Utah Title I Schoolwide Planning Template

Part A: General Information

School Name   APA-West Valley #1 | **LEA Name   American Preparatory Academy**   **Date: August 2018**

Name	Title I Schoolwide Planning Team	Signature (see SIP signature form)
Laura Leavitt	WV1 Admin	
Tammy Okelberry	WV1 Admin	
MaryCarmen Gamez	WV1 Admin	
Lisa Bennett	Title I Facilitator	
Kim Dudley	District Support	
Katie Deplace	Staff – Teacher	
McKenzie Denison	Staff – Teacher	
Lyndzie Eddards	Staff – Instructor	
Connie McCullough	Staff – Sistema Afterschool Dir.	
Corina Garcia	Parent	
Laura Orwin	Parent	
Antonia Oviedo	Parent	

American Preparatory Academy - West Valley 1
Stakeholder School Improvement Planning Meeting
August 13, 2018 at 9 a.m.

Name	Parent? Teacher? Admin?	Signature Line
Lisa Bennett	Dist	Admin
Kim Dudley	Dist	Admin
Brad Sheneman	D3	Admin
Laura Leavitt	WV 1	Admin
Tammy Okleberry	WV 1	Admin
Laura Orwin	WV 1	Parent
Antonia Oviedo	WV 1	Parent
Eugenia Tua'one	WV 1	Parent
Claudia Orona	WV 1	Parent
Corina Garcia	WV1	Parent
	WV1	Parent
	WV1	Parent
	WV1	Parent
Katie Deplace	WV 1	Teacher
McKenzie Denison	WV 1	Teacher
	WV1	Teacher
	WV1	Teacher
Lyndzie Eddardr	WV 1	Instructor
Connie McCullogh	WV 1	Sistema Director Instructor
MaryCarmen Gamez	WV1	Admin Director
	WV1	
	WV1	
	WV1	

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	61%	55%	71%	75%	72%	68%	73%
		Spring 2018	56%	60%	60%	71%	65%	80%	79%

>Spring 2018 Stanford Achievement Test Results below:

Grade	Reading	Math	Science	Complete Battery
K	60%	59%	58%	59%
1	56%	62%	61%	58%
2	41%	46%	38%	41%

✓ >Spring 2018 Core Knowledge Test Results below:

Grade	Reading	Math	Science	History
1	77%	73%	74%	72%
2	75%	65%	75%	66%
3	61%	61%	68%	53%
4	57%	50%	58%	47%
5	63%	52%	55%	57%

SAGE - Language Arts						
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparision	Difference Cohort Comparison
3rd	59	59	25	28	-3	
4th	60	60	25	26	-1	-3
5th	59	59	28	27	1	2
6th	63	63	22	48	-26	-5
7th		63		55		
8th		66		53		
9th	34	45	15	57	-42	-38
SAGE - Math						
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparision	Difference Cohort Comparison
3rd	59	59	25	22	3	
4th	60	60	30	24	6	8
5th	59	59	22	27	-5	-2
6th	63	63	16	34	-18	-11
7th	53	63	36	39	-1	2
8th	59	66	17	12	5	-20
SMI	39	45	13	33	-20	1
SAGE - Science						
	# Tested	# of Students	% Proficient 2018	% Proficient 2017	Difference Grade Level Comparision	Difference Cohort Comparison
4th	60	60	20	16	4	
5th	59	59	29	45	-16	13
6th		63		39	-39	-45
7th		63		29	-29	-39
8th		66		25	-25	-29
Physics	39	45	0	19	-19	-25

(See Comprehensive Needs Assessment for additional data.)

Graduation rates (for high schools only)	n/a	
Demographic data 2017-18	✓	Free/Reduced lunch: 73.61% Ethnic minorities: 54.29% Racial minorities: 25.43% Students with disabilities: 9.52% ELL: 23.71%
School climate (including safe school data)	n/a	Parent satisfaction: 86% of parents are satisfied or very satisfied with the overall performance of the school. 93% (2017) of parents feel the same about the school's curriculum, 85% about the teachers, 89% about the instructors, 86% about communication with parents, 71% about behavior of the students at school, and 87% about the ease with which they can get involved with the school (Parent satisfaction data is from 2018). In-school suspensions: 0 Elementary Out-of-school suspensions: 40 Secondary Out-of-school suspensions: 2 Expulsions: 10 *Information from 2018
Course-taking patterns (high school only)	n/a	
Teacher qualifications	✓	Highly Effective: 10 Effective: 17 Minimally Effective: 1 Ineffective: 0 Not Returning: 6 Total Teachers: 28
Participation in college entrance	n/a	

testing (high school only)		

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.

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).	
Strategies	**Description:** Establish every student's present level of performance in Reading and Language Arts **Description:** Progress each student at least one grade level in reading and language arts per year. **Description:** Utilize Research-based Instructional Methods & Assessment **Description:** Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training **Description:** Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in reading and language arts **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 **Description:** Involve parents in the reading instruction of their student in a consistent, meaningful way. **Description:** Ensure continued student improvement over the summer months **Description:** District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.
Scientifically Based Research Support	Scientifically Based Research supporting Language Arts teaching methods and curriculum: • 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=AFQjCNGAjlcTOWFv71MH86fXilkcIp6HiQ&bvm=bv.66111022,d.aWw
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	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.

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).	
Responsible Parties	Carolyn Sharette, Executive Director MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director Tammy Okelberry, Secondary Director
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #2	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 **Description:** Ensure all Teachers and Paraprofessionals are expertly trained to improve student reading and language arts performance through required, annual pre-service training **Description:** Ensure ongoing improvement of teachers and paraprofessionals through individual coaching to improve student performance in mathematics **Description:** Teachers will collect performance data on each student weekly, evaluate weekly, and update academic plans as needed to improve student performance in mathematics **Description:** Involve parents in the reading instruction of their student in a consistent, meaningful way. **Description:** Ensure continued student improvement over the summer months **Description:** District will plan, monitor and coordinate school efforts to implement the Strategies to ensure student academic achievement.
Scientifically Based Research Support	Scientifically Based Research supporting mathematics teaching methods and curriculum: • 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=AFQjCNGAjlcTOWFv71MH86fXilkcIp6HiQ&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-tOlR4BtbOdiIRj-kq7J9bZlQ&bvm=bv.66111022,d.cGU
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 MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director Tammy Okelberry, Secondary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #3	Ensure students with special needs are identified and provided with appropriate services.
Strategies	**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 SPED program: • 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=AFQjCNE92KRFz20kI0WGote7dKEtR8NNbg&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 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 MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director Tammy Okelberry, Secondary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

Goal #4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Strategies	**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 character development and behavior management programs: • 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=iptqU4jUGaSGyQGi5YCwCA&usg=AFQjCNH9eN1WxqcIzKNUvvB86yZiO0Oaag&bvm=bv.66111022,d.aWc
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 MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director Tammy Okelberry, Secondary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

Goal #5	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. **Description:** Progress reports will be frequently and regularly provided to parents according to APA's Academic Communication policies. **Description:** Provide training to parents to assist them in achieving student success.
Scientifically Based Research Support	Scientifically Based Research supporting WV1's parent involvement policies and practices: • http://www.nea.org/tools/17360.htm
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 MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director

	Tammy Okelberry, Secondary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.

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.

			FTEs NOT Highly Qualified	FTEs Highly Qualified	Percent NOT Highly Qualified	Percent Highly Qualified
American Preparatory Academy			7.520	14.051	34.86%	65.14%
	American Preparatory Academy - The School for New Amer		7.520	14.051	34.86%	65.14%
	Fine Arts		1.500	2.021	42.60%	57.40%
711173	Dian Bretones	Chorus I - Mixed	1.000			
697420	Henry Caceres	Band I - Large ensemble	0.500			
683301	Laurel Cahoon	Art 6		0.670		
		Art Foundations I		0.330		
583034	Sara Marchetti	Band III - Large ensemble		0.160		
		Band II - Large ensemble		0.160		
		Band I - Large ensemble		0.170		
692181	Michael McCawley	Band II - Percussion		0.281		
83968	Jocelyn Sciortino	Beginning Orchestra (Orchestra I)		0.250		
	Foreign Languages		0.000	0.860	0.00%	100.00%
680334	Samantha Adamson	Latin first year- Honors		0.430		
		Latin Second Year- Honors		0.140		
		Latin - First year		0.290		
	Language Arts		0.860	0.830	50.89%	49.11%
710632	Meagan Kelly	Language Arts 8		0.170		
		Language Arts 9 Honors		0.660		
710489	Jourdan Tidwell	Language Arts 8 Honors	0.140			
		Language Arts 8	0.420			
		Language Arts 7 Honors	0.300			
	Mathematics		0.830	0.170	83.00%	17.00%
562131	Kathryn Woodcox	Secondary Mathematics I-Honors	0.330			
		Secondary Mathematics I	0.500			
		7th Grade Mathematics		0.170		
	Social Studies		0.330	0.670	33.00%	67.00%
585490	Leighann Nunez	World Geography - Honors	0.330			
		Utah Studies - Honors		0.340		
		U.S. History I - Honors		0.330		
	Elementary		4.000	9.500	29.63%	70.37%
689673	Emily Boynton	Grade 5	1.000			
437070	Anne Cain	Grade 4		1.000		
694036	McKenzie Denison	Grade 4		1.000		
679510	Katherine Duplace	Grade 3		1.000		
572226	Amy Hugh	Grade 5		0.500		
689399	Brittany Judd	Grade 1	1.000			
411859	Debra Lovendahl Lloy	Grade 6		1.000		
709815	Daniel Mulder	Grade 6		1.000		
585241	Joseph Nath	Grade 1		1.000		
712424	Meredith Novak	Kindergarten	1.000			
564689	Aimee Peterson	Grade 2		1.000		
696781	Justina Spencer	Grade 2	1.000			
628708	Rebecca Twitchell	Grade 3		1.000		
710995	Melissa Young	Grade 6		1.000		

District Summary:

			FTEs NOT	FTEs	Percent NOT	Percent
Elementary:	62.58% of total NCLB FTEs		4.000	9.500	29.63% +	70.37% = 100%
Secondary:	37.42% of total NCLB FTEs		3.520	4.551	43.61% +	56.39% = 100%
Elementary as a percent of total NCLB assignments:					18.54% +	44.04% +
Secondary as a percent of total NCLB assignments:					16.32% +	21.10% = 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	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	Scientifically Based Research supporting WV1's professional development: • 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	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.
Budget and Funding Sources	Title IIIA and per pupil state funds
Timeline	Pre-service and follow-up: Two-weeks in August Additional PD in October and January Post-service: Four days in June Weekly POW-WOWs: Wednesdays for 1 hour (Elementary) Thursdays for 1 hour (Secondary) Monthly District Team Meetings

	First Wednesday (Elementary) First Thursday (Secondary) Ongoing Coaching and Teacher-mentor Training
Responsible Parties	Carolyn Sharette, Executive Director MaryCarmen Gamez, Administrative Director Laura Leavitt, Elementary Director Tammy Okelberry, Secondary Director
Evaluation How will success be Measured?)	End-of-Year Summative Scores are given based on: 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 highly effective, that candidate will meet with administration to design an individualized plan for highly effective Professional Progress. • Administration supports teachers with instructors, SPED assistance, training, an organized curriculum plan, weekly meetings, etc. • When budget allows, merit awards are given to highly effective teachers who return the following year.

6. Parent Involvement
ESEA 1114 (b)(2(B)ii
ESEA 1114(b)(2)(B)iv
Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

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.
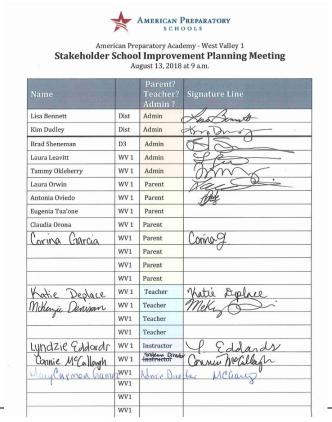
American Preparatory administrators annually invite select staff and parents from each school to participate in a School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. School Plans are developed with goals, action steps, and budget 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-WV1
Date: 08/13/2018 9:00 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 1
Stakeholder School Improvement Planning Meeting
August 13, 2018 at 9 a.m.

Name	Parent? Teacher? Admin ?		Signature Line
Lisa Bennett	Dist	Admin	Lisa Bennett
Kim Dudley	Dist	Admin	Kim Dudley
Brad Sheneman	D3	Admin	
Laura Leavitt	WV 1	Admin	
Tammy Okleberry	WV 1	Admin	
Laura Orwin	WV 1	Parent	
Antonia Oviedo	WV 1	Parent	
Eugenia Tua'one	WV 1	Parent	
Claudia Orona	WV 1	Parent	
Corina Garcia	WV1	Parent	Corina G.
	WV1	Parent	
	WV1	Parent	
	WV1	Parent	
Katie Deplace	WV 1	Teacher	Katie Deplace
McKenzie Denison	WV 1	Teacher	McKenzie
	WV1	Teacher	
	WV1	Teacher	
Lyndzie Eddardr	WV 1	Instructor	L. Eddards
Connie McCullough	WV 1	Systems Director Instructor	Connie McCullagh
MaryCarmen Gramer	WV1	Admin Director	M Gramer
	WV1		
	WV1		
	WV1		

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, located within the 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, WV1's kindergarten population is not based on geographical boundaries. Incoming students come almost exclusively from families with current students in the elementary or secondary grades. Communications about registration, immunizations, assessments, etc. begin in the Spring of the prior year through our weekly newsletters and through direct administrator/teacher contact with parents who have indicated they would like to enroll their student at WV1.
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 WV1 campus for verbal acuity, literacy, and numeracy proficiency before entering kindergarten. Assessments are administered by a highly qualified kindergarten staff member in a scheduled, one-to-one environment. Any students whom we are unable to assess before the last week of school are assessed during the summer or during the first week of school. Students are identified as academically at risk based on the results of the above assessments in English, reading, and math proficiency.

8. Decisions regarding the use of assessments
ESEA 1114 (b)(1)(H)
Refer to item #12 of the Utah Title I Part A Monitoring Handbook

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

What assessments will be used to measure student progress and inform instruction?	The state standardized assessment is administered. 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.	- 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 WV1, a series of assessments are given to the student to place them in an instructional level that matches the student's understanding of that subject. If the student passes it with 80% accuracy or better than a higher leveled test is given. Tests will continue to be given until the student does not pass. When the student does not pass, then we know what level of instruction is appropriate. When they do not pass the initial test with 80% accuracy or better, then a test that is lower in difficulty is given until the student does pass a test with 80% accuracy or better. This process occurs for reading and for mathematics.
What interventions will the school provide for students experiencing difficulty in mastering academic standards?	- 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.
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. The following summary reflects the distribution for all Utah APA campuses:

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)