

Valley Academy Inc. Public Board Meeting Agenda
July 13th, 2023 @ 6:00 pm
539 N 870 W, Hurricane, UT 84737

1. Welcome
2. Pledge of Allegiance and Mission Statement:

At Valley Academy we are dedicated to achieving excellence in our education, our character, and our pathways for the future.*

3. Public Comment

The Board requests that you provide written notice to be heard for public comment so we can plan for the time required for this agenda item. Requests may be sent to miranda@valleyacademycharter.com. Please plan ahead for your comments to be 3 minutes or less. Due to open meeting regulations, please be aware that the board will not be able to *formally* discuss or take action on items brought up in this meeting's public comment period.

4. Monthly Training Topic: Open and Public Meeting Act
5. Review and discussion of Annual Board Calendar
6. Review and Report: Action Items from last month's meetings.
 - a. Posting of items - policy, minutes, audio

7. Student Council Report

8. Business Manager's Monthly Report

9. Director's Monthly Report

10. Reports from Board Committees:

- a. Finance/Audit
- b. Policy
- c. Charter Accountability
- d. Executive

11. Approval of the June 22nd, 2023, meeting minutes.
12. Discussion and possible approval of the Early Learning Plan
13. Discussion and possible approval of the Gang Prevention and Intervention Policy
14. Discussion and possible approval of the Parental Engagement Policy
15. Discussion and possible approval of the Starving Student Fundraiser
16. Discussion and possible approval of the purchase of teacher computers
17. Closed session, if needed. **Utah Code 52-4-205(a)**.
18. Any action necessary from closed session
19. Recap and assignment of any action items needed from this meeting
20. Next proposed meeting is August 5, 2023
21. Adjourn



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EARLY LEARNING PLAN 2023-2024

LEA Name: Valley Academy Charter School

Date of Expected Local Board Approval: 07/15/23

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://docs.google.com/document/d/1TB91xNYFzQs-t5cO1sPhmjz5Pmcehr0l/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true>
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.

Funds Being Applied for: Check all that apply. ([Estimated Funding and Matching Amounts](#))

X Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy Type
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP preapproval, submit the following to earlylearning@schools.utah.gov by August 1st.
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP final approval, submit the following in [Utah Grants](#) no later than September 1st by 5 p.m.

- Early Literacy budget,
- Final ELP plan (as an attachment),
- Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) no later than September 1st by 5 p.m.

SECTION A: EARLY LITERACY

1. List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)	
	General Education	Special Education
Phonological Awareness	* Spalding in review at RIMS	*The General Education curriculum is also used for Special Education because we use the full-inclusion teaching model
Phonics	Spalding Phonograms and Spalding Phonics instruction	
Fluency	Leveled Spalding Learning to Read and Loving It Series Spalding Oral Reading Fluency Assessment and Practice	
Vocabulary	Spalding	
Comprehension	Spalding	
Oral Language	Spalding	
Writing	Spalding	

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

 Screener(s): Acadience Reading
 Diagnostic(s): <i> Spalding: Morrison McAll Spelling Scale, Weekly & Monthly Phonogram Assessments, Read Live, Core Phonics, & Spalding Test Lessons in Comprehension </i>
 Progress Monitoring: Acadience Reading

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

 Tier 2 Evidence-based Curriculum Program(s) and/or strategies: <i> Spalding MTSS Intervention & Read Live </i>
 Tier 3 Evidence-based Curriculum Program(s) and/or strategies: <i> Spalding Specific Skill Intervention Program </i>
 Briefly describe how you ensure intervention is aligned to students' needs? <i> Based on the outcomes of the screening and diagnostic assessments given to each student, we assign an intervention program that meets students' needs. </i>

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Go Math!

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Implement tasks that promote reasoning, problem solving, and facilitate meaningful mathematical discourse.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Implement fluency building components of evidence-based mathematics curricular programs. Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures that include fluency practice of conceptual understanding, activities to promote fluency, mathematical routines, & mathematical fluency practice software.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Mathematical practices and evidence-based strategies that are contained in the Utah State Core Standards are included in Go Math! instruction and activities.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Evidence-based strategies for mindset, goal setting, and positive mathematical experiences.

3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.

Acadience Math Screener, Keep, RISE, Grade Level RTI created formative assessments, Go Math! screeners and daily assignments are used to make instructional decisions. Grade-Level PLC teams including the VACS Math Specialist meet to adjust and target instruction to meet classroom needs. The VACS Math Intervention team will use data and teacher input to meet daily for 30 minutes with Tier 3

4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.

Tier 2 Intervention Program(s)/strategies: Go Math! Intensive Intervention kit, build fact fluency, number talks, and skill building activities

Tier 3 Intervention Program(s)/strategies: *Go Math! Intensive Intervention Kit, build fact fluency, number talks, and skill building activities*

Briefly describe how you ensure intervention is aligned to students' needs? Based on the outcomes of the Acadience Math screener and additional diagnostic assessments given to each student that demonstrates intervention needs, the math intervention team along with the PLC team assign an intervention program that builds on the strengths and addresses the deficits students exhibited in their assessments.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal (*required*)

By May 31, 2024, Valley Academy Charter School will increase the percentage of kindergarten students at or above benchmark on the Acadience Reading composite from BOY to EOY by 38% providing ongoing professional development and instructional coaching to all kindergarten teachers in using explicit accuracy and decoding strategies and routines from the Skills Analysis Checklist aligned with Spalding. Using the Skills Analysis Checklist reinforcements and refinements will be evaluated as teachers and instructors work to increase their research-based practices in the classroom. In addition, all kindergarten teachers will be trained and coached as they implement Spalding Tier I instruction which will include phonemic awareness, nonsense word practice, and segmenting and blending. The intent of this is to increase the percentage of students who master these skills on the Acadience Reading benchmark by the end of the year.

2. Early Mathematics Goal (required)

By May 31, 2024, Valley Academy Charter School will increase the percentage of first grade students at or above benchmark on the Acadience Math AQD score from BOY to EOY by 3%. This will be accomplished by providing ongoing professional development in USBE mathematical components. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence-based instruction that aligns to students diagnosed skill gaps as identified by Acadience Math. Students who have scored below and well below proficient in this skill area will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and will be progress monitored to ensure they are receiving instruction that supports their mathematical needs in order to increase the overall number of students making sufficient progress to meet proficiency by the end of the year.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By May 31, 2024, Valley Academy Charter School will maintain the percentage of third grade students scoring at/above benchmark on the Acadience Math Computation from BOY to EOY. This will be accomplished by providing ongoing professional development in USBE mathematical components. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence-based instruction that aligns to students diagnosed skill gaps as identified by Acadience Math. Students who have scored below and well below proficient in this skill area will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and will be progress monitored to ensure they are receiving instruction that supports their mathematical needs in order to increase the overall number of students making sufficient progress to meet proficiency by the end of the year.

General Assurances: Check the box below.

The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.



Parental Engagement Policy

Valley Academy Charter (VAC) School believes parental engagement is an important part of each child's educational program, and that such involvement may result in higher student achievement and better social behavior, in addition to more satisfaction for parents and teachers alike. This policy was jointly developed/revised with parent input.

Valley Academy Charter School will implement the following:

- a. The school will provide programs, activities, and procedures for the involvement of parents. These programs, activities and procedures will be planned and accomplished with meaningful consultation of parents of participating children.
- b. Parents and family members will be involved in the planning, review, and improvement of parent and family engagement programs, including the development and revision of this policy, through being a part of the Adult Learning and Modeling Action Team led by a VAC employee.
- c. The school will report annually to the parents the status of the Title I program, as well as other Title I services available to children and parents.
- d. The school will provide parents with specific opportunities to be involved in their child's education such as volunteering, take-home library, math, technology and literacy nights, and so forth.
- e. The school will establish consistent and effective communication between parents, teachers and administrators by using monthly newsletters, a current website, and other forms of communication.
- f. The school will provide full opportunity for the participation of parents with children with limited English proficiency, parents with children with disabilities and parents of migratory children, including information, school reports and opportunities for involvement.
- g. The school will establish a School Community Council following all rules and guidelines provided by the State of Utah under the Community Council statutes. This council may also serve as the school parent advisory council required by Title I, Part A.
- h. The school will work within Title I parent involvement requirements including timely notification of parents in a language they can understand concerning school meetings, parent trainings and SEP's.
- i. The school will hold all calendared SEP's, including a variety of meeting times and other forms of communication.
- j. The school and representative parents will develop a school-parent-student compact.
- k. The school will provide reasonable support for parents with math and literacy trainings for parents and students.
- l. The school will encourage parents to support and participate in school related extra-curricular activities.
- m. VAC educates all faculty and staff in the value and usefulness of parent/family contributions

by pointing out all the ways parents and families are useful, i.e., in the classroom, lunchroom, and out at recess. Administration dedicates a training at the beginning of the year in regard to reaching out and communicating with and working with parents as equal partners in their child's education. Teachers are encouraged to invite parents collectively, individually and personally to the classroom to support the learning of the students.

Annual Evaluation

- a.** Every year, parents are asked to give feedback about school culture, curriculum, and classroom teacher through a parent survey that is created by VAC.
 - i.** Within the survey, parents are asked what are, if any, difficulties they may be facing, i.e.: limited English, disabled, economically disadvantaged;
 - ii.** Within the survey, parents are asked if their academic needs are being met and they are confident in helping their child at home. If not, what are they needing.
 - iii.** Within the survey, parents are asked what has helped them the most to be involved at VAC.
 - iv.** The survey results will be collected by VAC administrators, evaluated for information that could be beneficial in training teachers, and shared at a teacher in-service.
- b.** VAC will use the findings of the annual evaluation to improve the practice that parents are needing to be more successful. Suggestions made to improve better family engagement will be seriously considered and the policy will be reevaluated every year during the summer to implement the new practice at the beginning of the school year.



Gang Prevention and Intervention Policy

I. Purpose

Valley Academy Charter School (VACS) promotes a safe and orderly school environment for all students and employees. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action, prosecution, or both.

II. Definitions

- a.** At-risk student means any student who because of the student's individual needs requires some kind of uniquely designed intervention to achieve literacy, graduate, and be prepared for transition from school to post-school options.
- b.** Gang means a group of three or more people who form an allegiance and engage in criminal activity, which uses violence or intimidation to further its criminal objectives. A gang may, but is not limited to, having a name, turf, colors, symbols, distinct dress, or any combination of the preceding characteristics.
- c.** Gang prevention means instructional and support strategies, activities, programs, or curricula designed and implemented to provide successful experiences for youth and families. Gang prevention activities shall promote cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society.
- d.** Gang intervention means specially designed services required by an individual student experiencing difficulty in cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationships, within or outside of the school, which may impact the individual's susceptibility to gang membership or gang-like activities.
- e.** Gang Prevention and Intervention Program means specifically designed projects and activities to help at-risk students stay in school and enhance their cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society

III. Policy and Procedure

- a.** School faculty and personnel shall report suspected gang activities relating to the school and its students to a school administrator and law enforcement;
- b.** A student who has been identified and participates in gang related activities may be excluded from participation in extracurricular activities, interscholastic athletics, before and after school clubs, and other school sponsored activities as determined by VAC administration and as per VAC Behavior Plan Policy.
- c.** Gang-related graffiti or damage to school property shall result in parent notification and appropriate administrative and law enforcement actions, which may include obtaining restitution from those responsible for the damage;
- d.** If a serious gang-related incident, as determined by the school administrator in consultation with local law enforcement, occurs on school property, at school related activities, or on a site that is normally considered to be under school control, notification shall be provided to parents of students in the school:
 - i.** informing them, in general terms, about the incident, but removing all personally identifiable information about students from the notice;
 - ii.** emphasizing the school's concern for safety; and
 - iii.** outlining the action taken at the school regarding the incident;
- e.** School faculty and personnel shall be trained to recognize early warning signs for youth in trouble and help students resist serious involvement in undesirable activity, including joining gangs or mimicking gang behavior;
- f.** Prohibitions of the following behavior (this is not an exhaustive list and could include more prohibitions as identified by Administration):
 - i.** advocating or promoting a gang or any gang-related activities.
 - ii.** marking school property, books, or school work with gang names, hate symbols, slogans, or signs;
 - iii.** conducting gang initiations;
 - iv.** threatening another person with bodily injury or inflicting bodily injury on another in connection with a gang or gang-related activity;
 - v.** aiding or abetting an activity described under Subsections (III)(f)(i) through (iv) by a person's presence or support;
 - vi.** displaying or wearing common gang apparel, common dress, or identifying signs or symbols on one's clothing, person, or personal property that is disruptive to the school environment;
 - vii.** communicating in any method, including verbal, non-verbal, and electronic means, designed to convey gang membership or affiliation.