

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name The School for New Americans (WV1) | LEA Name American Preparatory Academy Date: Oct. 2020

Name	Title I Schoolwide Planning Team	Signatures (see SIP signature form)
Laura Leavitt	WV1 Admin	
MaryCarmen Gamez	WV1 Admin	
Lisa Brunson	Title I Director	
Katie Fuller	District Support	
Melissa Young	Staff – Teacher	
Jill Dallan	Staff – Teacher	
McKenzie Denison	Staff – Teacher	
Justina Spencer	Staff – Teacher	
Kelly Cota	Staff – Instructor/Teacher	
Kristie Mathews	Staff – Instructor	
Connie McCullough	Afterschool Director	
Allison Christensen	Parent	
Laura Orwin	Parent	
Isabel Fabian	Parent	

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: Laura Leavitt

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
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West Valley 1 Campus Enrollment and Demographics by Grade								
2019-20	K	1	2	3	4	5	6	TTL
Student Count	85	83	85	90	88	88	96	615
New Enrollment		43	40	44	47	47	55	276
New Enroll. %		52%	47%	49%	53%	53%	57%	45%
Attendance %	93.39%	95.35%	96.42%	96.11%	95.88%	96.43%	96.69%	
Female	36	38	46	45	46	56	54	321
Male	49	45	39	45	42	32	42	294
Ethnicity (H)	43	48	54	52	52	62	59	370
Ethnicity %	50.59%	57.83%	63.53%	57.78%	59.09%	70.45%	61.46%	60.16%
White (W)	21	12	15	20	19	14	13	114
Am. Indian (I)	0	0	0	0	0	0	0	0
Asian (A)	5	<5	5	8	<5	<5	8	33
Black (B)	7	6	<5	5	7	<5	9	42
Pacific Isl. (P)	6	8	<5	<5	5	5	6	37
Mixed Race	<5	5	<5	<5	<5	<5	<5	19
Minority %	24.71%	27.71%	18.82%	20.00%	19.32%	13.64%	25.00%	21.30%
SPED	7	6	9	9	7	5	11	54
SPED %	8.24%	7.23%	10.59%	10.00%	7.95%	5.68%	11.46%	8.78%
F/R Lunch	51	61	54	63	58	68	64	419
F/R Lunch %	60.00%	73.49%	63.53%	70.00%	65.91%	77.27%	66.67%	68.13%
Lim. Engl. (LEP)	12	41	41	52	55	54	60	315
LEP %	14.12%	49.40%	48.24%	57.78%	62.50%	61.36%	62.50%	51.22%
Graduation rates (for high schools only)	n/a	Not applicable						
Demographic data	✓	Free/Reduced lunch: 68.1% Ethnic minorities: 60.2% Racial minorities: 21.3% Students with disabilities: 8.8% ELL: 51.2%						

School climate (including safe school data)	n/a	Parent satisfaction: 96.3% of parents are satisfied or very satisfied with the overall academic program of the school. 95.6% of parents feel the same about the school's curriculum, 94.9% about the teachers, 94.9% about the instructors, 93.4% about communication with parents, 93.4% about behavior of the students at school, and 95.6% about the ease with which they can get involved with the school (Parent satisfaction data is from 2020 EOY Parent Surveys included in the CNA 2019-2020).
Course-taking patterns (high school only)	n/a	Not applicable
Teacher qualifications	✓	Highly Effective: 13 Effective: 13 Minimally Effective: 1 <u>Ineffective: 0</u> Total Teachers: 27
Participation in college entrance testing (high school only)	n/a	Not applicable

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=AFQjCNGAjlCOWFv71MH86fXilkclp6HiQ&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=AFQjCNGAjlCOWFv71MH86fXilkclp6HiQ&bvm=bv.66111022,d.aWw <p>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%2F</p>

	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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #2	Provide opportunities for students to become well-rounded and educated in general subjects.
Strategies	Description: Provide classes in music, art, physical education, and history. Description: Provide civics instruction and service opportunities, and workshops in professionalism, communication, decision-making, and other life-skills 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 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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, and a year-end comprehensive needs assessment.

Goal #3	Ensure students with special needs are identified and provided with appropriate services.
Strategies	<p>Description: Provide a 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	<p>Scientifically Based Research supporting SPED program:</p> <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=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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, ongoing assessments, year-end assessments, IEPs, SPED reports, and a year-end comprehensive needs assessment.

Goal #4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Strategies	<p>Description: Implementation of Builders Program, with monthly awards to students in all grades.</p> <p>Description: Implementation of Ambassador Program in secondary grades.</p> <p>Description: Distribute and analyze school climate 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	<p>Scientifically Based Research supporting character development and behavior management programs:</p> <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 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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, weekly meetings, behavior intervention reports, operations reports, and character education reports.

Goal #5	Ensure ELL students are identified and provided with appropriate English instruction.
Strategies	Description: Screening assessments will be administered to students. Description: ELL students will be given formative assessments and data will be collected and reported annually.
Scientifically Based Research Support	Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention <ul style="list-style-type: none"> • https://journals.sagepub.com/doi/abs/10.2307/30035561
Expected Impact in Core Academic Areas	The state standardized assessment is administered. 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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary 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>
Scientifically Based Research Support	<p>Scientifically Based Research supporting WV1'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 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	<p>Carolyn Sharette, Executive Director</p> <p>Laura Leavitt, School Director</p> <p>MaryCarmen Gamez, Administrative Director</p> <p>Carly Young, K-3 Elementary Director</p> <p>Heidi Franco, 4-6 Elementary Director</p>

Evaluation Process	The school will monitor the implementation of the strategies and action steps associated with this goal through internal reports, FSO participation, parent surveys, volunteer records, Learning Plan compliance, and other records demonstrating parent involvement. Parent Involvement will be assessed in the year-end comprehensive needs assessment.
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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: Maintain parent perception and confidence in the cleanliness of the school at 90% or above.	Action Steps: <ol style="list-style-type: none"> 1. Student/class participation in keeping the playground area free of trash. 2. Add additional garbage cans to the playground area. 3. Continue to promote N.O.T.E.. 4. Share list of maintenance needs with district OPS supervisor to include on regular custodian and evening custodian schedule.
Goal #3: Increase the pride and responsibility shown by students toward the school.	Action Steps: <ol style="list-style-type: none"> 1. Focus on N.O.T.E. / N.O.T.E. checks whenever a class is transitioning from an area. 2. Involve classes in maintenance of common areas inside and outside of the school. 3. Make entrance to the gym (first point of entry each morning) inviting and friendly. 4. Participate in school choice week / "why I like my school" opportunities. 5. Hold students to a high standard of uniform compliance.
Goal #4: Increase parent pride and participation in the school.	Action Items: <ol style="list-style-type: none"> 1. Increase participation in FSO and volunteering. 2. Increase the opportunities for parents to become familiar with APA policies and procedures. <ol style="list-style-type: none"> a. Regular Q & A section in the newsletter

	<ul style="list-style-type: none"> b. Create a "parent" classroom where they can view videos on our APA procedures and selected parts of our program. <p>3. Increase parent participation in parent survey</p> <ul style="list-style-type: none"> a. Offer computers and assistance at school during the survey month. b. Create incentives for classes or individual students whose parents complete the survey.
Goal #5: Increase the security of the building and parents' confidence in their children's safety at school.	<p>Action Items:</p> <ul style="list-style-type: none"> 1. Keep the main entrance door locked after the start of the school day (until a more sophisticated system can be installed, use a video/doorbell system to monitor those people coming to the school during the school day. 2. Check IDs of all parents/guardians who are checking out students during the school day. 3. Continue to enforce safety school rules already in place--visitor tags, signing in, carpool tags, backpack tags (focus on visually matching these for kindergarten students), gates in playground locked, instructors having keys to these locks).
Goal #6: Give added focus and attention to English Language Learners, Students with Disabilities, Hispanic, Pacific Islander, and Black students to ensure WV1 students are not identified for TSI in any of these student groups for two consecutive years (above the lowest 5% of students in those demographic categories in the state).	<p>Action Items:</p> <ul style="list-style-type: none"> 1. Interventions for Elementary students to close achievement gaps, including: <ul 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, <ul style="list-style-type: none"> a. Intensive English-language acquisition courses (DISE)
Goal #7: Enhancement for Accelerated Students Goal (GT): Increase participation of Hispanic students GT courses to be more representative of our Hispanic student population.	<p>Action Items:</p> <ul style="list-style-type: none"> 3. Interventions for Elementary students to close achievement gaps, including: <ul 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 4. Academic Extended Day with double-dose instruction & peer-mentored reading opportunities. In addition to the above,

	<ul style="list-style-type: none"> a. Intensive English-language acquisition courses (DISE) <p>5. Parent Training about GT options</p> <ul 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. <p>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.</p>
Responsible Parties	<p>Carolyn Sharette, Executive Director Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director</p>

3. Instruction by Highly Qualified Teachers

ESEA 1114 (b)(1)(C)

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

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_qualified	Licensed	assignment_percent	fte	school	year_end
746218	Kaitlin	Findlay	Beginning Orchestra (Orchestra I)	N	APT	1	1	APA - The School for New Americans	2020-06-30
717857	Skyler	Frickelton	Chorus I - Mixed	Y		0.67	1	APA - The School for New Americans	2020-06-30
718877	Monica	Ingoldsby	Art Foundations I	Y		1	1	APA - The School for New Americans	2020-06-30
689673	Emily	Boynton	Grade 5	Y		1	1	APA - The School for New Americans	2020-06-30
692207	Jeremiah	Brennan	Grade 6	Y		1	1	APA - The School for New Americans	2020-06-30
572830	Rebecca	Chappell	Grade 5	Y		1	1	APA - The School for New Americans	2020-06-30

734885	Amanda	Clark	Grade 1	N	LOA	1	1	APA - The School for New Americans	2020-06-30
748560	Jessica	Cutler	Grade 4	N	LOA	1	0.489	APA - The School for New Americans	2020-06-30
697252	Jill	Dallon	Grade 1	N	LOA	1	1	APA - The School for New Americans	2020-06-30
694036	McKenzie	Denison	Grade 4	Y		1	1	APA - The School for New Americans	2020-06-30
679510	Katherine	Deplace	Grade 6	Y		1	0.3	APA - The School for New Americans	2020-06-30
745283	Kerisa	Devey	Grade 3	N	LOA	1	1	APA - The School for New Americans	2020-06-30
746774	Lyndzie	Eddards	Grade 3	N	LOA	1	1	APA - The School for New Americans	2020-06-30
587326	Sueann	Fullmer	Grade 6	N	LOA	1	0.317	APA - The School for New Americans	2020-06-30
688049	K'leena	Furniss	Grade 5	Y		1	1	APA - The School for New Americans	2020-06-30
709044	Jodi	Gleed	Kindergarten	N	ARL	1	1	APA - The School for New Americans	2020-06-30
697058	Kimberly	Johnson	Grade 4	Y		1	1	APA - The School for New Americans	2020-06-30
689399	Brittany	Judd	Grade 1	N	ARL	1	1	APA - The School for New Americans	2020-06-30
734500	Cyrena	Mendoza	Grade 3	Y		1	1	APA - The School for New Americans	2020-06-30
572412	Vanessa	Rawlings	Grade 2	Y		1	1	APA - The School for New Americans	2020-06-30
696781	Justina	Spencer	Grade 2	Y		1	1	APA - The School for New Americans	2020-06-30
696436	Kelly	Thelen	Kindergarten	N	LOA	1	1	APA - The School for New Americans	2020-06-30
694143	Allison	Trejo	Kindergarten	N	LOA	1	1	APA - The School for New Americans	2020-06-30
721081	Shaylynne	Troester	Grade 2	N	LOA	1	1	APA - The School for New Americans	2020-06-30
426763	Sheena	Tuft	Grade 6	Y		1	1	APA - The School for New Americans	2020-06-30
710995	Melissa	Young	Grade 6	Y		1	1	APA - The School for New Americans	2020-06-30

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	Scientifically Based Research supporting WV1's professional development: <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	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 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 Laura Leavitt, School Director MaryCarmen Gamez, Administrative Director Carly Young, K-3 Elementary Director Heidi Franco, 4-6 Elementary Director
Evaluation How will success be Measured?)	Summative Evaluations by Administrators Student Achievement Data disaggregated by teacher Annual and Longitudinal (year over year) Parent Survey results disaggregated by teacher

5. Recruitment and Retention of Highly 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 Highly Effective standards.
- 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

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 to the right. The sign-in sheet is on Page 1.:



AGENDA

School Improvement Stakeholder Planning Meeting

American Preparatory Academy-WV1

Date: 07/30/2020 9:00 a.m.

- I. Welcome and Introductions
- II. Definitions and Acronyms
- III. Parent & Family Engagement 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 2019-20 Comprehensive Needs Assessment
 - a. Demographics data
 - b. Enrollment and Attendance
 - c. Assessment data
 - d. Parent Survey
 - e. Afterschool Programs
 - f. 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.

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.
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8. Decisions regarding the use of assessments

ESEA 1114 (b)(1)(H)

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

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

What assessments will be used to measure student progress and inform instruction?	The state standardized assessment 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.	<ul style="list-style-type: none"> ■ Teachers in weekly team meetings give feedback on assessments...which assessments should be used, when they should be taken, etc. ■ Reading and math programs assess every 5 days. There are bi-monthly assessments every 2 weeks.

9. Students who experience difficulty mastering academic achievement standards

ESEA 1114 (b)(1)(I)

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>When a student is enrolled at 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.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<ul style="list-style-type: none"> ■ Every student receives core instruction through their classroom teacher. Intensive and accelerated instruction is taught in small groups at the student's academic level in Reading, Language Arts, and Mathematics according to pre-assessments. ■ Weekly evaluations are tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind are identified in weekly team meeting discussions. An action plan is developed to address the student's needs. ■ During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful. ■ Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child. ■ Afterschool classes are offered for students who need extra academic support.
<p>How will the school evaluate the effectiveness of the chosen interventions and adjust as needed?</p>	<p>Students are given assessments in reading and math every 5 to 14 days. The teacher records the data, and any student who does not pass one of these frequent assessments is recorded on a lesson progress chart (LPC). The LPC records which students are not at mastery in the current week. If the student is on this chart for 3 weeks in a row, then a group change is strongly considered. The teacher can also make recommendations that a student be reassessed at any time for a higher group</p>

	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.
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10. Coordination of Budgets (Federal, State, Local funds)

ESEA 1114 (b)(1)(J)

(#14 of Title I Part A Monitoring Handbook)

In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs. The following summary reflects the distribution for all Utah APA campuses:

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) & Reading Mastery Curriculum.
Early Intervention	\$150,000	\$180,000	All-day kindergarten in West Valley