

**The Report of the
Accreditation Visiting Team**

**American Preparatory Academy
12892 Pony Express Road
Draper, Utah 84020**

March 15-16, 2012



**Utah State Office of Education
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P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**American Preparatory Academy
12892 Pony Express Road
Draper, Utah 84020**

March 15-16, 2012

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 15-16, 2012, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of American Preparatory Academy is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Director Laura Campbell is also commended.

The staff and administration are congratulated for their desire for excellence at American Preparatory Academy and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at American Preparatory Academy.

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*Board of Regents Appointments

*** CMAC Representative Appointment

*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

AMERICAN PREPARATORY ACADEMY

GOVERNING BOARD

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Jared Bennett..... Governing Board Member
Clay Hatch Governing Board Member
Brad Findlay..... Governing Board Member

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School Administration

Laura Campbell..... Executive Director—Academics
Belinda Durling..... Academic Director
Jacquie Chappell..... Elementary Director
Daniel Baker Junior High Director

Counseling

Liz Eagan Special Education Director
Shar Elmer Speech Language Pathologist
Laura Fenlaw School Counselor

Support Staff

Cathie Adamson..... School Secretary
Lisa Bennett Program Analyst
Lexi Benson Ambassador Leader/JH Secretary
Jen Brakey..... Academic Coach
Rusty Campbell..... Operation Director-IT Director
Catherine Findlay..... Executive Director-Ambassadors
Erasmio Jahen Custodial Support
Stephanie Jensen Speech & Language Tech
Kaitlin Kennedy Assistant Ambassador Leader
Kevin McVicar..... Academic Coach
Jodi Miles..... Ambassador Leader
Marion Minson..... School Secretary
J.Kris Ridgeway Maintenance Support

Lori StephensonCurriculum-Library-Media Specialist
 Stacie Woolley Academic Coach

Faculty

Rebecca Allen Latin Teacher
 Jean Beifuss 5th Grade Teacher
 Alisa Broadbent Groups Instructor
 Layne Brown 6th Grade Teacher
 Elaine Coble School-wide Instructor
 Sheri Cohen 2nd Grade Teacher
 Kiersten Cooke 4th Grade Instructor
 Bree DuMont 2nd Grade Instructor
 Anna Lynn Eschler Kindergarten Teacher
 Sheree Evans 4th Grade Teacher
 Leslie Fallis Orchestra Teacher
 Melanie Ferlo Groups Instructor
 Jessica Ford 2nd Grade Teacher
 Shem Greenwood English Teacher
 Emily Hartung 5th Grade Teacher
 Amber Hasson 1st Grade Instructor
 Melanie Hicks 6th Grade Teacher
 Craig Hollinger Science Teacher
 Lena Johnson 5th Grade Instructor
 Tim Jones Math Teacher
 Melanie Jorgensen Groups Instructor
 Jeff J. Lambert History Teacher
 David L. Leavitt Choir Director
 Amy Liljenquist 3rd Grade Teacher
 Tonya L. Lloyd 1st Grade Instructor
 Kenneth John McLaughlin Math Teacher
 Rebecca Minson 5th Grade Instructor
 Demya Murdock Band Instructor
 Orion Nash Junior High Groups Instructor
 Susan Neilson Physical Education Teacher
 Sherrie Nish 1st Grade Instructor
 Emily Park 6th Grade Instructor
 Nancy Patterson Art Teacher
 Camille Peterson 4th Grade Instructor
 Jenni Poulson Groups Instructor
 Selena Rakowski 4th Grade Teacher
 Carolyn Robinson 2nd Grade Instructor
 Michelle Ruff 1st Grade Teacher
 Meredith Sebra 1st Grade Teacher
 Emily Sorensen Music Teacher

Melissa StoneMusic Teacher
Alyson Tanner.....Kindergarten Instructor
Heather Thomas Instructor
Natasha Walls3rd Grade Instructor
Elizabeth Wanner.....3rd Grade Teacher
Connie Welch.....2nd Grade Instructor
Leslie Williams English Teacher
L. Diane Williams.....6th Grade Instructor

AMERICAN PREPARATORY ACADEMY

MISSION STATEMENT

To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

BELIEF/VISION STATEMENTS

Virtuous Character Development – Builders and Ambassadors Programs

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide “Builders” theme and Ambassadors Program. All staff, parents, and students work together to “build” our great school on these principles:

Building Foundations

Expectations: High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort: We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work and are committed to working hard every day. The fruits of work are real and satisfying and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm: Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Excellence: Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Students will experience academic success (defined here as mastery of 80% proficiency) in major skill areas – reading, math, and spelling
2. Students will demonstrate understanding and internalization of positive character attributes particularly scholarship, citizenship, and service.

Date of visit: March 15-16, 2012

MEMBERS OF THE VISITING TEAM

Janice Combe, USOE/Northwest Accreditation Consultant, Visiting Team
Chairperson

Lyndell Dunn, Mountainville Academy

Rick Kempton, Noah Webster Academy

Michele Lalor, Early Light Academy

VISITING TEAM REPORT
AMERICAN PREPARATORY ACADEMY

CHAPTER 1: SCHOOL PROFILE

American Preparatory Academy is a charter school located in the Draper area of the Salt Lake Valley. It is one of three schools run under the direction of American Preparatory Academy. This is the school's second full team visit.

American Preparatory Academy serves 570 students in kindergarten through ninth grade. This year is the school's ninth year of operation. Teachers and instructors are viewed as the most important and vital members of the school's organization. This is because they perform the services that make up the "core business," teaching children. The school administration and support staff carry out the board's directives and support and sustain the core business on a day-to-day basis.

a) *What significant findings were revealed by the school's analysis of its profile?*

The Visiting Team has found that the school profile describes the school as it currently exists. It utilizes data and information regarding school programs, student achievement, and stakeholders' perceptions to direct the school improvement plan. A significant finding in the profile was the school's other positive use of academic data.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team has found that the recommendations made in the initial accreditation process have been applied, in that the profile's graphs are easily understood and include summaries.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The Visiting Team has found that the school's self-study includes an accurate reflection of its strengths. The school has met the indicators for its DRSLs, as evidenced by student achievement data and the number of families on its waiting list.

Through weekly meetings and frequent data collection, the staff and administration are able to work collaboratively and quickly to identify and analyze problems that arise in the school, thus preventing any significant limitations on school improvement and student achievement.

Suggested Areas for Further Inquiry:

The Visiting Team recommends that the school profile include various types of support for learning beyond the classroom. American Preparatory Academy's faculty and staff do a good job of supporting student achievement, but need to include information on what they do in the school's profile.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The Visiting Team has found that it was primarily the board and the founders who initially determined the school's mission statement, beliefs, and DRSLs. However, the staff has been very involved and trained extensively on how to accomplish the goals of the DRSLs. It appears to the Visiting Team that the faculty and staff support the beliefs and DRSLs.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The Visiting Team has found that all of the above are inherent parts of the school improvement plan. The mission statement is evident in every classroom. All decision-making exercises are guided by the school mission, vision, and philosophy, which are directly related to the DRSLs. From the moment students enter the school, they are reminded that this is a place of learning.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

The following indicators have been developed by American Preparatory Academy:

- Delivery of a focused academic program
- Consistent, frequent assessment and reporting of student progress in skills area
- Consistent, frequent evaluation of student needs
- Flexibility in the delivery of the academic program to meet student needs

- d) *To what extent do the school’s mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The Visiting Team found that the school’s mission, beliefs and DRSLs are evident in the school culture. Children are aware that the purpose for being in school is academic success, thus opening more doors for them in the future. Students and teachers had internalized the concepts taught in their Ambassador and Builders programs, and demonstrated this in their weekly assemblies. American Preparatory Academy concentrates on academic and social success, and this is apparent in the school’s environment.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team found that upon being hired, teachers are handed a curriculum guide, materials, and a 180-day plan that correlates with the Core Curriculum and standards. Teachers are generally expected to follow this plan, but there is a process in place for making modifications and updates to the curriculum. The media specialist collaborates with teachers in finding and providing updated materials. Teachers are also provided with collaborative time with their grade-level teams within the school and at other American Preparatory campuses.

- b) *To what extent does the curriculum engage all students in inquiry, problem-solving, and higher-order thinking skills?*

The Visiting Team found that the direct instruction delivery methodology implemented at American Preparatory Academy ensures that all students are participating, but does not consistently require inquiry, problem-solving, and higher-order thinking. The Visiting Team acknowledges that these skills were increasingly apparent in the upper grade levels and within certain subject areas, particularly science and writing.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team found that the staff is encouraged to collaborate, but more from a desire for uniformity among classes and less for the purpose of creating new curricula. In an effort to “clear the way” for teachers, the task of creating curriculum in alignment with the DRSLs is primarily done by administration. The Visiting Team did find, however, that the administrative structure of American Preparatory Academy excellently reflects the DRSLs. There is an administrator specifically

focused on academics, while another is specifically focused on the character development program.

- d) *How does the staff use assessments to drive curriculum to ensure that all students can reach the intended learning outcomes?*

The Visiting Team found that assessments are used regularly and systematically, particularly within the leveled math and reading groups. The teachers record the data from these assessments and transfer them to Lesson Progress Charts (LPC)s on a weekly basis. Individualized student plans are then created and implemented for students who do not reach the learning outcome. Sometimes adjustments in student placement are made due to weekly LPCs. Additionally, the Visiting Team found the teachers using the assessment results to identify concepts that needed to be re-taught.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The Visiting Team found that American Preparatory Academy encourages teachers to use direct instruction and frequent repetition to get all students to the level of mastery. Teachers generally stick to these methodologies with whole-class instruction, but study hall periods allow for a more student-driven learning experience. Likewise, teachers were found circulating around the rooms during student work time to provide individualized help and feedback.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team found the math and reading curriculum being delivered in such a way as to ensure fidelity to the first DRSL. The spelling program (which was also a component of that DRSL) was changed during the 2011-2012 school year, and is therefore in a state of development. It is being implemented at varying levels, with varying degrees of mastery resulting. With respect to the second DRSL, the Visiting Team found that the Builders and Ambassador programs show clear evidence of implementation school-wide, while the school-wide CHAMPs are not as clearly reinforced. The consequences for citizenship issues (card pulls, phone calls home) appear to be consistent throughout the school.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The Visiting Team found that American Preparatory Academy provides teachers with a full week of professional development at the beginning of the school year in order

to instruct them on the teaching methodologies unique to the school. American Preparatory Academy also utilizes full-time coaches to help teachers develop and improve their instructional strategies.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The Visiting Team found that teachers and instructors were aware of and knowledgeable about the instructional approaches utilized by American Preparatory Academy (direct instruction and a high degree of repetition), and highly reflective with respect to this approach and their own practices.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

The Visiting Team found that all classrooms are equipped with ceiling-mounted projectors and audio systems. Students are explicitly taught how to write reports using the computer systems. There are three mobile computer labs available throughout the schools, and copiers/printers are located strategically throughout the building. The media specialist keeps the school wiki updated for research needs. Teachers also maintain UTIPS pages from which students can work to improve their skills.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

American Preparatory Academy has a rich school-wide assessment program, with performance standards based on clearly articulated expectations for student achievement. This is most evident in the Saxon Math program. Assessments are frequent and systematic. The school has standardized forms for all aspects of classroom assessments. There are forms the teacher uses to track, in detail, how well each student understands the skill being taught, as well as students' participation during that lesson. Each teacher has a "weekly lesson progress chart" (LPC) where he/she tracks the name of each student not at mastery for that week's lessons, along with an explanation. This includes a plan outlining how the teacher will help the student to the mastery level. The school has a "master academic" spreadsheet that is updated weekly with each student's math and language arts assessment scores.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

As noted under (a) above, there is a significant amount of data frequently and systematically collected, analyzed, and acted upon. Regardless of the skill level of the student (low, on grade level, or high), each student is taught and challenged based on his/her individual needs.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

American Preparatory Academy's professional staff regularly analyzes the collected data and makes changes in academic groupings accordingly. In addition to making adjustments to the individual student, the school-wide academic growth is tracked.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

American Preparatory Academy consists of three campuses, which they "districts." On a monthly basis, teachers from all campuses meet to collaborate and receive identified training and professional development. Also, there is a group of four (4) district-wide "coaches" who complete classroom observations and give personalized professional development. These visits are either spontaneous or self-initiated by the individual teacher. Each August the school conducts a two-week training session, including very detailed handouts in a binder.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

There are school-wide, standardized scoring tools which assess American Preparatory Academy's DRSLs. This data is regularly updated and analyzed, and is the basis for school-wide decisions.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

American Preparatory Academy's school leadership is exemplary in the way it continuously and systematically promote quality instruction. The monthly, district-wide collaboration time, along with the coaching staff and systems, is integral to the school culture.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The school leadership regularly receives and analyzes student learning data. The systems are research-based and regularly monitored.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

American Preparatory Academy is very focused on organization; everyone knows what is expected and when it is expected. The school leaders are just that—leaders. They have a vision for the school—both for the students and for the teachers and other employees! Everything they do supports and strengthens their vision and direction. They allocate resources (including time and focus) on that same vision and direction.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

Teachers and parents seem very committed to the implementation of APS's vision and direction. The school's August training, as well as monthly collaboration meetings, re-commit the employees to the school's mission and vision. It is unclear just how much collaboration and individual participation occurs in the overall vision and mission of the school. There seems to be a strong sense of shared responsibility in the implementation of American Preparatory Academy's vision and mission.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

Again, organization is a huge strength at American Preparatory Academy. Each student has an adult staff member who knows the student well and personally assists him/her in achieving his/her individual learning goals. This is quite an accomplishment, as the students (beginning in kindergarten) may have multiple teachers/instructors throughout their school day. The "homeroom" teacher is responsible for knowing everything about his/her students' American Preparatory Academy experience. This is a remarkable, commendable feat.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?*

The Visiting Team found that American Preparatory Academy has made substantial efforts to continually improve its educational practices. This is evident throughout the school. The school has a comprehensive plan for continual improvement, which is tied to the DRSLs and accepted by the school's population and community stakeholders. There appear to be performance indicators established school-wide through a collaborative effort of school stakeholders. The school's procedures for collecting and analyzing data are some of the best we have seen. American Preparatory Academy's improvement plan and progress are reviewed and revised by several curriculum and leadership teams within the school and district. The school meets weekly and monthly in various curriculum, instruction, leadership and data meetings to evaluate their progress and direction.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The Visiting Team found that American Preparatory Academy has been consistent with its ongoing programs of professional development. The school is very dedicated to professional development for teachers, instructors, coaches, and other staff members. Before school begins, the staff members attend two weeks of professional development. The first week is dedicated to the "how to" of teaching. This portion of

training involves programs, strategies, and modeling. The second week of professional development is centered more on procedures and policies. The evidence of good professional development is seen in the systematic practices of the school. During the school year, professional development is continuous and data driven. The school has grade-level meetings, faculty meetings, and curriculum meetings. These meetings are designed to promote student learning and are driven by data and by observed needs.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team found the action plan to be focused on academic achievement and character development. The action plan was specific and focused on the needs and desires of American Preparatory Academy. The school's stakeholders have a vision of who they are and what they need to do to continue to improve student learning and be successful as a school. The commitment to the action plan and the DRSLs at American Preparatory Academy is apparent in faculty, instructors, students, and parents. Faculty members are dedicated to knowing the learning successes or weaknesses of each student and improving each student's learning. The dedication to improved student learning is school-wide and system-wide.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team found that American Preparatory Academy has created a mission, belief statements, and DRSLs that promote a school where student learning is driven by knowing which students are learning and which are not. The vision for this type of environment is widely accepted by all stakeholders. The administrators have set the tone for continuous improvement, and are very involved in the learning process. They are also involved in professional development that creates conditions for positive student learning. The Visiting Team found teachers using data to drive their instruction to ensure student improvement. The Visiting Team also found the overall philosophy at American Preparatory Academy is one of continual improvement for all students.

- e) *What significant progress has been made in implementing the original action plan since the last full visit?*

Over the past six years, American Preparatory Academy has done an amazing job of implementing and establishing its original action plan and DRSLs. The school has met or exceeded its goals and desired results for student learning, and has embedded academic and character education into its everyday practices. On a regular and consistent basis, the school uses focused academic programs (CHAMPS and Ambassadors) with its character education program. One of the school's goals was consistent and frequent assessment and data collection. With regards to the

achievement of this goal, American Preparatory Academy is one of the best schools we have seen.

- f) *What significant progress has the school made in addressing the major recommendations of the previous Visiting Team and/or review team?*

One of the recommendations was a central library system. The Visiting Team found American Preparatory library system to be appropriate for the school and for the needs of both teachers and students. The school has a librarian who oversees all aspects of the library media system. American Preparatory Academy also has a school-wide computer library program that organizes and tracks library resources and use. The books are in teachers' classrooms as well as a curriculum room. American Preparatory Academy believes that these classroom libraries give students easier access to books on a daily basis. The librarian keeps data on who is reading and what is being read, and this information is given to teachers to help promote reading and evaluate programs such as Reading University, a multi-faceted independent reading program. The Visiting Team believes that this system works for the school and its philosophies.

American Preparatory Academy students have access to three wireless laptop computer labs, and holds subscriptions to e-textbooks and reference materials.

Another recommendation was that American Preparatory Academy consider expanding its play area. The school has explored that possibility, but has not found a favorable way to accomplish the recommendation. There is no property available that would be suitable for a playground project.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

American Preparatory Academy has excellent programs of collaboration and mentoring. This has fostered a community whose members trust and depends on one another. They are all focused on the same goal of student achievement, so as a school community they have a common goal. The teachers and the instructors work closely together, with mutual respect for one another. The administration has respect and trust in the faculty, and therefore the faculty feels valued. There is a degree of pressure on the faculty and staff to perform up to American Preparatory Academy standards and expectations.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team found American Preparatory Academy to be a very collaborative school. Teachers work regularly in collaborative grade teams, as well as other teams. The administration collects and analyzes data and then, through the collaborative process, shares that information with teachers and staff to help increase individual student achievement. American Preparatory Academy employs four teacher mentors who work with teachers on a regular basis to help improve their skills in specific areas.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The Visiting Team was impressed with American Preparatory Academy's collaboration across the school community. Collaboration among the administration, faculty, instructors, mentors, and parents is regular and consistent. Parents are aware of their students' strengths and struggles on a regular basis. This communication with parents can be done regularly due to the excellent data collection system the school has in place.

- d) *How are results of school improvement identified, documented, used, and communicated to all stakeholders?*

The Visiting Team found that American Preparatory Academy has an extensive data collection system that identifies all students and their progress. Data is collected daily, and recorded and analyzed weekly and monthly. The results of this data are regularly available to teachers and parents. The data is used to drive instruction or re-teach. Teachers use the results to find out who is learning and who is not. This gives them an opportunity to move students from group to group to improve their instruction and provide additional resources.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends American Preparatory Academy on its data collection system, which allows them to know each student's academic achievement level, as well as strength and weaknesses.
- The Visiting Team commends American Preparatory Academy on use of the data to adjust student interventions to ensure that all students are learning.

- The Visiting Team commends American Preparatory Academy for its character education programs, which include the Ambassador and Builders programs.
- The Visiting Team commends American Preparatory Academy on its mentoring program for teachers
- The Visiting Team commends American Preparatory Academy on its Reading University and weekly assemblies to honor students.
- The Visiting Team commends American Preparatory Academy's positive approach to academic and behavioral interventions.
- The Visiting Team commends American Preparatory Academy on its collaborative team and district-level meetings.
- The Visiting Team commends American Preparatory Academy on its well-defined management and organizational systems. People know who to go to for help and interventions.
- The Visiting Team commends American Preparatory Academy on its dedication to student learning and continuous improvement.

Recommendations:

- The Visiting Team recommends that American Preparatory Academy continue to refine its data collection to include Spalding Spelling.
- The Visiting Team recommends that American Preparatory Academy include in its profile more of a narrative, as well as examples of its excellent data collection system and how it is used that for student inventions.
- The Visiting Team recommends that American Preparatory Academy continue to explore the possibilities of expanding the playground area. The Visiting Team recognizes the challenges involved, and only suggests that American Preparatory Academy continue to look at possibilities.