 |
| | | Multiracial | <5 | 0 | <5 | <5 | <5 | 0 | 25 |
| | | Minority % | 22.22% | 16.50% | 15.88% | 20.33% | 17.53% | 15.66% | 19.84% |
| | | SPED | 20 | 13 | 16 | 10 | 11 | <5 | 140 |
| | | SPED % | 9.26% | 6.31% | 9.41% | 8.13% | 11.34% | 4.82% | 8.57% |
| | | Economically Disadvantaged | 138 | 119 | 86 | 70 | 55 | 42 | 930 |
| | | Economically Disadvantaged % | 63.89% | 57.77% | 50.59% | 56.91% | 56.70% | 50.60% | 56.95% |
| | | English Learner | 85 | 62 | 34 | 34 | 16 | 9 | 488 |
| | | English Learner % | 39.35% | 30.10% | 20.00% | 27.64% | 16.49% | 10.84% | 29.88% |
| | | DIBELS scores not available | | | | | | | |
| | | (See Comprehensive Needs Assessment for additional data.) | | | | | | | |
| Graduation rates (for high schools only) | ✓ | 91.4% of our seniors graduated. | | | | | | | |
| Demographic data | | Free/Reduced lunch: 57.0% Ethnic minorities: 60.0% | | | | | | | |

| | | | | | | | |
|--|-----|---|---------|--------|---------|---------|-----------|
| | ✓ | Racial Minorities: 19.8% Students with disabilities: 8.6% ELL: 29.9% | | | | | |
| School climate (including safe school data) | ✓ | Parent satisfaction: 91% of parents are satisfied or very satisfied with the overall performance of the school. 93.9% of parents feel the same about the school's curriculum, 88.1% about communication with parents, 93.5% about APA's overall academic program, and 86.4% about the ease with which they can get involved with the school. 95.2% of parents would recommend APA to good friends.(Parent satisfaction data is from 2020 EOY Parent Surveys included in the CNA 2019-2020). | | | | | |
| Course-taking patterns (secondary only) | n/a | | | | | | |
| Teacher qualifications | ✓ | Highly Effective: 34 Effective: 43 Minimally Effective: 2 <u>Ineffective: 0</u> Total Teachers: 79 | | | | | |
| Participation in college entrance testing (high school only) | ✓ | 2020 AP Exams passed (3 or higher): 51/124 taken (41%) in 11 subjects. | | | | | |
| | | 2020 ACT Mean Scores | | | | | |
| | | | English | Math | Reading | Science | Composite |
| | | College-Ready Benchmark Score | 48.28% | 29.89% | 35.63% | 25.29% | 35.63% |
| | | Average Score | 17.79% | 18.74% | 19.67% | 18.57% | 18.80% |

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"> • http://www.spalding.org/index.php?tname=research • https://www.shurley.com/?3f9b06c8f52a14bd1250a5df0769 • http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3 • 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 <p>Scientifically Based Research supporting 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 (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 Cindy Lawrence, 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. |

| | |
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| 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 trainings 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. 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 Lawrence, 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, and a year-end comprehensive needs assessment. |

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| Goal #3 | Ensure students with special needs are identified and provided with appropriate services. |
| Strategies | <p>Description: Provide a least 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 | 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&usg=AFQjCNE92KRFz20kl0WGote7dKEtR8NNbg&bvm=bv.66111022,d.cGU |

| | |
|--|--|
| | <ul style="list-style-type: none"> • 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 Lawrence, 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. |

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| 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 survey annually.</p> <p>Description: Employ a staff member 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 | 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 Lawrence, 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. |

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| 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. 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 Lawrence, Administrative Director Jen Walstad, Executive Academic Director |

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|--------------------|---|
| | Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Craig Peterson, HS Director Jake Winegar, JH Director Matt Hymas, Asst HS Director |
| Evaluation Process | The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment. |

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| 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 | <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 |

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| Timeline | See goal strategies. |
| Responsible Parties | Carolyn Sharette, Executive Director Cindy Lawrence, 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, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment. |
| Additional 2020-21 School GOALS | |
| Goal #1: Early Literacy - By May 31, 2021, 1 st grade teachers will move up 45% of 1 st grade students, and 2nd grade teachers will move up 18% of 2nd grade students scoring in the well below category on Acadience Reading composite exams from BOY to EOY. | Action Steps: <ol style="list-style-type: none"> 1. Provide targeted, evidence-based interventions based on progress monitoring. 2. Provide targeted team meetings to plan student intervention and participate in professional development on intervention strategies. 3. Offer 20+ minutes of academic extended day, individualized, mentored support for students scoring below and well below benchmark. 4. Mentor program for intensive and strategic 1st and 2nd graders in AED, and very low 3rd graders in AED. |
| Goal #2: Raise 2018 Core Knowledge Scores in all subjects by an average of 10% by Spring 2020. | Action Steps: <ol style="list-style-type: none"> 1. Admin and teachers will collaborate to create individualized plans for mastery and reviews. |
| Goal #3: Secondary teachers will update grades in Skyward each week by Friday before leaving the campus, according to policy in the APA Staff Manual. | Action Steps: <ol style="list-style-type: none"> 1. Increase teacher training and expectations for timeliness of student assignment grading and at least weekly uploading of those grades in Skyward. |
| Goal #4: Improve ACT scores in all subject areas. | Action Steps: <ol style="list-style-type: none"> 1. Targeted practice in testing time management in all subject |

| | |
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| Goal #5: Increase secondary teacher effectiveness. | Action Steps: <ol style="list-style-type: none"> 1. Provide at least two admin coaching visits a year per teacher (one per semester). |
| Goal #6: Give added focus and attention to English Language Learners to ensure WV2 students are not identified for TSI in this student group for two consecutive years (above the lowest 5% of ELL students in the state). | Action Items: <ol style="list-style-type: none"> 1. Interventions for Elementary students to close achievement gaps, including: <ol style="list-style-type: none"> a. Academic Extended Day with double-dose instruction & peer-mentored reading opportunities b. Afterschool homework support in Title I schools c. Small-group, differentiated Math, Spelling, and Reading intensive classes to accelerate learning, Academic Extended Day with double-dose instruction & peer-mentored reading opportunities, d. All-day Kindergarten in Title I schools 2. Academic Extended Day with double-dose instruction & peer-mentored reading opportunities. In addition to the above, <ol style="list-style-type: none"> a. Intensive English-language acquisition courses (DISE) |
| Goal #7: Enhancement for Accelerated Students Goal (AP): Increase participation of EL students in AP programs to be more representative of our student EL population. | Action Steps: <ol style="list-style-type: none"> 1. Hold campus Parent Orientation nights hosted at our secondary schools allowing all families, ELL and others, the opportunity to attend their current campus. This parent night is presented in English and Spanish at our high-ELL campuses. 2. Reach out to families classified as ELL whose students have demonstrated interest in AP classes and help them understand their options. |
| Goal #8: Enhancement for Accelerated Students Goal (GT): Increase participation of Hispanic students GT courses to be more representative of our Hispanic student population. | Action Steps: <ol style="list-style-type: none"> 1. Interventions for Elementary students to close achievement gaps, including: <ol style="list-style-type: none"> a. Academic Extended Day with double-dose instruction & peer-mentored reading opportunities b. Afterschool homework support in Title I schools c. Small-group, differentiated Math, Spelling, and Reading intensive classes to accelerate learning, Academic Extended Day with double-dose instruction & peer-mentored reading opportunities, d. All-day Kindergarten in Title I schools 2. Academic Extended Day with double-dose instruction & peer-mentored reading opportunities. In addition to the above, <ol style="list-style-type: none"> a. Intensive English-language acquisition courses (DISE) 3. Parent Training about GT options <ol style="list-style-type: none"> a. Include information about the GT courses in enrollment meetings and explain how we conduct assessments and how students can advance to more rigorous courses. b. Invite teachers to advocate for their student if they have questions or believe their student is not optimally placed. |

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| | GT students at APA are defined as 5th-6th grade students enrolled in achievement-based groups where they study curriculum of increased depth, complexity and rigor, including: Language Arts: LBDI 6 & 7 classes; Mathematics: Saxon 8/7 and Saxon Algebra 1; and Advanced Language Study - Latin Roots & Linguistics. |
| Goal #9: Enhancement for At-Risk Students: Provide interventions to 7th-12th 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 Steps: <ol style="list-style-type: none"> Interventions promoting academic success include: <ol style="list-style-type: none"> SEOPs/CCRs with at-risk students Character Development activities Scholar Academy for 7th grade students School counselors will develop individualized plans with critically at-risk students with admin, counselors, or SpEd case managers. In addition to 9.1 interventions, those plans may include: <ol style="list-style-type: none"> Check-ins with admin, counselors, or SpEd case managers. Parent Interventions Credit recovery packets Afterschool mentored homework assistance |
| Goal #10: Increase Parent Involvement and participation | Action Steps: <ol style="list-style-type: none"> Present and communicate volunteer opportunities more clearly. Communicating deadlines and important dates. Get them in the newsletter early and repeated runs. Leslie Park for ambassador events, Mitch for sports, Lizzy for counseling, Robin and Vic for Elementary, and Nicole for Secondary. Train secretaries to not put phones on "Do Not Disturb" or on low ringtones. Increase parent participation in the annual parent survey. Set the standard that the survey is part of the reenrollment process. |
| Responsible Parties | Carolyn Sharette, Executive Director Cindy Lawrence, Administrative Director Jen Walstad, Executive Academic Director Eryn Woolston, K-3rd grade Elementary Director Julie Rodriguez, 4th-6th grade Elementary Director Craig Peterson, HS Director Jake Winegar, JH Director Matt Hymas, Asst HS Director |

3. Instruction by Highly Qualified Teachers

ESEA 1114 (b)(1)(C)

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

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

2019-20 NCLB CACTUS Report + State Licensures:

| person_id | first_name | last_name | core_short_desc | nclb HQ | Licensed | assignment_percent | fte | school |
|-----------|------------|-------------|---------------------------------------|---------|----------|--------------------|-------|--------------------------|
| 718902 | Rodrigo | Betancourth | Advanced Orchestra (Orchestra III) | N | LOA | 0.2 | 1 | APA - Accelerated School |
| 718902 | Rodrigo | Betancourth | Beginning Orchestra (Orchestra I) | N | LOA | 0.4 | 1 | APA - Accelerated School |
| 718902 | Rodrigo | Betancourth | Intermediate Orchestra (Orchestra II) | N | LOA | 0.4 | 1 | APA - Accelerated School |
| 98909 | Camille | Brady | Music (K-6) | N | N/A | 1 | 1 | APA - Accelerated School |
| 683301 | Laurel | Cahoon | 3D Design/ Fine Crafts I | Y | | 0.14 | 1 | APA - Accelerated School |
| 683301 | Laurel | Cahoon | Art Foundations I | Y | | 0.43 | 1 | APA - Accelerated School |
| 683301 | Laurel | Cahoon | Drawing I | Y | | 0.29 | 1 | APA - Accelerated School |
| 708852 | David | D'agostini | Theatre Foundations I | Y | | 0.33 | 1 | APA - Accelerated School |
| 708852 | David | D'agostini | Theatre Foundations III | Y | | 0.17 | 1 | APA - Accelerated School |
| 583034 | Sara | Marchetti | Band II - Large ensemble | Y | | 0.2 | 1 | APA - Accelerated School |
| 583034 | Sara | Marchetti | Band I - Large ensemble | Y | | 0.6 | 1 | APA - Accelerated School |
| 583034 | Sara | Marchetti | Band III - Large ensemble | Y | | 0.2 | 1 | APA - Accelerated School |
| 696779 | Rachel | Neil | Dance II A | N | APT | 0.14 | 1 | APA - Accelerated School |
| 696779 | Rachel | Neil | Dance Company | N | APT | 0.43 | 1 | APA - Accelerated School |
| 696779 | Rachel | Neil | Ballroom Dance Company | N | APT | 0.29 | 1 | APA - Accelerated School |
| 696779 | Rachel | Neil | Dance I A | N | APT | 0.14 | 1 | APA - Accelerated School |
| 543533 | Nancy | Patterson | Art Foundations I | Y | | 1 | 1 | APA - Accelerated School |
| 709477 | Jason | Robison | Chorus III - Mixed | Y | | 0.14 | 0.272 | APA - Accelerated School |

| | | | | | | | | |
|--------|-----------|-----------|----------------------------|---|------|------|-------|--------------------------|
| 709477 | Jason | Robison | Chorus II - Mixed | Y | | 0.14 | 0.272 | APA - Accelerated School |
| 709477 | Jason | Robison | Chorus I - TB | Y | | 0.14 | 0.272 | APA - Accelerated School |
| 709477 | Jason | Robison | Chorus II - Small Ensemble | Y | | 0.14 | 0.272 | APA - Accelerated School |
| 709477 | Jason | Robison | Chorus I - Mixed | Y | | 0.3 | 0.272 | APA - Accelerated School |
| 717208 | Michael | Romney | Social Dance Ballroom 1 | N | ARL. | 0.14 | 0.617 | APA - Accelerated School |
| 717208 | Michael | Romney | Social Dance Ballroom 1 | N | ARL. | 0.14 | 0.383 | APA - Accelerated School |
| 717208 | Michael | Romney | Ballroom Dance Company | N | ARL. | 0.3 | 0.383 | APA - Accelerated School |
| 717208 | Michael | Romney | Ballroom Dance Company | N | ARL. | 0.3 | 0.617 | APA - Accelerated School |
| 746027 | Jairo | Velazquez | Band I - Large ensemble | N | N/A | 0.6 | 1 | APA - Accelerated School |
| 746027 | Jairo | Velazquez | Band III - Large ensemble | N | N/A | 0.2 | 1 | APA - Accelerated School |
| 746027 | Jairo | Velazquez | Band II - Large ensemble | N | N/A | 0.2 | 1 | APA - Accelerated School |
| 709775 | Cassandra | Ball | Latin first year- Honors | Y | | 0.43 | 1 | APA - Accelerated School |
| 709775 | Cassandra | Ball | Latin - First year | Y | | 0.43 | 1 | APA - Accelerated School |
| 690070 | Travis | Coleman | Latin first year- Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 690070 | Travis | Coleman | Latin - First year | Y | | 0.57 | 1 | APA - Accelerated School |
| 569665 | Bryan | Golsan | A.P. Latin - Literature | Y | | 0.17 | 1 | APA - Accelerated School |
| 569665 | Bryan | Golsan | Latin Second Year- Honors | Y | | 0.17 | 1 | APA - Accelerated School |
| 569665 | Bryan | Golsan | Latin first year- Honors | Y | | 0.17 | 1 | APA - Accelerated School |
| 569665 | Bryan | Golsan | Latin third year- Honors | Y | | 0.32 | 1 | APA - Accelerated School |
| 733889 | John | Martin | Latin - First year | Y | | 0.43 | 1 | APA - Accelerated School |
| 733889 | John | Martin | Latin first year- Honors | Y | | 0.43 | 1 | APA - Accelerated School |
| 584215 | Meaghan | Nielson | Latin Second Year- Honors | Y | | 0.72 | 1 | APA - Accelerated School |

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|--------|----------|-------------|-----------------------------------|---|-----|------|-------|--------------------------|
| 584215 | Meaghan | Nielson | Latin first year- Honors | Y | | 0.14 | 1 | APA - Accelerated School |
| 584215 | Meaghan | Nielson | Latin - First year | Y | | 0.14 | 1 | APA - Accelerated School |
| 691533 | Sarah | Baum | Language Arts 8 Honors | Y | | 0.86 | 0.506 | APA - Accelerated School |
| 711230 | Michael | Christenson | Language Arts 7 Honors | Y | | 0.57 | 1 | APA - Accelerated School |
| 708852 | David | D'agostini | Language Arts 8 | N | APT | 0.17 | 1 | APA - Accelerated School |
| 748887 | Rachel | Jones | Language Arts 8 Honors | N | LOA | 0.86 | 0.374 | APA - Accelerated School |
| 734614 | Ana | Katz | Language Arts 9 Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 734614 | Ana | Katz | Language Arts 8 Honors | Y | | 0.57 | 1 | APA - Accelerated School |
| 689001 | Brittney | Kempema | Language Arts 12 | Y | | 0.43 | 1 | APA - Accelerated School |
| 689001 | Brittney | Kempema | Language Arts 10 Honors | Y | | 0.43 | 1 | APA - Accelerated School |
| 663387 | William | McKelvey | A.P. English Language | Y | | 0.17 | 1 | APA - Accelerated School |
| 745211 | Justine | Screws | Language Arts 8 Honors | N | APT | 0.29 | 1 | APA - Accelerated School |
| 745211 | Justine | Screws | Language Arts 7 Honors | N | APT | 0.57 | 1 | APA - Accelerated School |
| 692146 | Phillip | Smith | Language Arts 9 Honors | Y | | 0.72 | 1 | APA - Accelerated School |
| 692146 | Phillip | Smith | Language Arts 10 Honors | Y | | 0.14 | 1 | APA - Accelerated School |
| 503152 | Jeffrey | Sorensen | Language Arts 11 Honors | Y | | 0.66 | 1 | APA - Accelerated School |
| 503152 | Jeffrey | Sorensen | A.P. Literature & Composition | Y | | 0.17 | 1 | APA - Accelerated School |
| 483024 | Katie | Blackburn | Secondary Mathematics II | Y | | 0.43 | 1 | APA - Accelerated School |
| 483024 | Katie | Blackburn | Secondary Mathematics I | Y | | 0.14 | 1 | APA - Accelerated School |
| 483024 | Katie | Blackburn | Secondary Mathematics II- Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 690019 | Tanner | Grossman | Secondary Mathematics III- Honors | Y | | 0.33 | 1 | APA - Accelerated School |
| 690019 | Tanner | Grossman | Secondary Mathematics I | Y | | 0.33 | 1 | APA - Accelerated School |

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|--------|------------|----------|-----------------------------------|---|-----|------|-------|--------------------------|
| 690019 | Tanner | Grossman | A.P. Calculus (BC) (10-12) | Y | | 0.17 | 1 | APA - Accelerated School |
| 574979 | Patricia | Hatton | Secondary Mathematics I | Y | | 0.14 | 1 | APA - Accelerated School |
| 574979 | Patricia | Hatton | Secondary Mathematics I-Honors | Y | | 0.14 | 1 | APA - Accelerated School |
| 574979 | Patricia | Hatton | 8th Grade Mathematics-Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 717524 | Daisy | Herpin | 7th Grade Mathematics | N | LOA | 1 | 0.378 | APA - Accelerated School |
| 733386 | Taylor | Jacobs | 8th Grade Mathematics-Honors | Y | | 0.28 | 1 | APA - Accelerated School |
| 733386 | Taylor | Jacobs | 7th Grade Mathematics | Y | | 0.29 | 1 | APA - Accelerated School |
| 733386 | Taylor | Jacobs | 8th Grade Mathematics | Y | | 0.29 | 1 | APA - Accelerated School |
| 734823 | Makhzoodha | Khaleel | Secondary Mathematics I-Honors | N | LOA | 0.14 | 1 | APA - Accelerated School |
| 734823 | Makhzoodha | Khaleel | Secondary Mathematics I | N | LOA | 0.72 | 1 | APA - Accelerated School |
| 696780 | Samantha | Lee | Secondary Mathematics III- Honors | Y | | 0.14 | 1 | APA - Accelerated School |
| 696780 | Samantha | Lee | Secondary Mathematics II | Y | | 0.43 | 1 | APA - Accelerated School |
| 696780 | Samantha | Lee | Secondary Mathematics II- Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 570419 | Tyler | Oliphant | Secondary Mathematics I | N | LOA | 0.38 | 1 | APA - Accelerated School |
| 570419 | Tyler | Oliphant | 7th Grade Mathematics | Y | | 0.62 | 1 | APA - Accelerated School |
| 712529 | Brianne | Peterson | Secondary Mathematics I-Honors | N | LOA | 0.15 | 1 | APA - Accelerated School |
| 712529 | Brianne | Peterson | Secondary Mathematics I | N | LOA | 0.71 | 1 | APA - Accelerated School |
| 674510 | Bridget | Sullivan | Secondary Mathematics I | Y | | 0.43 | 1 | APA - Accelerated School |
| 674510 | Bridget | Sullivan | Secondary Mathematics I-Honors | Y | | 0.14 | 1 | APA - Accelerated School |
| 714144 | Sarah | Tripp | 8th Grade Mathematics | Y | | 0.13 | 1 | APA - Accelerated School |
| 714144 | Sarah | Tripp | 8th Grade Mathematics-Honors | Y | | 0.37 | 1 | APA - Accelerated School |
| 714144 | Sarah | Tripp | 7th Grade Mathematics | Y | | 0.37 | 1 | APA - Accelerated School |

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|--------|----------|-------------|-------------------------------|---|---------|------|-------|--------------------------|
| 714225 | Taylor | Christenson | Integrated Science (Grade 8) | N | APT | 0.57 | 1 | APA - Accelerated School |
| 714225 | Taylor | Christenson | Integrated Science (Grade 7) | N | APT | 0.29 | 1 | APA - Accelerated School |
| 583556 | Ryan | Dain | Chemistry with Lab | Y | | 0.66 | 1 | APA - Accelerated School |
| 583556 | Ryan | Dain | A.P. Chemistry | Y | | 0.17 | 1 | APA - Accelerated School |
| 708142 | Kendal | Hess | Integrated Science (Grade 7) | Y | | 0.86 | 1 | APA - Accelerated School |
| 722207 | Curtis | Houston | Physics (9-12) | Y | | 0.66 | 1 | APA - Accelerated School |
| 722207 | Curtis | Houston | A.P. Physics 1: Algebra Based | Y | | 0.17 | 1 | APA - Accelerated School |
| 734387 | Rashell | McLennan | Biology | N | Level 1 | 0.86 | 1 | APA - Accelerated School |
| 746380 | Amberlyn | Peterson | Chemistry with Lab | N | LOA | 0.5 | 1 | APA - Accelerated School |
| 746380 | Amberlyn | Peterson | Physics (9-12) | N | LOA | 0.25 | 1 | APA - Accelerated School |
| 584239 | Dipika | Sharma | Biology | Y | | 0.66 | 0.539 | APA - Accelerated School |
| 584239 | Dipika | Sharma | A.P. Biology | Y | | 0.17 | 0.539 | APA - Accelerated School |
| 710685 | Tiara | Sondgeroth | Integrated Science (Grade 8) | Y | | 0.66 | 1 | APA - Accelerated School |
| 710685 | Tiara | Sondgeroth | A.P. Biology | Y | | 0.17 | 1 | APA - Accelerated School |
| 694836 | Matthew | Ence | A.P. Human Geography | Y | | 0.33 | 1 | APA - Accelerated School |
| 694836 | Matthew | Ence | World Geography - Honors | Y | | 0.5 | 1 | APA - Accelerated School |
| 694836 | Matthew | Ence | U.S. History II - Honors | Y | | 0.17 | 1 | APA - Accelerated School |
| 553523 | Michael | Martling | Utah Studies - Honors | Y | | 0.57 | 1 | APA - Accelerated School |
| 553523 | Michael | Martling | U.S. History I - Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 689586 | David | Neil | A.P. European History | Y | | 0.17 | 1 | APA - Accelerated School |
| 689586 | David | Neil | World History - Honors | Y | | 0.66 | 1 | APA - Accelerated School |
| 585490 | Leighann | Nunez | Utah Studies - Honors | Y | | 0.57 | 1 | APA - Accelerated School |

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|--------|-----------|----------|--|---|-----|------|---|--------------------------|
| 585490 | Leighann | Nunez | U.S. History I - Honors | Y | | 0.29 | 1 | APA - Accelerated School |
| 710912 | Patrick | Powers | U.S. History I - Honors | Y | | 0.43 | 1 | APA - Accelerated School |
| 710912 | Patrick | Powers | World Geography - Honors | Y | | 0.57 | 1 | APA - Accelerated School |
| 568778 | James | Thomas | United States Government and Citizenship | Y | | 0.33 | 1 | APA - Accelerated School |
| 568778 | James | Thomas | A.P. US Government & Politics | Y | | 0.33 | 1 | APA - Accelerated School |
| 568778 | James | Thomas | A.P. United States History | Y | | 0.17 | 1 | APA - Accelerated School |
| 695263 | Courtney | Allen | Grade 2 | Y | | 1 | 1 | APA - Accelerated School |
| 690456 | Emilee | Barker | Grade 4 | N | LOA | 1 | 1 | APA - Accelerated School |
| 656884 | Kayla | Best | Grade 6 | Y | | 1 | 1 | APA - Accelerated School |
| 746148 | Marissa | Brown | Kindergarten | N | LOA | 1 | 1 | APA - Accelerated School |
| 718392 | Tiffanie | Brown | Kindergarten | N | LOA | 1 | 1 | APA - Accelerated School |
| 687296 | Michelle | Chacon | Grade 6 | Y | | 1 | 1 | APA - Accelerated School |
| 714047 | Mikele | Crandall | Grade 1 | Y | | 1 | 1 | APA - Accelerated School |
| 708782 | Britaini | Delbo | Grade 3 | Y | | 1 | 1 | APA - Accelerated School |
| 686698 | Catherine | Hancock | Grade 6 | Y | | 1 | 1 | APA - Accelerated School |
| 631601 | Amie | Hathaway | Grade 4 | Y | | 1 | 1 | APA - Accelerated School |
| 720405 | Laura | Johnson | Grade 6 | N | LOA | 1 | 1 | APA - Accelerated School |
| 692742 | Emily | Munoz | Grade 4 | Y | | 1 | 1 | APA - Accelerated School |
| 571564 | Ashley | Nash | Grade 3 | Y | | 1 | 1 | APA - Accelerated School |
| 564689 | Aimee | Peterson | Grade 2 | Y | | 1 | 1 | APA - Accelerated School |
| 552934 | Lynzi | Rojas | Grade 1 | Y | | 1 | 1 | APA - Accelerated School |
| 679782 | Tawni | Romero | Grade 3 | N | LOA | 1 | 1 | APA - Accelerated School |

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|--------|-----------|----------|----------------|---|-----|---|---|--------------------------|
| 708218 | Treyele | Rowe | Grade 5 | Y | | 1 | 1 | APA - Accelerated School |
| 563488 | Shannon | Sinclair | Grade 1 | Y | | 1 | 1 | APA - Accelerated School |
| 716996 | Melissa | Smith | Grade 4 | Y | | 1 | 1 | APA - Accelerated School |
| 575912 | Amy | Sommer | Kindergarten | Y | | 1 | 1 | APA - Accelerated School |
| 710762 | Stephanie | Stock | Grade 5 | Y | | 1 | 1 | APA - Accelerated School |
| 628400 | Cassandra | Torres | Grade 5 | Y | | 1 | 1 | APA - Accelerated School |
| 722407 | Naomi | Valdez | Grade 5 | N | LOA | 1 | 1 | APA - Accelerated School |
| 710095 | Cassity | Zizumbo | Grade 2 | N | ARL | 1 | 1 | APA - Accelerated School |
| 177527 | Anna | Reynolds | Grade 1 - SPED | Y | | 1 | 1 | APA - Accelerated School |

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 and per pupil state funds</p> |
| Timeline | <p>Pre-service and follow-up: Two-weeks in August Additional PD in October and January Post-service: Four days in June Weekly POW-WOWs:</p> |

| | |
|---|---|
| | Wednesdays for 1 hour (Elementary) Thursdays for 1 hour (Secondary) Monthly District Team Meetings First Wednesday (Elementary) First Thursday (Secondary) Ongoing Coaching and Teacher-mentor Training |
| Responsible Parties | Carolyn Sharette, Executive Director Jen Walstad, Executive Academic Director Cindy Lawrence, 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?) | Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) 1. Parent Survey results disaggregated by teacher |

5. Recruitment and Retention of Highly Qualified Teachers

ESEA 1114(b)(1)(E)

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

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

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

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

6. Parent Involvement

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

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

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

Please answer the following and attach documentation as needed.

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

American Preparatory administrators annually invite select staff and parents from each school to participate in a School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. School Plans are developed with goals, action steps, and budget relationships. Parent and Family Engagement Policies are discussed. School, Parent, and Student Compacts are also examined by this Committee for recommended changes. This meeting took place on July 30, 2020. The agenda is below and the sign-in pages are on page 1.



AGENDA

School Improvement Stakeholder Planning Meeting

American Preparatory Academy-WV2

Date: 07/30/2020 11:30 a.m.

- I. Welcome and Introductions
- II. Definitions and Acronyms
- III. Parent Involvement Policy
- IV. Reading Achievement Plan (Early Literacy Plan)
- V. 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
- VI. School Strategies: Specific to the 2018-19 Comprehensive Needs Assessment
 - a. Demographics data
 - b. Enrollment and Attendance
 - c. Assessment data
 - d. Parent Survey
 - e. Afterschool Programs
 - f. GEAR UP
 - g. SIP Goals
- VII. School Improvement Plan - Title I Template
- VIII. School-Student-Parent Compacts

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: <http://wiki.apaserver.org:8090/display/PM/CHAPTER+A++APA+MODEL#CHAPTERA-APAMODEL-A-2.3.2DISTRICTPARENTANDFAMILYENGAGEMENTPOLICY>

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.

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|--------------------------------------|---|
| 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. |

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| Description of transition activities | When a student is enrolled at WV2, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics. |
|--------------------------------------|---|

8. Decisions regarding the use of assessments

ESEA 1114 (b)(1)(H)

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

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

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|---|---|
| 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.

| | |
|--|--|
| How will the school identify which students experience difficulty in mastering academic standards? | When a student is enrolled at West Valley 2, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics. |
| What interventions will the school provide for students experiencing difficulty in mastering academic standards? | <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. |
| How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed? | Students are given assessments in reading and math every 5 to 14 days. The teacher records the data, and any student who does not pass one of these frequent assessments is recorded on a lesson progress chart (LPC). The LPC records which students are not at mastery in the current week. If the student is on this chart for 3 weeks in a row, then a group change is strongly considered. The teacher can also make recommendations that a student be reassessed at any time for a higher group change. Administration would look at the previous tests scores, homework scores and reassess if necessary. If a student passes an end-of-level assessment, then the student is moved out of the group immediately into the next higher group. |

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

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

| Program Funding Source | FY 20 Allocation | FY 21 Allocation | Describe how the funding sources will support the schoolwide plan. |
|---|-------------------------|-------------------------|--|
| Title IA | \$642,174 | \$636,488 | Academic Coordinators, Academic Extended Day Teachers, Summer Packets, Translation, MTSS Paras, Professional Development, Coaches, District Support, Substitute Teachers, Tech Support Staff, College Access Counselor, AP Teachers, Afterschool Staff |
| Title IIA | \$103,822 | \$103,814 | Teacher Training and/or Academic Coaches |
| Title IIIA | \$68,132 | \$97,852 | ELL Professional Development, DISE & Intensive English Instruction, District Support |
| IDEA School Age | \$664,399 | unknown | SpEd Caseworkers and Contracted Speech, OT, and other Services |
| At-Risk | \$252,476 | \$296,476 | Counselors, Ambassador CDLs and/or Academic Extended Day |
| Accelerated Students (GT & AP) | \$43,178 | \$45,000 | Teachers providing advanced classes |
| Early Literacy | \$216,633 | \$240,192 | Paras assisting with Language Arts groups (K-3 grades only) & Tier 2 Reading Mastery Curriculum. |
| Early Intervention | \$150,000 | \$180,000 | All-day kindergarten at Title I Campuses |