

Lisa Wisham	SST Member	_____
Patsy Bueno	SST Member	_____
Shari Fraser	SST Member	_____

Title I School Improvement Plan Peer Review

Assurances	Examples of Acceptable Evidence
<ul style="list-style-type: none"> The plan includes evidence of the participation of parents, school staff, the LEA, and external consultants. 	<ul style="list-style-type: none"> Signature page List of participants and signatures Minutes of meetings held
<ul style="list-style-type: none"> The plan covers a two-year period. 	<ul style="list-style-type: none"> Timeline
<ul style="list-style-type: none"> Funds are used to supplement, not supplant, non-federal funding. 	<ul style="list-style-type: none"> Budget descriptions
<ul style="list-style-type: none"> The school improvement plan is presented to the local school board. 	<ul style="list-style-type: none"> Date when the plan was presented Board agenda when the plan was presented

Required Components	Examples of Acceptable Evidence
<ul style="list-style-type: none"> Incorporate scientifically-based research strategies. 	<ul style="list-style-type: none"> Citation of accepted, experimental or quasi-experimental, statistically sound, peer-reviewed and published research
<ul style="list-style-type: none"> Incorporate strategies to strengthen core academic subjects. 	<ul style="list-style-type: none"> Specific reference to language arts, mathematics, or science Activities to align the school curriculum with state standards
<ul style="list-style-type: none"> Address the specific academic issues that caused the school to be identified for school improvement. 	<ul style="list-style-type: none"> Assessment data, including disaggregated subgroup data Comprehensive needs assessment
<ul style="list-style-type: none"> Adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. 	<ul style="list-style-type: none"> Increased learning time Provisions for an accelerated/enriched curriculum Strategies that meet the needs of <i>all</i> students Change in infrastructure/organizational structures
<ul style="list-style-type: none"> Professional development: <ul style="list-style-type: none"> Addresses academic achievement problems that caused the school to be identified as a Priority or Focus School. 	<ul style="list-style-type: none"> Content based on Utah Core Standards Alignment of classroom activities to Utah Core Standards and assessments Data analysis training

<ul style="list-style-type: none"> ○ Provided in a manner that affords increased opportunity for instructional staff participation. 	<ul style="list-style-type: none"> ● Endorsement programs ● More time provided for professional development
<ul style="list-style-type: none"> ● Specifies how professional development funds will be used to increase achievement for all students. 	<ul style="list-style-type: none"> ● Cohesive year-long professional development plan ● Agendas for professional development targeting core areas ● Names and titles of intended presenters
<ul style="list-style-type: none"> ● Establishes specific annual, measurable objectives (AMOs) for continuous and substantial progress by each group of students. 	<ul style="list-style-type: none"> ● Statement of target goals for school and subgroups ● Evidence of individual student monitoring
<ul style="list-style-type: none"> ● Describes how the school will notify parents of the school's improvement status in a format and language understandable to parents. 	<ul style="list-style-type: none"> ● Letters ● Newsletters ● Meetings (agendas and minutes)
<ul style="list-style-type: none"> ● Specifies the responsibilities of: <ul style="list-style-type: none"> ○ The school. ○ The LEA. ○ The state. ● Includes technical assistance to be provided by the LEA. 	<ul style="list-style-type: none"> ● Names of those responsible for implementation of all aspects of the plan ● Levels of professional development (local, state, national) ● Funding sources
<ul style="list-style-type: none"> ● Includes strategies to promote effective parental involvement. 	<ul style="list-style-type: none"> ● Parent meetings and decision making opportunities ● Parent learning opportunities ● Volunteer programs ● School Community Council
<ul style="list-style-type: none"> ● Incorporates extended day and/or extended year activities as appropriate. 	<ul style="list-style-type: none"> ● Before or after school academic programs ● Summer school programs ● Extended day kindergarten ● Preschool programs
<ul style="list-style-type: none"> ● Incorporates a teacher coaching program. 	<ul style="list-style-type: none"> ● Employ an instructional coach ● Peer coaching or study groups focusing on academic achievement

The District School Improvement Plan Peer Review Team assures that the Title I School Improvement Plan meets all statutory requirements and is designed to address the reason(s) the school was identified as a Priority or Focus School.

Carolyn Sharette, Executive Director

Missy Bater, Assistant Academic Director

Jen Walstad, Academic Director

Lisa Bennett, Title I Director

PART B: Plan Abstract

Elements of the abstract include descriptions of: the context of the school; reasons for identification as Priority or Focus School; and strengths and weaknesses identified in the school appraisal that is conducted by a USOE Title I-approved School Support Team (SST).

APA-Salem, formerly Liberty Academy, is a small rural charter school located in Salem, Utah. After years of trial and error with their leadership, various curriculum, and faculty attendance and other data reporting practices, Liberty's board felt that the Academy would best be served under a new management team. American Preparatory Schools was contracted to meet the educational objectives established by the original charter and expected by the parents. With the change in management CRT, SAT, and Dibels assessments demonstrated accelerated growth in reading and math. Our parent population has been organized in opposition to SAGE testing, resulting in Sage being an unreliable indicator of school-wide achievement. Nevertheless, APA-Salem's leadership will strive to demonstrate academic achievement under the constraints of ESEA.

APA-Salem was identified as a Title I Focus School on October 1, 2015, under the approved ESEA Flexibility Waiver approved by the USDOE. The Title I accountability system for Utah utilizes results from the State Federal Accountability Reporting System (SFAR) to identify low-performing Title I Schools based on two-year averages for the 2014 and 2015 SAGE math and language proficiency and growth results. (The PACE report card and school grading system are not used for this determination.) APA-Salem was determined to be a Focus School because it fell just within the 15% of lowest performing Title I schools based on these averages. APA-Salem was ranked 45 out of 48 schools identified. (The higher the number the better the ranking.) No AMOs were used in the determination.

District	School Name	School Type	School Year	2014 Math Language Average	School Year	2015 Math Language Average	Overall 14-15 Math Language Average
AMERICAN PREPARATORY ACADEMY - SALEM	AMERICAN PREPARATORY ACADEMY - SALEM	E	2014	37.07%	2015	36.38%	36.72%

It should be noted that parents excluded 32.6% of Salem's students from the SAGE test in 2015. (7.8% opted out in 2014.) There are no provisions for schools whose parents choose to waive testing for their child to be exempt from Title I accountability.

*In order to exit from Focus status, APA-Salem must perform in the top 75% of Title I schools. According to the 2015 rankings, this would have required an Overall 14-15 Math Language Average of **41.75%**.*

Strengths identified in SST School Appraisal:

- *Math went from 26% to 37% on SAGE*
- *Science went from 32% to 40% on SAGE*

- *Intimate Community Based School*
- *Programs at APA show advantages to high poverty populations*

Weaknesses/Recommendations identified in SST School Appraisal:

- *Align Core Knowledge Sequence to Utah Core Standards (where applicable)*
- *Progress Monitoring with Fidelity Basic Early Literacy Skills via DIBELS to show growth BOY to EOY K-3*
- *Higher Depth of Knowledge questioning in classrooms*
- *Encourage SAGE administration*
 - *33% opt out rate > 77% who took it and passed*
- *Become Assessment Smart vs. nationally normed smart*

Part C: Goals

Set goals that are directly related to the reasons the school was identified as a Priority or Focus School. For each goal, describe the strategies and action steps that the school will use to improve student achievement.

- The team **must** adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. These changes could allow for increased learning time, a change in the infrastructure of the school, or a revised allocation of resources.
- The team **must** include strategies to ensure that *all* students are taught by highly qualified teachers.
- The team **may** include strategies for extended day or year, if appropriate.

Use the following form to guide the planning. Please duplicate the following form as needed for each goal.

School Improvement Goals and Strategies Form
(Complete one for each goal and then transfer the information to Tracker)

School Improvement Goal: Goals must be directly related to the reasons the school was identified as a Priority or Focus School and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).		
Goal	Timeline	Responsible Party
<p>Strategy 1: By SY2016-17, align Core Knowledge sequence to Utah Core Standards where applicable. Record changes for peer review and pre-service training.</p>	<p>S1.1 By December 2016 all supplies and curriculum needs for the interactive math program will be purchased and delivered. The curriculum will be reviewed, finalized, and distributed for every grade by fall start of school 2016 to ensure appropriate alignment with the Utah Core.</p>	<p>Head teachers for each grade are assigned to review the curriculum and make any needed changes as well as reporting to Jen Walstad if there are any additional supply needs.</p>
	<p>S1.2 Teachers will use the remaining three district meetings from the 2015-16 school year and district meetings from the 2016-17 school year to analyze their homeroom ELA lesson plans to more effectively align the core Knowledge lessons to the Core Standards and Executive leadership will meet with each grade level team to ensure this is done to a standard where we are setting our students up for success on the SAGE test.</p>	<p>All district level teams including secondary Department meeting will create this during their post-service days and Jen Walstad will check it off to ensure it is done</p>
	<p>S1.3 Specialist consultant (5th-6th grade) will continue to evaluate and improve Sage Science units adding in more visual aides and hands on learning opportunities to help move students into the the higher DOK levels while aligning them with the Utah Core. All lesson plans will be checked off by Fall 2016 and then teachers will reevaluate and improve throughout the 2016-17 school year. Specialist consultant (7th-8th grade) will be hired to evaluate the 7th/8th Grade Science core sequence evaluation and ensure it is effectively aligned with the core for a fall 2016-17 roll out.</p>	<p>Elizabeth Bankhead for 5th and 6th grades. Tim Jones for 7th and 8th grades</p>
	<p>S1.4 Teachers will participate in two days of post-service SAGE time to analyze their 180 day plans and corresponding lesson plans to more effectively align the core Knowledge lessons to the Core Standards. Executive leadership will meet with each grade level team to ensure this is done to a standard where we are setting our students up for success on the SAGE test.</p>	<p>All district level teams including secondary Department meeting will create this during their post-service days and Jen Walstad will check it off to ensure it is done</p>
	<p>S1.5 Teachers will implement the Utah Compose program to ensure our writing standards are in compliance with the State Core writing expectations. Utah Compose just added a constructed response category that also helps students understand the math components of the SAGE in written format. Teachers will be trained on the program in the first weeks of school.</p>	<p>Jen Walstad and Lori Stephenson, District Curriculum Director</p>

Strategy 2: Daily Progress Monitoring with Fidelity to Basic Early Literacy Skills (DIBELS)	S2.1. Use Progress monitors for the daily speed-read portion of the Reading lesson each day for the 2016-17 school year in all RM2 lesson 60 and higher reading classes.	DIBELS Specialist (hired by Academic Directors) will do initial prep work and Erin Short will follow up with any additional teacher needs through out the year. Elementary Directors Cody O'Brien and Jessica Barton will monitor throughout the year to ensure they are being used effectively
	S2.2. Teachers will do a weekly progress monitor one-on-one with each student in their reading class and chart the student's progress to ensure growth.	Elementary Directors Cody O'Brien and Jessica Barton will evaluate Progress Monitor booklet charts.
	S2.3. Teachers will Track Weekly Reading Fluency sheets for times/wpm to ensure growth standards are being met and students are in alignment with DIBELS progress expectations, throughout the 2016-17 school year.	Teachers will report to Cody and Jessica weekly of any students who are below grade level on their Reading Fluency sheet.
Strategy 3: Higher Depth of Knowledge question in classrooms	S3.1 Hire additional teaching coaches for Salem	Jen Walstad
	S3.2 The Academic Secretary will create and distribute DOK question stems. All teachers will post and refer to DOK questions stems on the board for the 2016-17 school year. Coaches will check to ensure the teachers are applying the question stems to create higher-level DOK questions.	Erin, coaches, Jen Walstad will check with Missy Hamilton to get question stems.
	S3.3 Executive Director will add DOK questioning ranking to the coaching form and train coaches to evaluate and strengthen teacher ability in this area during training week in August. Coaches will evaluate teachers throughout the year.	Jen and coaches
	S3.4 PD course during Pre-Service week and November on DOK/Bloom's Taxonomy.	Jen Walstad will organize and assign
	S3.5 Academic Secretary will create cards/posters of levels of questioning for daily teacher use by October 2016.	Erin Short will get these from Stacie Woolley
	S3.6 Training provided to Academic Directors and new Coaches on higher development of feedback loop and how to chunk/scaffold information when students do not understand. Directors and coaches will implement throughout the year.	New coaches will see that this is implemented for Science, Math, and Language Arts. Academic Directors will also assist. Jen Walstad - training
	S3.7 Coaches will use specialized instruction coaching visits to help teachers gain knowledge on differentiating DOK levels based on student ability. Coaches will report back to SPED Director after each visit.	New coaches and Joan Oz, SPED Director
	S3.8 District Academic Director will evaluate all LBDI novel curriculum and reassign curriculum development in 2016-17 for any teacher manuals that are below grade level equivalency for the assigned class using SAGE level DOK as a guide. Additional LBDI novel books will be purchased to expand the LBDI class offerings to more students and in higher levels.	Jen Walstad and Lori Stephenson

Strategy 4: Encourage SAGE Administration	S4.1. Compose letters for teacher, admin, and parent distribution educating them about SAGE (completed)	Carolyn Sharette
	S4.2. Remove anything that can be seen as an incentive to not participate in SAGE. All students who opt-out will receive a paper-based end-of-year criterion referenced exam to take in place of the SAGE.	Academic Secretary, Erin Short
	S4.3. Create incentives for students to pass the practice exams, such as free dress day, and tokens for a nickel arcade school party day. (Students not participating in SAGE will be given other ways to earn incentives so as to comply with state regulations).	Academic Directors, Erin Short
Strategy 5: Become Assessment Smart	S5.1. PD course on SAGE prep (test taking skills) during the Spring of 2016 and the Spring of 2017.	Jen Walstad
	S5.2. GLAM (Grade level at Mastery) program for each grade which includes practice on test environment, test taking skills, practice content tests, will be adapted from CRT test skills to SAGE test skills including re-creating computer based practice tests, time for practice on the Skills lab in the SAGE program, and test skills for adaptive testing program to help students avoid frustration.	Missy Bater
	S5.3. Create 10 practice tests per grade per subject in the SAGE system for class time/homework practice by March 1, 2016	Missy Bater
	S5.4. All students must achieve mastery (80%) on at least 3 tests in each section (Language Arts, Math, and Science) before test administration time. Teachers will report progress to the Asst. Academic Director weekly.	Missy Bater
	S5.5 Utilize K-2nd instructors to assist with SAT test prep and administration, as well as DIBELS daily practice. Instructors at all 3rd-6th grade levels to administer practice tests, ensure SAGE testing environment is productive and effective, track student performance on practice tests, teach break-out groups to reinforce content knowledge to fill gaps.	Instructors
Strategy 6 Extended Day and Year Strategy	S6.1 Implement Academic Extended Day SAGE/DIBELS practice for final months of the school year.	Teacher and/or Instructors during extended-day
	S6.2 Stay Sharp Summer Learning Packet, keyboarding practice, and Summer MathScore Licenses to keep students from experiencing loss of academic skill over the summer.	Erin Short and Lori Stephenson
Strategy 7 Data Analysis and Improvement Planning	S7.1 Elementary Directors Cody O'Brien and Jessica Barton will meet with each grade-level team and individually with each teacher during the month of March to review class performance data from 2014-15 SAGE results and make grade level and individual goals on improvement strategies and practices.	Elementary Directors Jessica Barton and Cody O'Brien

	S7.2 Elementary Directors Cody O'Brien and Jessica Barton will meet with each grade-level team and individually with each teacher during the month of September to review class performance data from 2015-16 SAGE results and make grade level and individual goals on improvement strategies and practices.	Elementary Director Jessica Barton and Cody O'Brien
	S7.3 Secondary Director Richard Fillerup will meet with each department (LA, Math, Science) team and individually with each teacher during the month of March to review class performance data from 2014-15 SAGE results and make grade level and individual goals on improvement strategies and practices.	Secondary Director Richard Fillerup
	S7.4 Secondary Director Richard Fillerup will meet with each department (LA, Math, Science) and individually with each teacher during the month of September to review class performance data from 2015-16 SAGE results and make grade level and individual goals on improvement strategies and practices.	Secondary Director Richard Fillerup
	S7.5 During the summer of 2016 Executive Team and School Stakeholders will meet with the Salem leadership team to review all testing data including SAGE, SAT, Core Knowledge, ACT and DIBELS testing results. A School Improvement plan with goals and practices for improvement will be drafted and implemented based on the findings. The approved School Improvement Plan will be reviewed with the teaching staff pre-service in August.	Executive Team and Salem Administration Team
Scientifically Based Research Support	http://educationalearningresources.yolasite.com/resources/guidresearch_blooms2013%20(1).pdf -- Bloom's Taxonomy http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf - coaching http://www.education.vic.gov.au/Documents/about/programs/archive/coachteach.pdf - coaching http://uncw.edu/wha/hillcrest/documents/WhattheDataReallyShow.pdf - DI http://www.triviumeducation.com/texts/The_Lost_Tools_of_Learning.pdf – Trivium	
Expected Impact in Core Academic Areas (How will success be	It is expected that performance in the SAGE Language Arts testing will increase 8% to 42% of students having proficient scores by 2017.	

measured on a quarterly basis?	It is expected that performance in the SAGE Math testing will increase 6% to 43% of students having proficient scores by 2017.	
	It is expected that performance in the SAGE Science testing will increase 5% to 45% of students having proficient scores by 2017.	
	It is expected that 70% of students will reach EOY DIBELS Benchmarks for grades K-3 and EOY Benchmark/Strategic Combined scores of 80% in 2016 and EOY Benchmark/Strategic Combined scores of 83% in 2017	
Professional Development to Support Strategies	See Action Steps: <ul style="list-style-type: none"> • S1.2, S1.4, S1.4 • S3.2, S3.3, S3.4, S3.6, S3.7 • S5.1 	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	District Academic Director Jen Walstad and Assistant District Academic Director Missy Bater will have monthly meetings with Elementary and Secondary directors to ensure their responsibilities are being full-filled. They will also meet with the grade level teaching teams during monthly district and department meetings to ensure implementation of these strategies are happening in every classroom. Jen and Missy will also do sporadic on campus visits to ensure implementation. Teachers are required to do weekly updates to Missy on student success on practice tests.	

Required Plan Components

The plan must include:

- Goals that are directly related to the reasons the school was identified as a Priority or Focus School. Goals must be specific, measurable, attainable, realistic and time-based (SMART). Please write goals in statements that describe desired results or changes expected by a specific point in time. Remember, it is a two-year plan. These goals must then be transferred to the web-based Tracker system to maintain a record of the implementation of the plan’s goals.

- Strategies and action steps for each goal that are most likely to help the school meet its improvement goals. In selecting strategies and action steps, the SST and leadership team should consider:
 - The direct relationship between the strategies or action steps, the goals, and the desired outcomes.
 - The research supporting the effectiveness of chosen strategies.
 - The likelihood that chosen strategies will be effective in the school for student needs.
 - Professional development that will be needed to support the strategies and goals.
- Policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. These changes could allow for increased learning time, a change in the infrastructure of the school, or a revised allocation of resources.
- Scientifically-based research to support selected goals and strategies
- Professional development must be aligned with the chosen goals. It should be based on scientific research and proven to have an impact on student achievement. Professional development should be offered to paraprofessionals as well as professionals to ensure consistency in knowledge and practice among all instructional staff. The professional development plan should include a coaching component. The coaching component may be provided by administrators, experienced teachers, and/or instructional coaches and must be clear in the plan.
- Parents are an integral part of the success of every child. Title I requires each school to include parents in the education of their children in multiple ways. Communication with parents must be clear and be in a language and format easily accessible to parents. Parents should also be involved directly in the education of their children. The school leadership team and SST should consider the involvement of parents, especially parents of low-achieving students, when writing the plan. Parents can be involved as members of the school leadership team, as volunteers within the school day, and as support for individual children at home. The school can support parents through parenting programs and adult education. The plans to provide or enhance these services must be described in the plan.
- Strategies for extended day or year (required of Priority Schools)

In addition to the plan itself, as outlined above, the following documents must be uploaded to Tracker:

1. Parent notification letter
2. Title I school parent policy
3. Title I school compact
4. A scanned copy of the signatures, peer review, and abstract (pages 1-4 of this document).

REMINDER: All these components must be uploaded to the online Tracker.

Part D: Professional Development Plan.

Describe the mentoring program and HQT plan. The team **must** include a mentoring component. The team **must** include strategies to ensure that **all** students are taught by highly qualified teachers.

Professional Development	All teachers will participate in annual week-long intensive training. All teachers will participate in side-by-side coaching throughout the year. PD will be held 4 additional days during the school year. Mentors will be assigned to each teacher by grade level at the school and district level.
Coaching	APA has an extensive 4-level coaching program. All teachers participate in the coaching program. Additional coaches will be hired to intensify efforts at the Salem campus.
Mentoring Program	All teachers have several levels of mentors. In the elementary school, the lower elementary has an identified team leader, as does the upper elementary. The secondary teachers have department heads that act as mentors to the teachers by holding regular meetings, providing online support with curriculum, collect student achievement data and conduct regular focus group meetings to review data and provide support to teachers.

<p>Highly Qualified Teacher Plan</p>	<p>To achieve American Preparatory Academy-Salem's position as an exceptional charter school, we must continue to develop and support an exceptional educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective administrators, teachers and paraprofessionals who are prepared to meet the challenges of teaching our growing and diverse student population. Recruiting and developing highly qualified teachers and administrators are the most important investments we can make in educating our students.</p> <p>APA-Salem has designated Debra Davies as the administrator assigned to ascertain HQ needs and put teachers and paraprofessionals on a route to licensure with deadlines and Jen Walstad as the administrator assigned to oversee teacher effectiveness trainings. The Highly Qualified and Effective Teacher Plan includes this outline:</p> <ul style="list-style-type: none"> I. Commitment to Highly Qualified and Effective Teachers: II. Hiring: <ul style="list-style-type: none"> A. Assessment B. Recruitment III. Placement: <ul style="list-style-type: none"> A. Core Subject and Remedial Groups Instructional Placements B. Title I School Priorities IV. Plan for HQ Professional Progress: <ul style="list-style-type: none"> A. Teacher HQ Progress <ul style="list-style-type: none"> 1. Administrative Tracking and Support 2. A Timeline Expectation 3. Time off as needed for Professional Development Courses 4. Professional Development Courses B. Paraprofessional HQ Progress <ul style="list-style-type: none"> 1. Administrative Tracking and Support 2. A Timeline Expectation 3. Professional Development Courses V. Plan for Effectiveness Progress: <ul style="list-style-type: none"> A. Teacher Effectiveness <ul style="list-style-type: none"> 1. "Early and Often" Individual Assessments 2. Coaches 3. Assignment of a highly effective teacher-mentor and a district-wide grade-level mentor. 4. Weekly team meetings with school directors to review student problems, concerns, and student needs. 5. Monthly cross-campus meetings for all grade levels. 6. Professional Development B. Paraprofessional Effectiveness <ul style="list-style-type: none"> 1. Assignment to a highly effective teacher-mentor. 2. Professional Development pre-service training VI. Tracking HQ Professional and Effectiveness Progress: <p>The HQ administrator maintains a spreadsheet entitled "Teacher Licensure" with all teachers and professional status, including professional development training. The spreadsheet displays requirements for licensure and is color-coded so that:</p> <ul style="list-style-type: none"> GREEN=HQ and good to go YELLOW=HQ for current year but expiring RED=Non-HQ and in trouble!
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| | VII. Evaluating Professional and Effectiveness:
A. End-of-Year Summative Evaluation Components
B. Use of Summative Evaluations |
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Part E: Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.

The following letter was sent to parents via the weekly Family Connection Envelope as well as via email:

13 November 2015

Dear Parent or Guardian:

We are writing to let you know that APA-Salem has been designated as a Title I Focus School. This designation means that the school is among the lowest 15% of Utah's Title I schools in academic performance and growth according to the 2014 and 2015 SAGE assessments. The SAGE assessment is the state's only approved instrument in determining school performance rankings. The enclosed sheet shows how APA-Salem compares to other schools in the area on the SAGE. Please note that 33% of our students did not take the SAGE assessment due to parent opt-out. We recognize many of our parents do not support the SAGE testing, and we believe this has had a large impact on our student performance on the SAGE. As you know, APA utilizes several other assessment tools to monitor student growth and achievement. Those results are also enclosed.

Due to the low scores on SAGE, and because we receive Title 1 funds, APA-Salem is required to enter into a two-year school improvement effort led by the School Leadership Team and supported by a School Support Team. The Utah State Office of Education is providing technical and financial support in this effort.

Parents can effectively assist student achievement improvement in the following ways:

- Communicating frequently with your student's teachers
- Making sure your student attends school regularly
(chronic absenteeism at APA-Salem was 17% in 2014-15)
- Helping your student with homework
- Monitoring your student's television time
- Reading aloud to your student
- Volunteering in the classroom
- Participating in school decision-making

We want to request your help as the school addresses its academic needs.

Sincerely,

Carolyn Sharette
APA Executive Director

Lisa Bennett
APA Title I Director

Richard Fillerup
APA-Salem School Director

Describe the plan for involving parents in the decision-making processes of the school.

- APA-Salem adopted the APA Parent Involvement Policy for review of the annual Comprehensive Needs Assessment, contribution to the annual School Plan, as well as development of the Parent, School, and Student Compacts.
- APA-Salem publishes its Parent Involvement Policy in the annual Parent-Student Handbook.
- The governing board of the school is wholly comprised of parents and serves as the School Community Council.
- APA-Salem conducts annual parent surveys to assess parent satisfaction with school climate, teaching, curriculum, and other key educational factors. The parent survey results are discussed as part of the Comprehensive Needs Assessment review when developing the annual School Plan.
- The website “Contact” tab invites parents to contribute suggestions at any time during the school year (<http://www.americanprep.org/contact/>)

Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.

- *Parents at APA-Salem are trained in the use of daily accountability tools to assist their student in completing work and ensuring they are prepared for tests and other assessments and activities.*
- *The learning plan is a daily communication tool that parents review, and it outlines what was accomplished in school that day and what needs to be completed before school the next day.*
- *Parents are very involved in student academic achievement and daily communication is key to this.*
- *Parents are welcomed to the school to support teachers on Academic Support Teams. APA-Salem enjoys a high level of parent involvement on ASTs. ASTs assist teachers with grading, classroom support for culminating activities, fieldtrips, and lesson preparations.*
- *Parents are issued a report every other week in elementary school regarding their child’s progress.*
- *Secondary parents have access to student assignment dates, missing work, and grades on SIS, an online grade reporting system.*

Part F: Budget

Title I Priority and Focus Schools receive a supplemental grant from the Utah State Office of Education. The school improvement budget must reflect a commitment to the strategies being adopted to improve student achievement. An amount equal to 10% of the regular Title IA allocation must be used for professional development. Funds must be used to supplement, not supplant, the regular school program. Reimbursement requests will be completed through the Utah Consolidated Application (UCA).

Title I funds *must* supplement, not supplant, the regular program of the school.

March 2016-June 30, 2016

100-Salaries	
• (S2.1) Academic Secretary	\$5,300
• (S1.4) Teachers (Post-service)	\$6,000
• (S5.5) Instructors (SAGE, SAT, DIBELS prep and administration)	\$5,000
• (S6.1) Teachers/Instructors (Academic Extended Day)	\$7,000
200-Employee Benefits	
• (S2.1) Academic Secretary	\$940
300-Purchase Professional and Technical Services	
• Aligned Education Solutions (SST Appraisal Process)	\$5,178
400-Purchased Property Services	\$0
500-Other Purchased Services	\$0
580-Travel	\$0
600-Supplies and Materials	
• (S6.2) Summer Stay Sharp Packets & MathScore Licenses	\$3,400
• (S4.3) SAGE Incentives	\$1,000
860/870-Indirect Cost	\$0
730-Equipment	\$0
800-Other	\$0
	=====
	\$33,818

July 1, 2016-June 30, 2017

100-Salaries	
• (S1.1) Teachers (Summer Stipends)	\$3,500
• (S1.3) Science Curriculum Development-5th grade	\$6,000
• (S1.4) Teachers (Post-service)	\$6,000
• (S2.1, S3.2, S3.4, S4.2, S4.3) Academic Secretary	\$6,500
• (S2.1) DIBELS Specialist	\$1,000
• (S3.1, S3.2, S3.3, S3.5, S3.6) Instructional Coaches	\$10,000
• (S5.5) Instructors (SAGE, SAT, DIBELS prep and administration)	\$5,000

• (S6.1) Teachers/Instructors (Academic Extended Day)	\$7,000
200-Employee Benefits	
• (S2.1) Academic Secretary	\$7,670
300-Purchase Professional and Technical Services	\$0
400-Purchased Property Services	\$0
500-Other Purchased Services	\$0
580-Travel	\$0
600-Supplies and Materials	
• (S6.2) Summer Stay Sharp Packets & MathScore Licenses	\$4,000
• (S4.3) SAGE Incentives	\$500
• (???) Curriculum	\$9,012
860/870-Indirect Cost	\$0
730-Equipment	\$0
800-Other	\$0
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	\$66,182