

ENTHEOS ACADEMY BOARD MEETING MINUTES

January 23, 2025 6:00pm

Held at Entheos Academy Magna Campus
2606 South 7200 West Magna, UT 84044

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows (arrived 6:10 pm), Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Brittany Garner, Jaren Gibson
 - b. Board Members Excused:
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused: Denise Mathews
 - e. Time: (6:01 pm)
- II. Meeting Opened by Rod Eichelberger (6:01 pm)
- III. Pledge of Allegiance led by Rod Eichelberger (6:02 pm)
- IV. Mission Statement by Deb Ivie (6:03 pm)
- V. Approve minutes from November 21, 2024 and Consent Agenda (6:03 pm)
 - a. **Rod Eichelberger motions to approve the November 21, 2024 board meeting minutes. Karen Bogenschutz seconds. Passes 5-0. (6:03 pm)**
 - b. **Rod Eichelberger motions we approve the consent agenda. Jaren Gibson Seconds. Passes 5-0 (6:04 pm)**
- VI. Entheos Value Presentation by Esther Blackwell (6:04 pm)
 - a. Value: Respect

PUBLIC COMMENT

- I. Public Comment: (6:12 pm)
 - a. Rosario Geronimo and Lucelly Atwater
 - i. Lucelley Atwater shares that Rosario Geronimo has a concern about son, a problem where he was punished because he did something that went against the protocol in school. She believes that it is excessive. He can't go to lunch with class or stay at afterschool. Asks what can be done so that it can be resolved? Rod Eichelberger asks which campus this is for? Lucelly Atwater responds the Magna campus. Rod Eichelberger informs them that the board will discuss with Esther Blackwell and Jason Bennion.

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:16 pm)
 - a. District: Esther Blackwell
 - i. Highlights - calendar dates - yellow celebrations of learning or requesting board attendance. WIDA testing certified - MLL testing. Time consuming to be able to administer tests. Rosetta Stone after school classes. Title 1 monitoring

completed. Went well. Will be wrapped up by the next board meeting. Card for each expedition - marketing cards. Putting them together with student artwork. 3rd grade reading data - so far to go with early literacy. It is paying off and 3rd grade results are really fantastic. National reading data is poor and state recognizes it is a big issue.

ii. Questions: none

b. Magna: Jason Bennion

i. Highlight: service - blankets, learning challenges near and far. Homeless kits. Staffing update - new librarian - Charlene Pututau. She loves reading and wants to share that with everyone. Director 200 club party tomorrow. HQW gallery walk with staff members, gain new ideas. Attendance - increased a few percentages. Hoping it will increase and will announce the poster winners tomorrow in community circle. Discovery - 8th grade NAC. Kindergarten open house. Thankful to Misty and Melanie, staff members, student council members.

ii. Questions? Rod Eichelberger comments that the library looks amazing. Appreciate NAC opportunity. Karen Bogenschutz asked if the book drive is still going? Jason Bennion comments that it is closed but will still take donations

c. Kearns: Esther Blackwell

i. Pen Essay Contest winners 1st, 2nd, and 3rd all from Entheos Academy Kearns. Jessica Nash was recognized as teacher of the year. Middle School orientation. Generate more enthusiasm for middle school students. So much better for culture of school to retain those that have already experienced it rather than bringing in new students that may not understand structure. What is different and some reasons why students benefit from staying.

ii. Questions: Rod Eichelberger comments that Utah Opera looked really cool and he also thanks Kearns campus for hosting holiday party.

II. Staff Recognitions (6:32 pm)

a. District: Xazmin Prows

b. Magna: Ellis Truman, Jason Russ, Angelique Thomas

c. Kearns: Haylee Ashworth, Anna Clarke, Nicole Rich

III. Admin Report on Play to Thrive proposal by Esther Blackwell (6:42 pm)

a. Reporting on request from parent. Esther Blackwell comments they did evaluate two proposals. Extend recess and give unstructured time for middle school. Outlined reasons in response. Curriculum constraints. Disruption to academic schedule. Recognize need for free play. Don't have capacity to offer at Entheos at this time. Karen Bogenschutz adds that there are so many things that are required to teach and couldn't get it in as it was (a few years ago for 3rd grade). Totally impossible to achieve everything in school if given that much free time. Rod Eichelberger also shares that it is unfortunate that the state puts so many mandates on the school. Esther Blackwell will get information directly to parent that sent request.

IV. Magna Grade 3 Module Presentation by Aimee Wetzel and Ellis Truman (6:47 pm)

a. Learning challenges - books to explore to talk about what was the gist. What can we do with it? Parts of the world where camels or elephants bring them books. Learning targets - looking at learning challenges across the world. What challenges do we have in this school? Do service to provide books for others. Students created posters during art time and even in class time or at home. Collected 1,267 books. Celebration of Learning - invited everyone to attend. Photos were displayed. End of presentation, everyone able to then look through books and take home what they wanted. Able to take home as

many as they wanted. Rod Eichelberger shares that his two oldest went to charter high school. Math classes always started with reading exercises. Reading is the skill that unlocks everything else. Students also made bookmarks and suggestions on how to find new words and figure out what they mean.

V. EL Conference Presentation and Q&A by Esther Blackwell (6:56 pm)

- a. Esther Blackwell was extremely happy they went. Positive and surprising experience. Toned down confrontational and political rhetoric. Great focus on crew. Learning that EL has put out a middle school crew curriculum. It would be a wonderful structure and program for our middle school teachers. Will get copies and pilot that. Will go before the board for possible curriculum adoption. Conversation about how to support MLL in the ELA modules. Site visit. Seeing another EL school in action and recognizing it.
- b. Deb Ivie was pleasantly surprised. Printed materials and website. Wonder if received feedback from schools that what they had started doing was not wanted. The way they are doing things now isn't as supported. Went to several workshops and many comments about expeditions. In a lot better place. Could send teachers there and feel comfortable that they will get things that are valuable.
- c. Jason Bennion grateful to attend and first one since 2016. Site visit first day was great. Affirmation of what we are doing. To see what we are doing the EL way. Crew curriculum excited about. Is interested in support for MLL. Haven't seen yet. Motivation for the future and to send teachers in the future. They are different, especially when positive experience. Student led restorative justice. Using student council.
- d. Rod Eichelberger excited for teachers to attend, especially for new teachers
- e. Esther Blackwell is disappointed they are not doing an EL conference in 2025 because of low numbers. Will send in 2026.
- f. Jaren Gibson asks if Entheos is ready to reconnect again? Or just conferences for now? Rod Eichelberger shares that we may just wait. Deb Ivie comments that we can access models without being a member or having a school designer. Rod Eichelberger comments that we are far in our progression. Can they help us improve more? Esther Blackwell thinks it would be a good conversation to finish up after Denise Mathews shares next month. We are a highly implementing EL school. Esther Blackwell doesn't feel that we need to rejoin the network. We have been through multiple school designers, they were struggling to provide us with support.

VI. Budget and Finance Report Deb Ivie (7:11 pm)

- a. Operating is at about 9.5%. PTIF balance is high. As of end of December, 50% of the year. Just right where we need to be. There are a few things that have had higher cost this year, building maintenance. Enrollment is good. Steady. Brian Cates adds not a whole lot of new stuff. Mention - 4% increase in WPU for next year. Will see how that ends up after legislative session. Rod Eichelberger would like to have a combined executive and finance committee meeting to review large maintenance needed at both campuses.

VII. Prior Year School LAND Trust Implementation Report (7:14 pm)

- a. Jason Bennion - Charter Trust LAND council - spend funding. 65% typical or better growth focus - reading. Final results - Acadience 65% MOY 84% by end of year. RISE 63% - didn't meet goal. Also PD - LitCon. Purchased curriculum - module books. Keeping up on tech - chromebooks, projectors, sound systems. Rod Eichelberger comments that met most of the goals. Appreciate thoughtfulness.

- b. Esther Blackwell for Kearns - these are final reports on last year's plan. Spent big portion on PD to help teachers increase their ELA. Spent on curriculum. Spent on technology to deliver the curriculum. 65% typical or better growth - same. Try to sync everything with workplans to keep things from being confusing. 67% MOY acadience. EOY 73%. iReady 69% MOY RISE ELA - 60% - didn't quite make the goal.
- c. Rod Eichelberger is thankful that information made available to the board

DISCUSSION ITEMS

- I. Board Development by Rod Eichelberger (7:22 pm)
 - a. Chapter 7-9 It's Your Ship. Board members share their insight from the reading.
 - b. Chapter 10 - 12 next month
- II. Policies for discussion by Brittany (7:37 pm)
 - a. 1100 Entheos Charter (original application) - review only
 - b. 1200 Bylaws - review only
 - c. 3600 Time and Effort Policy - need to table and introduce next month
 - d. 4300 Employee and Student Computer Acceptable Use - no comments or concerns
 - e. 7100 Club Policy - Xazmin Prows, clarification 4H is not considered school sponsored. We use in promotional materials. Don't want it to look like a school sponsored activity (school club). Deb Ivie adds that we have a partnership with 4H. On USU end, changed name from afterschool club. Have a separate code of conduct. Don't have staffing for high behavior, don't have funding for it. Try to align with what is happening during the school. Rod Eichelberger asks for clarity on marketing materials. Also with website. No changes are needed to policy.
 - f. 7101 Events and Activities - no comments or questions
 - g. 7105 Assessment Opt Out - no comments or question
- III. Signage Committee by Deb Ivie (7:47 pm)
 - a. Successful in Magna, no headway in Kearns. Contacted by storage unit business. The company is going to put office space in open lot, so temporary signage is going to be lost. No road front. Need to come up with solutions. Need someone else on the committee. Jaren Gibson wants to be part of it.

ACTION ITEMS

- I. **MOTION** (7:50 pm)
 - a. **Rod Eichelberger motions to approve adding Jaren (Gibson) to replace Stephanie (Gibson) on the Signage Committee. Second by Xazmin Prows. Passes 6-0**

ADJOURN

- I. Time 7:50 pm
- II. Motion: Xazmin Prows motions that we adjourn this meeting. Second by Karen Bogenschutz. passes 6-0

Entheos Executive Director's Report

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February 2025

February Value: Leadership

We believe that through the teaching of sound leadership principles today, students will be empowered to make a difference in their world tomorrow.

Upcoming Calendar Dates

Magna

- **2/28** **Grade 4 C.O.L., 2-4**
- 2/28 Community Circle
- 3/3 Dr. Seuss Day Breakfast
- 3/7 End of Semester 2
- 3/10 No School, Teacher Reporting/Portfolio Day
- 3/19 Big Smiles Dental Visit
- 3/24 Mobile Food Pantry
- 3/27 4-H Water Festival, 6-8

Kearns

- 3/3 Dr. Seuss Day Breakfast
- 3/6 Community Circle
- 3/7 End of Semester 2
- 3/10 No School, Teacher Reporting/Portfolio Day
- 3/11-13 State Science Fair
- 3/17-28 Food Drive
- **3/20** **Kinder C.O.L. 5-6**
- 3/25 4-H Water Festival, 6-8

2024- 25 Enrollment

	Magna	Kearns
Enrollment	475	575
Waitlist	122	104

2025- 26 Waitlist

	Magna	Kearns
Waitlist	151	190

Banning Cell Phone in Schools

Entheos has had a “No Cellphone” policy for years. This approach is now being implemented across the state, which validates our position. Here are some statistics provided by UAPCS, showing what happens when cell phones are banned in schools.

POSITIVE OUTCOMES



Psychological-related visits significantly dropped, with nearly 60% fewer specialist consultations among girls.



Students scored a full letter grade and a half higher on multiple choice tests.



Bullying incidents were reduced by 43% among boys and 46% among girls.



Sexual harms to students were reduced, as phone-enabled sexting, cyberbullying, and grooming are all on the rise.

Charter Day on the Hill, 2025!

Student Council from both campuses attended the annual Charter Day on the Hill in January, as Entheos representatives embodying our value of Leadership! It was a positive experience learning about how our local government works, and recognizing that they are part of a larger charter community.



Kearns students in navy, Magna students in maroon.
Photo Credit: Alisha Cartier

Student Council Collaboration!

We are thrilled to see our Student Councils take initiative from their time together, to build relationships between the schools! Each Student Council has now visited the other campus to get ideas on how to improve Community Circle. We want to especially thank Sara Erickson and Tania Halaifia for making this happen!



Title 1 Monitoring Visit Update

Our Title 1 Monitoring Visit went very well and we received only a couple of items to address programmatically:

- Ensure the updated and correct version of the Parents and Family Engagement Policy, also the School-Family Compact, is posted and provided.
- All our paraprofessionals paid with Title 1 funds must take and pass the Parapro Praxi Exam. We had 1 new hire that just took and passed the exam. We forwarded this info to the state which put us in 100% compliance.

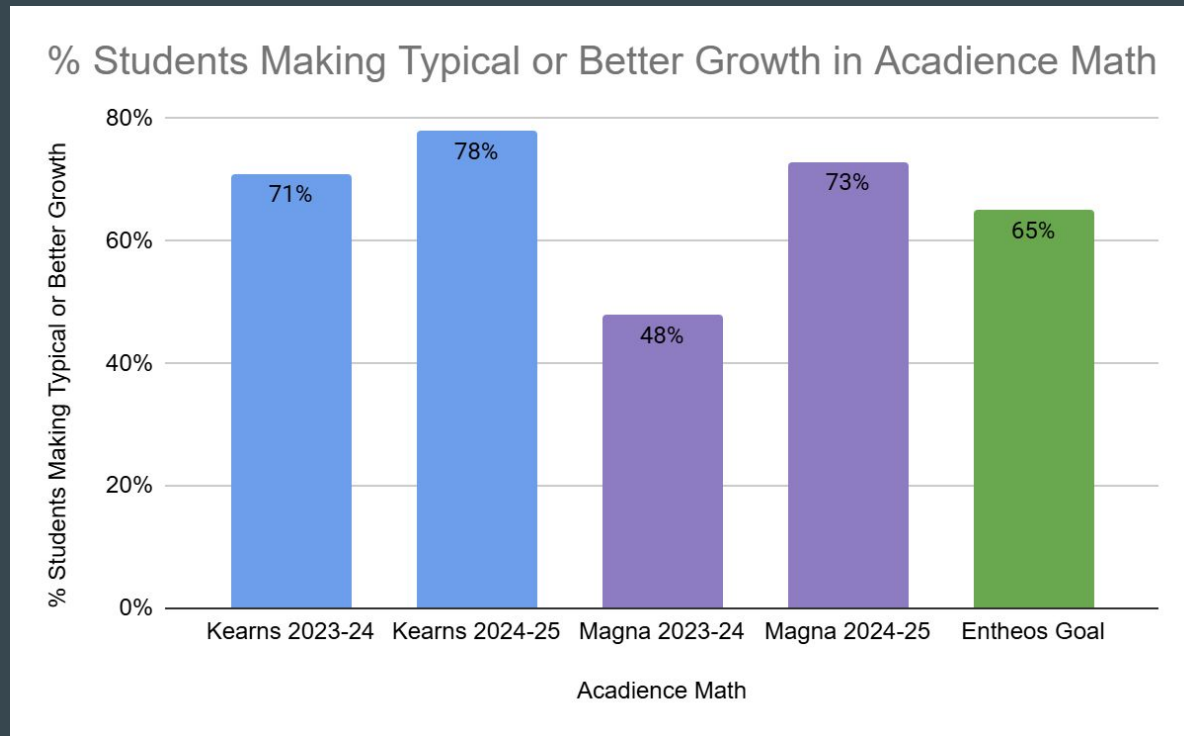
Other suggestions:

- Find additional ways to increase the involvement/engagement of parents and family members of students receiving intervention services.
- Add our Entheos newsletters to our website.
- Post and share the Title 1 informational slides in both Spanish and English on our website.
- Consider operating schoolwide Title 1 programs.

Fiscal Monitoring:

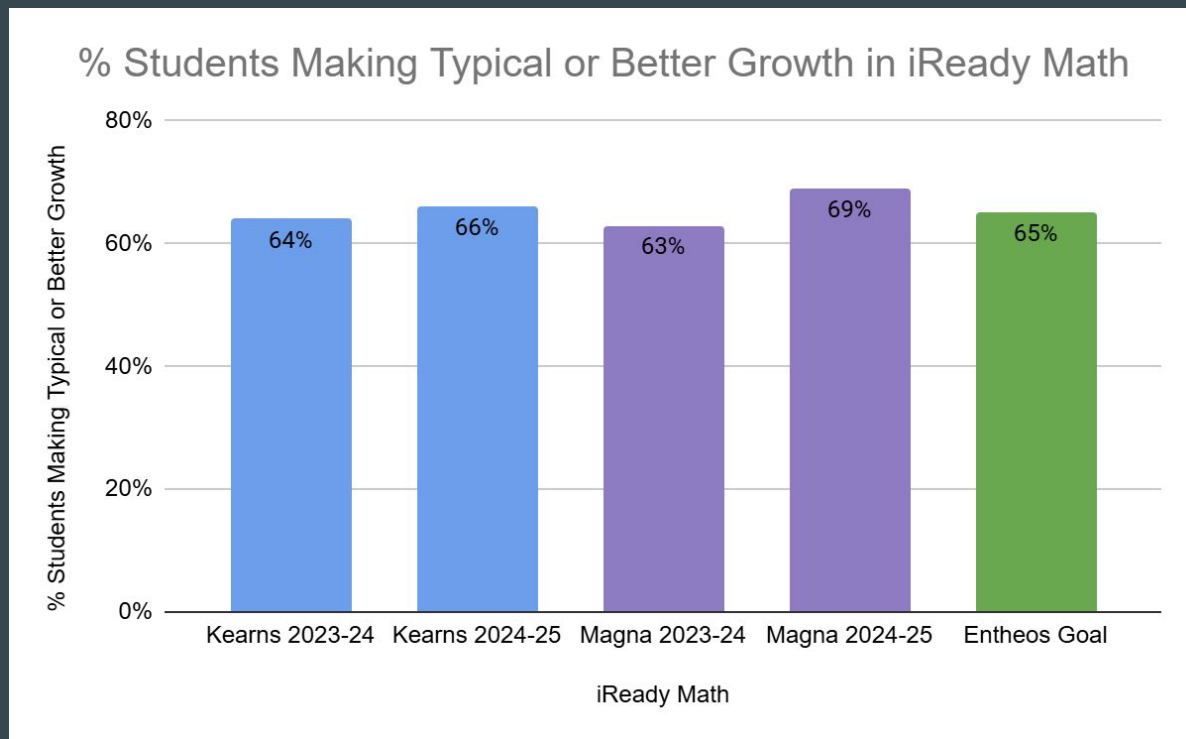
We are still waiting for the fiscal monitoring report on our program, which we should receive from the state, soon.

MOY Acadience Math (K-3) Growth Results



Math growth in K-3 has increased significantly when compared to last year, especially at Magna.

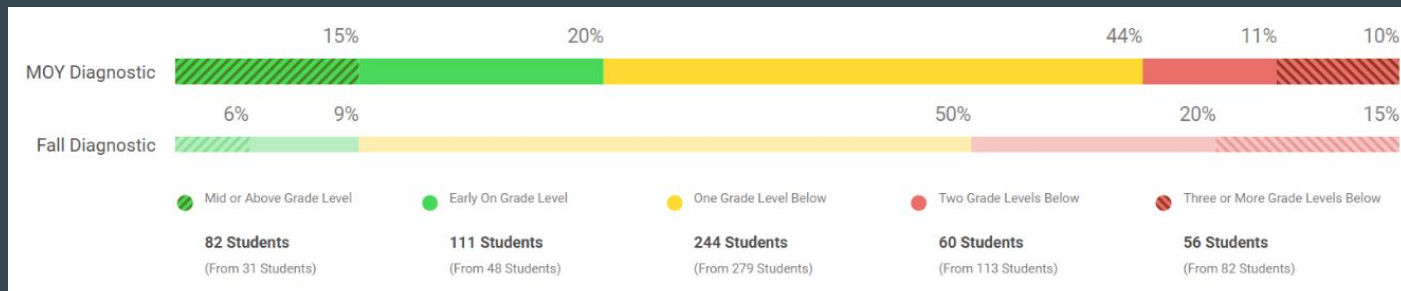
MOY iReady Math (K-8) Growth Results



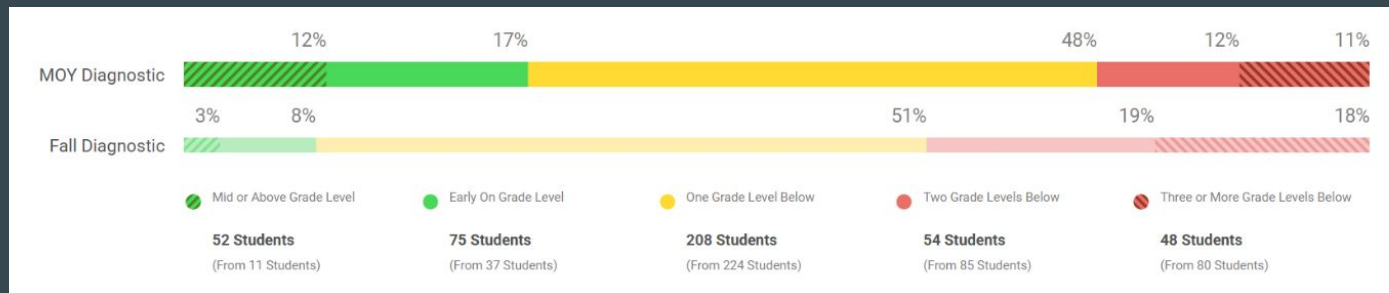
We see increases in K-8 math growth compared with last year, at both campuses.

Math Proficiency K-8, iReady, BOY to MOY

Kearns



Magna



Last Year's MOY Math Compared with This Year's MOY

2023-24

Overall Placement



- At Risk for Tier 3
29%
- Tier 2
49%
- Tier 1
22%

2024-25

Overall Placement



- At Risk for Tier 3
23%
- Tier 2
47%
- Tier 1
29%

Magna

Overall Placement



- At Risk for Tier 3
20%
- Tier 2
49%
- Tier 1
32%

Overall Placement

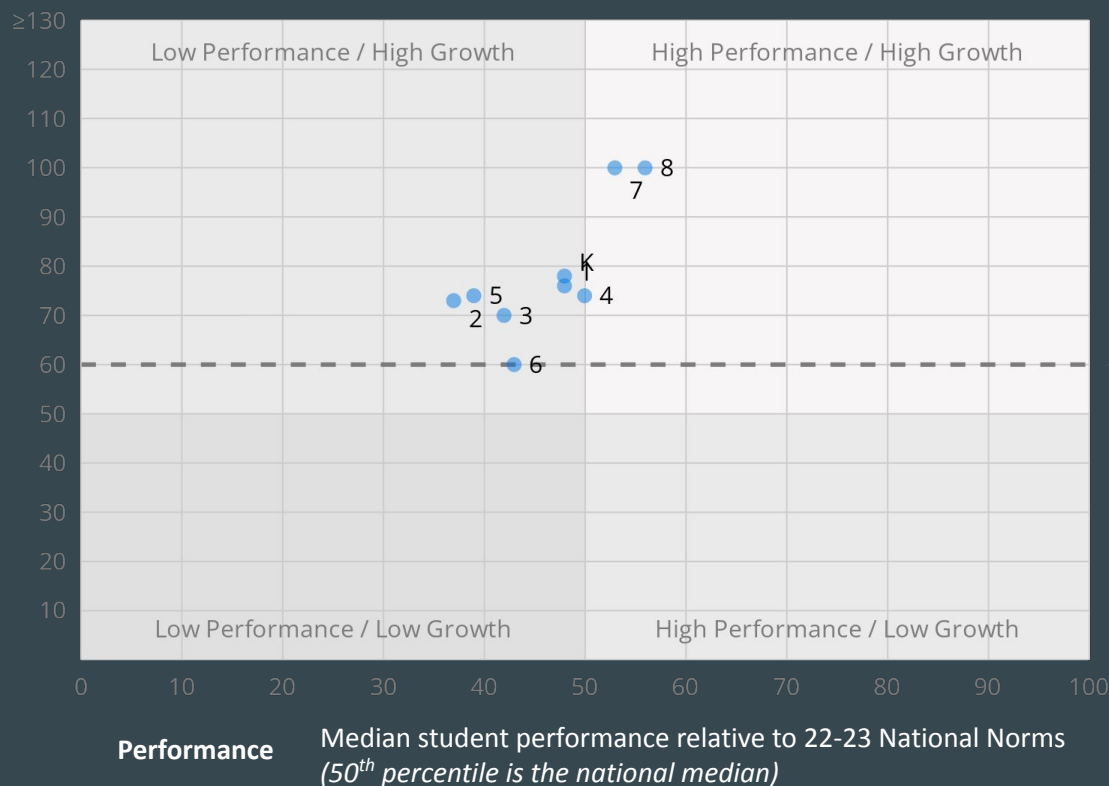


- At Risk for Tier 3
22%
- Tier 2
43%
- Tier 1
34%

Kearns

How Did Students Across the District Grow From Fall to Winter (Math)?

Comparison of Median Student Performance and Median Percent of Typical Growth



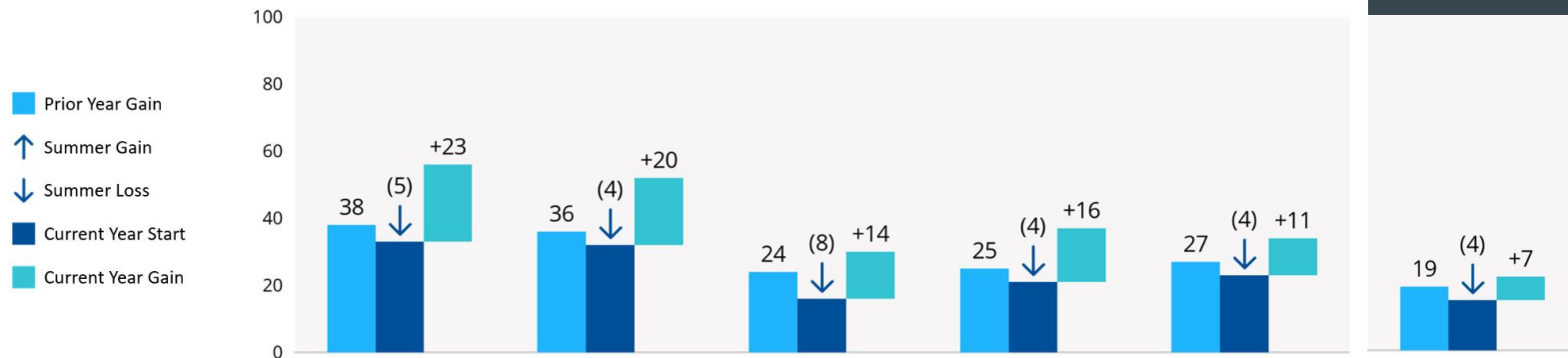
National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

Summer Learning Loss- Entheos Compared with National Averages (iReady Math)

Mathematics

How Much Did Students Grow Year over Year?

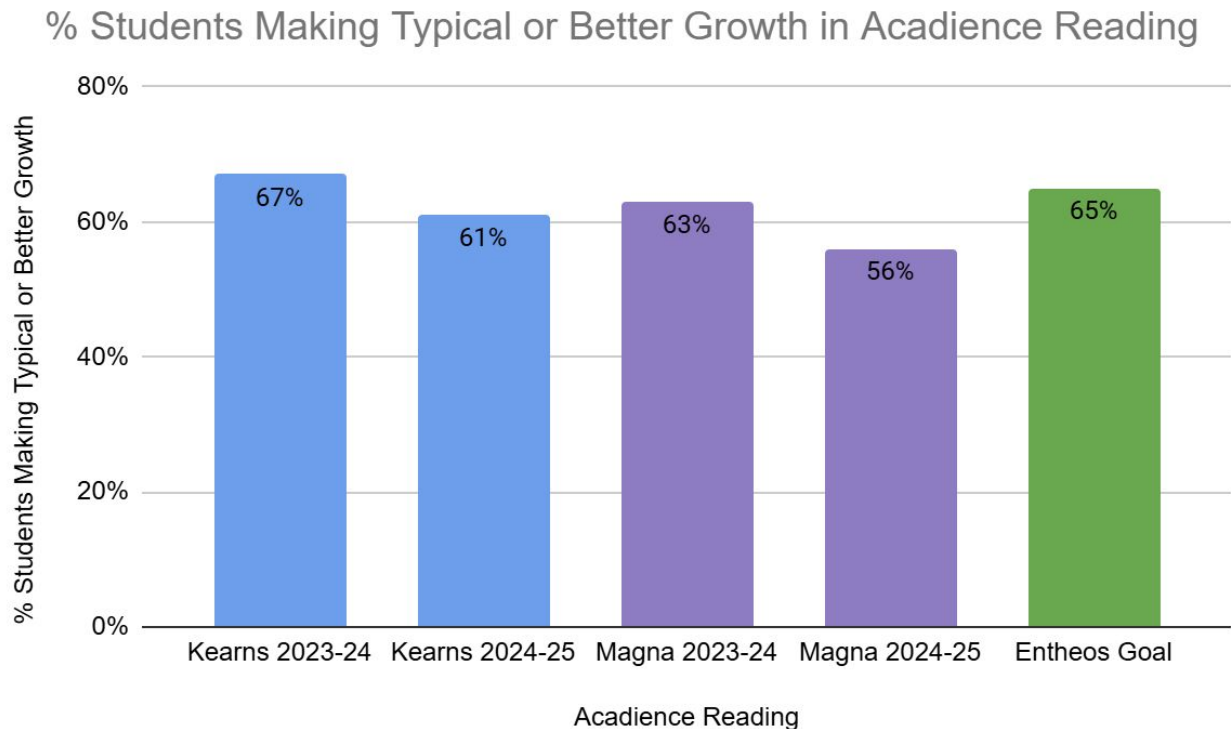
Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 23-24), Summer (Spring 23-24 to Fall 24-25), and Current Year (Fall to Winter 24-25)



	1	2	3	4	5	6
National Summer Gain/Loss Based on 22-23 Norms	(2)	(5)	(4)	(5)	(6)	(7)
Students Assessed	68	55	57	45	49	39

This is a longitudinal cohort analysis.

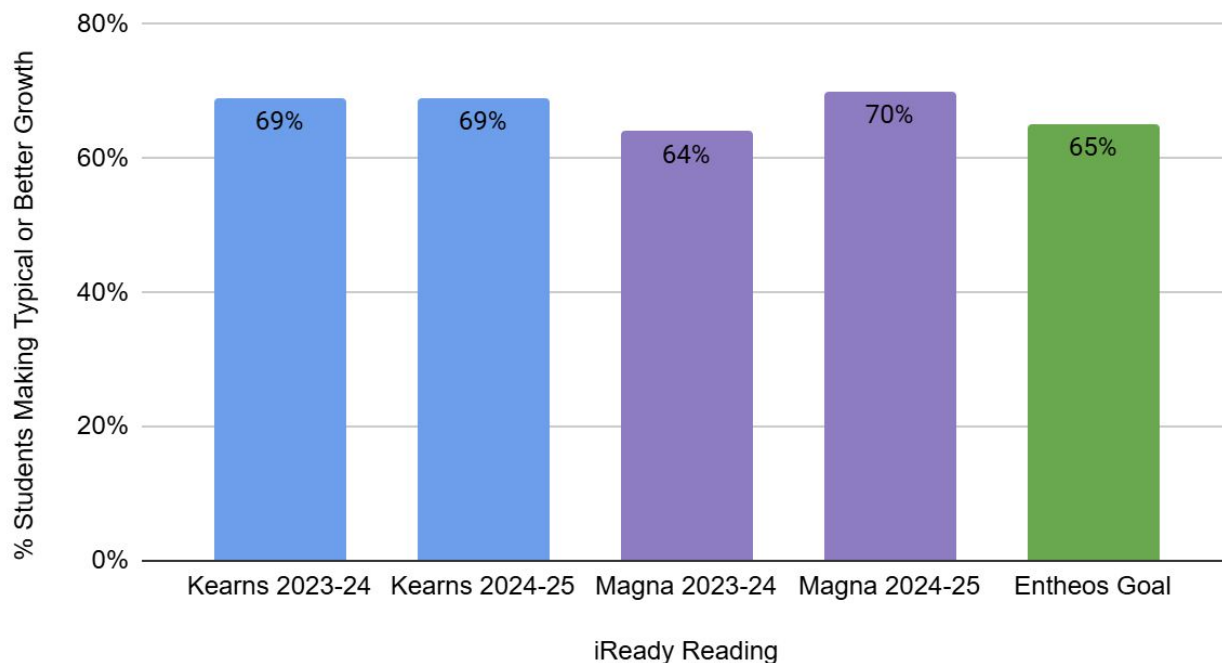
MOY Acadience Reading (K-3) Growth Results



We see declines in K-3 reading growth at both campuses compared with the rate of growth last year.

MOY iReady Reading (K-8) Growth Results

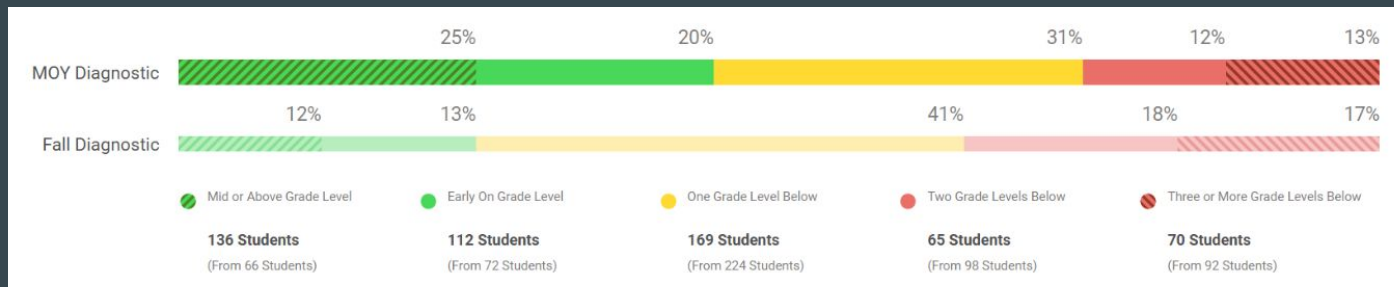
% Students Making Typical or Better Growth in iReady Reading



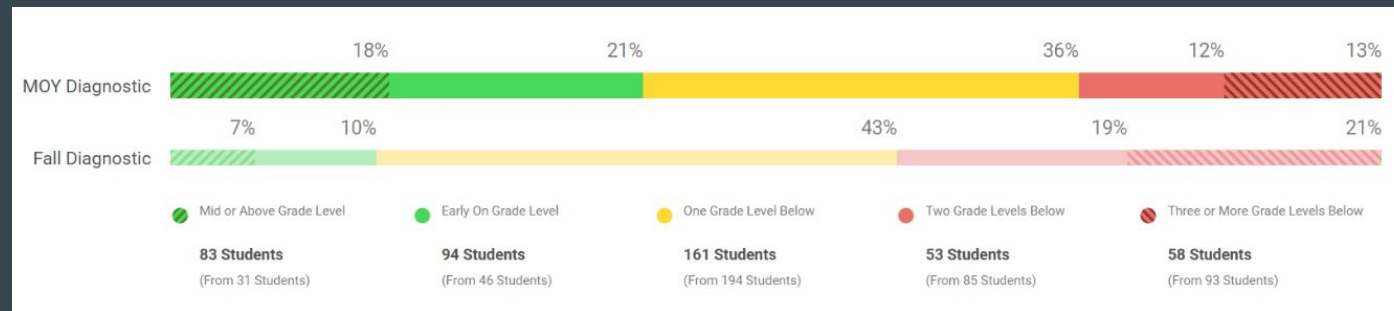
Our overall rate of reading growth has increased at Magna compared to last year, and is the same at Kearns from year to year. Both campuses are exceeding our goal.

Reading Proficiency K-8, iReady

Kearns



Magna



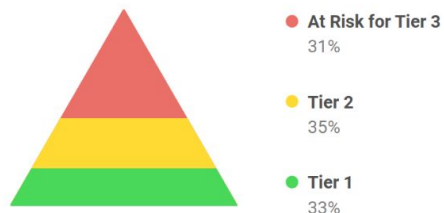
Last Year MOY Reading Compared with This Year MOY

2023-24

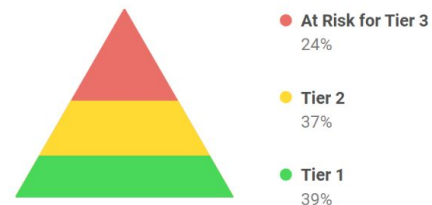
2024-25

Magna

Overall Placement

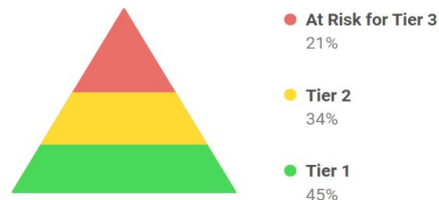


Overall Placement

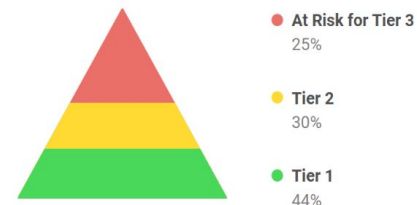


Kearns

Overall Placement

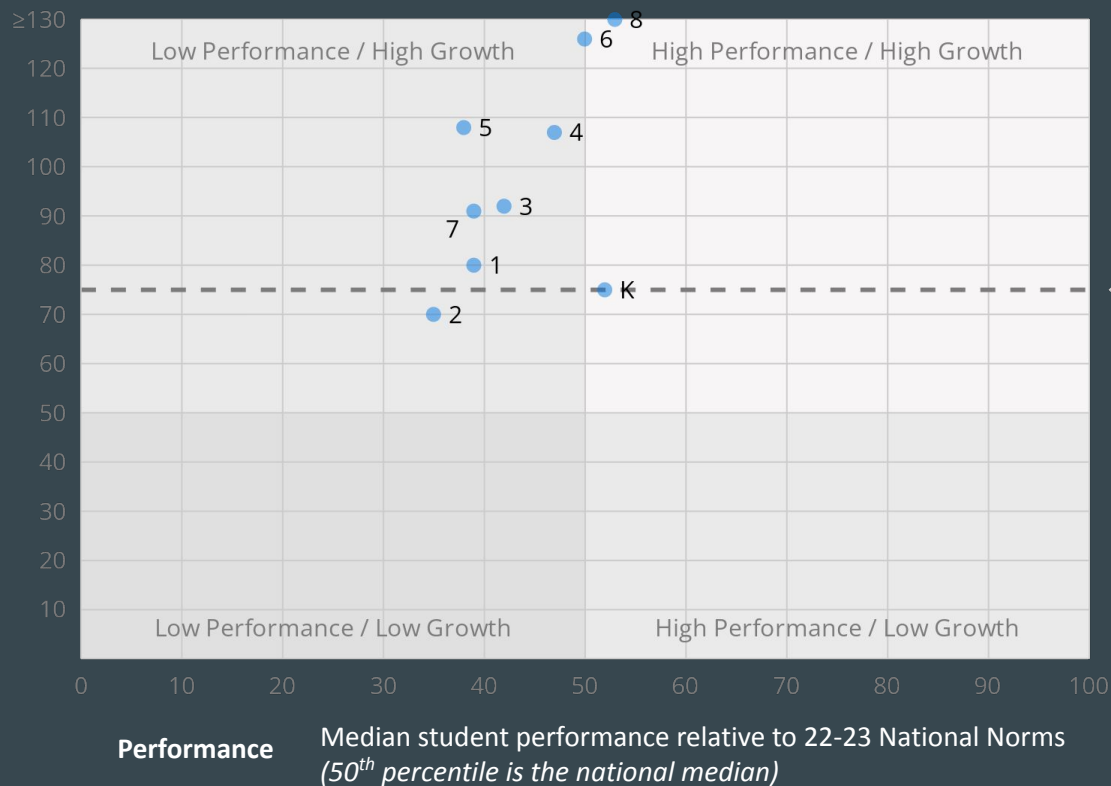


Overall Placement



How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth



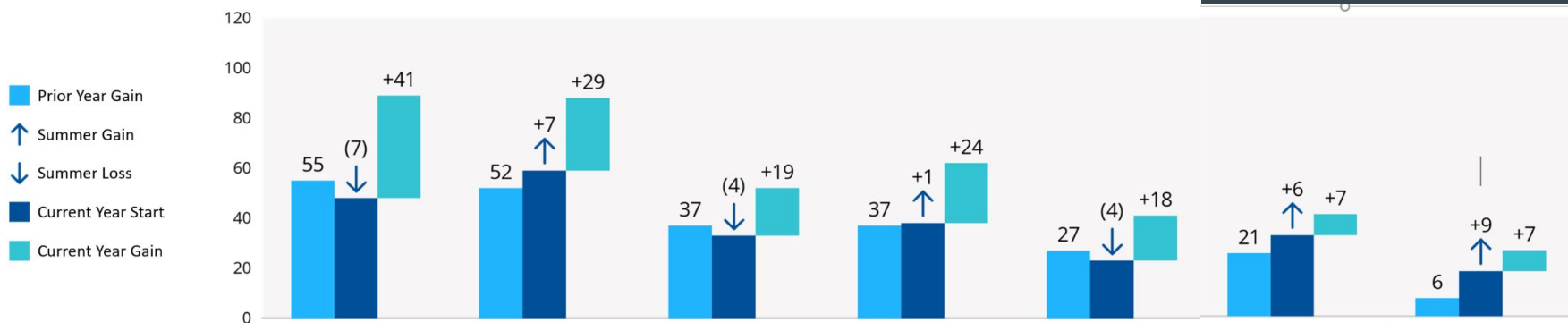
National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

Summer Learning Loss

Reading

How Much Did Students Grow Year over Year?

Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 23-24), Summer (Spring 23-24 to Fall 24-25), and Current Year (Fall to Winter 24-25)



	1	2	3	4	5	6	7
National Summer Gain/Loss Based on 22-23 Norms	0	(1)	(6)	+2	+1	(1)	+1
Students Assessed	67	55	59	49	47	36	36

This is a longitudinal cohort analysis.

Key Points from MOY Assessment Data

- Magna made tremendous overall growth in K-3 math compared with MOY last year.
- 6th grade continues to struggle in the area of math, while grades 7 and 8 are seeing significant math gains.
- We see a decrease in K-3 literacy growth on Acadience compared with last year at both campuses, although overall literacy on iReady is steady or increasing and overall proficiency is increasing.
- Reading growth and proficiency in 8th grade is phenomenal.
- We asked iReady to pull data on summer learning loss compared with national averages. Entheos experiences a higher than typical learning loss between K-1, especially in reading.

Lit Con, February 2025

Through our Land Trust Funding, we were able to send a group of teachers to Lit Con this month, to learn about evidence-based literacy practices from top researchers and educators around the country! The following teachers attended:

- Jason Gilbert
- Frankie Mota
- Jenna Marshall
- Laura Butterworth
- Deb Bore
- Cierra Wagner
- Heather Pentico
- Anita Hotfeltz
- Aysia
- Ellis Truman



Board Spotlight: Karen Bogenschutz

Karen Bogenschutz is a very valued member of our school board. As a career educator, she brings a wealth of background knowledge and insight to the team. Karen taught third grade for 43 years before retiring at the end of the 2019-2020 school year. Her last eight years of teaching were at Entheos Academy- Kearns! She has a bachelor's degree from BYU and a Master's degree from Grand Canyon University. Karen exemplifies our value of Service, and demonstrates it through her continued dedication to the Entheos community. She understands our model of education and especially loves the values and design principles that we work to instill in our students. Thank you for your level-headedness, your patience, and your thoughtful contributions!



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Questions?

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

February 27, 2025

Consent Agenda Items:

1. New Hire
2. Policies for Approval

1. New Hire

Jamie Oyler - Special Education Teacher (Magna)

2. Policies for Approval

- a. 4300 Employee and Student Computer Acceptable Use
- b. 7100 Club Policy
- c. 7101 Events and Activities
- d. 7105 Assessment Opt Out

4300 EMPLOYEE AND STUDENT COMPUTER ACCEPTABLE USE

Purpose

The Board recognizes the need for a policy governing the use of electronic information resources by students as outlined in Utah State Code 53G-7-1002. Responsibility is delegated to the District Administration for implementing the policy according to established guidelines.

Policy

Employee Administration Policy

Computer use is often a valuable and necessary component of an employee's work. Furthermore, various work responsibilities entail access to informational resources such as software, programs, the Internet, school networks, etc.

While employees may have access to these resources, ~~such access must be~~~~it is imperative that such~~~~access be expressly~~~~specifically~~ authorized. Accessing and utilizing information and equipment comes with the responsibility of ensuring their appropriate use.

School equipment and access are intended to be used for educational and professional or career development activities. Expectations of employees include, but are not limited to, the following:

- I. Student Personal Safety
 - A. Employees who supervise students with access to computer equipment shall be familiar with Entheos' Student Internet Use Agreement and enforce its provisions.
 - B. All student computer use must be supervised.
- II. Illegal or Destructive Activities
 - A. Employees shall not go beyond their authorized access to the School network or other computer equipment or software, including the files or accounts of others.
 - B. Employees shall not disrupt or attempt to damage or disrupt any computer, system, system performance, or data.
 - C. Employees shall not use School equipment to engage in illegal activities.
- III. System Security
 - A. Employees are responsible for the security of their computer equipment, files, and passwords.
 - B. Employees shall promptly notify the School of security problems.
 - C. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law.
 - D. Students may not have access to computer equipment other than ~~student-designated~~~~student designated~~ workstations.
- IV. Inappropriate Conduct
 - A. The following are prohibited in public, private, or posted messages or files:
 1. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language;
 2. Potentially damaging, dangerous, or disruptive material;
 3. Personal or generalized attacks or harassment; and
 4. False or defamatory information.
- V. Plagiarism and Copyright Infringement
 - A. Works may not be plagiarized.
 - B. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work ~~that is~~ protected by copyright. If a work contains language that is protected by copyright, the expressed requirements should be followed. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
 - C. Software copyrights must be strictly respected.
- VI. Inappropriate Access to Material

- A. School equipment shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or discrimination.
 - B. The non-educational use of Internet games, MUDs (Multi-User Domains), MMOs (Massively Multiplayer Online Games), Instant Messaging, WebMail, and web chats are not allowed.
 - C. Inadvertent inappropriate access shall be reported immediately to the Director.
 - D. Employees who formally publish school-related information ~~online on the Internet~~ must have proper approvals and abide by School publishing guidelines and procedures (as per Entheos School Website Policy).
- VII. Expectation of Privacy
 - A. Employees should understand that they do not have an expectation of privacy regarding files, disks, documents, etc., that have been created, entered, stored, downloaded, or used on school equipment.
- VIII. Services and Assumption of Risks
 - A. The School makes no warranties of any kind, whether express or implied, for services provided. ~~It is and is~~ not responsible for any damages suffered while on the system, including loss of data and inaccurate or poor quality information obtained from the system.
- IX. Due Process
 - A. In the event there is an allegation that an employee has violated this agreement, the employee will receive notice of the alleged violation and an opportunity to present an explanation.
 - B. Disciplinary actions, aligned with corrective discipline procedures, will be customized to address the specific concerns arising from any violations. Intentional breaches of this agreement, such as malicious acts or omissions or accessing pornographic or sexually explicit content, will result in immediate termination.

Administration Policy

Student utilization of electronic information resources must align with educational and research purposes and support the educational objectives of Entheos Academy. While it's acknowledged that complete control over materials on the ~~World Wide Web~~ ~~world-wide web~~ is not feasible, internet access within Entheos Academy is subjected to ongoing filtration and monitoring.

To ensure responsible online conduct, students will undergo training addressing appropriate behavior online. This training may cover topics such as engaging with others on social networking platforms and in chat rooms, as well as awareness and response to cyberbullying.

Recognizing the educational value of internet resources, access to school internet is considered a privilege that may be granted or revoked. Students are expected to familiarize themselves with and adhere to the following guidelines:

- I. Student Personal Safety
 - A. Personal contact information may not be entered on Internet sites open to public access. This includes student addresses, phone numbers, and personal email addresses.
- II. Internet Use
 - A. Students may use school Internet access, including email, only for teacher-directed educational activities. Students may use school Internet access only when authorized and only when supervised. Email will only be used for in-school communication.
 - B. Students who formally publish school-related information ~~online on the Internet~~ must have proper approval and abide by school publishing guidelines and procedures (as per Entheos School Website Policy).
- III. Prohibited Computer Uses
 - A. Students are strictly prohibited from ~~+~~ accessing or creating files or materials without authorization. Accessing or creating offensive, profane, or pornographic files
 - B. Internet games, unless preapproved for educational use, MUDs (multi-user domains), MMOs (Massively Multiplayer Online Games), IRCs, Instant Messaging, WebMail, or web chats
 - C. Plagiarizing works or violating copyrights or trademarks, damaging, altering, or modifying hardware or software, or attempting to bypass computer security
- IV. Expectation of Privacy
 - A. Students do not have an expectation of privacy regarding files, disks, documents, emails, or any other materials that have been utilized or generated using school equipment.
- V. Disciplinary Actions
 - A. Disciplinary measures will be implemented to address the specific concerns arising from violations of this agreement, which may include consequences such as loss of computer access, suspension, involvement of law enforcement, and so forth.

7100 CLUBS

Purpose

Entheos Academy seeks to involve all students in their education and offer education equally to all students.

Policy

- I. Entheos will not have any school-sponsored clubs.

7100 EVENTS AND ACTIVITIES

Purpose

Entheos Academy holds family as a core value in education. To make time and space for the development of family in Entheos students the following limits exist on events and activities.

Policy

- I. Entheos will not schedule events, activities, or meetings on Sunday. ~~The building will remain unoccupied on Sunday.~~
- II. Entheos will avoid scheduling events or activities on Monday nights.

7105 ASSESSMENT ~~OPT-OUT~~ ~~OPT-OUT~~

Purpose

Entheos Academy values respect and family. As such our school maintains a policy for parental ~~opt-out~~ ~~opt-out~~ options.

Policy

- I. Entheos Academy allows parents to opt their children out of certain state and federally mandated assessments, consistent with Utah Code Ann. § 53A-15-1403(9).
- II. Parents must make an opt-out request in writing. Entheos Academy will provide a form for parents to use upon request.
- III. Opt-out requests are valid during the school year they are submitted and must be renewed each subsequent year.



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

February 2025

Service Learning

As reported by Melanie Louviere:

- Student council helped give tours at the kindergarten open houses and middle school open house
- 4th grade is writing Choose-Your-Own-Adventure books and are donating them to a library

Staff Spotlight

Alicia Seeley - Discovery



We are thrilled to spotlight Mrs. Alicia Seeley, our Discovery Coordinator who exemplifies leadership, organization, communication, collaboration, and a deep love for teaching. This past weekend, Alicia welcomed a beautiful new granddaughter, officially becoming a proud grandma—congratulations, Alicia!

Alicia's ability to connect with our community and bring in a variety of experts to share their knowledge with our students is one of the many ways she makes our school truly special. Her dedication shines as she juggles schedules, preparations, plans, collaboration, and her studies to become a licensed teacher—all while giving her all to the Discovery Team.

We are so grateful for Alicia's commitment to our students and school. She is a cornerstone of what makes our community unique and inspiring. Thank you Alicia!

Staff Spotlight

Alisha Cartier - Discovery



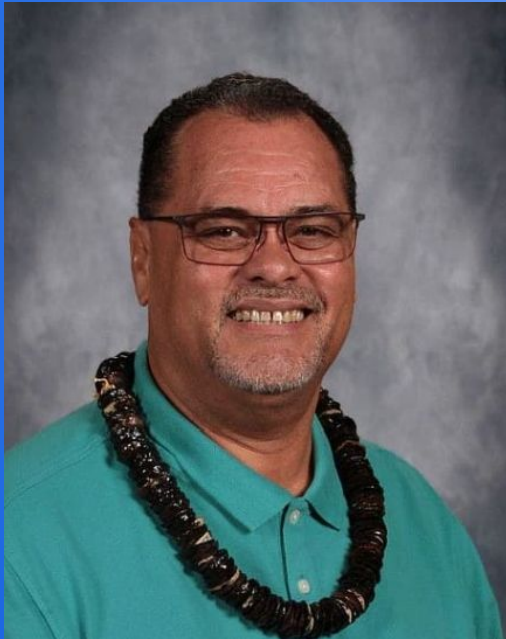
Mrs. Alisha Cartier is an incredible member of our school community—a true "organized guru" who brings unmatched dedication and expertise to everything she does. Whether it's ensuring tasks are perfectly prepared or offering a helping hand, she always goes above and beyond for others.

Her leadership journey began in high school, where she served as a school board representative, organizing memorable events like senior night. She also served in student government in college. Now, she continues to channel that same passion and energy into supporting our student government with planning, preparation, community circles, and fieldwork—all while juggling a busy schedule. Alisha also took over Discovery Coordinator duties for a time, while Mrs. Seeley was completing her student teaching.

When she's not organizing or leading, you might find her swimming or enjoying her favorite treats: Twix and Sprite. She is truly an asset to our school and community, and we are so lucky to have her! Thank you Alisha!

Staff Spotlight

Chris Gaui - Discovery



We are thrilled to spotlight Mr. Chris Gaui; who brings so much heart and joy to our school community. Mr. G's passion for dance, music, and hula radiates through his daily interactions, and his incredible craftsmanship shines in the hula implements—such as drums and rattles—that he creates. Beyond our walls, he is a dedicated advocate for the Hawaiian community, supporting housing, welfare, and work initiatives with unwavering commitment.

Known for his ever-present smile, he brightens our Fridays with his signature Aloha attire and often surprises us with his delicious baked treats, a testament to his talent as a baker by trade. His genuine kindness, positivity, and cultural contributions make him a true treasure at our school. We are so lucky to have him as part of our team! Thank you Chris!

Work Plan Overview 2024-2025

School Year

Entheos Academy District 2024-25 Work Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, that generate student work which is complex, has high craftsmanship, and is authentic.
2024-25 Performance Goals	65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading, RISE and WIDA. This goal includes the subcategories of <ul style="list-style-type: none"> English Language Learners Special Education Students 	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2024-25 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 D
Leadership Multi-Year Impact Goal	To foster an environment that facilitates a strong, confident, supported and capable staff crew with an increased sense of teacher efficacy.		
2024-25 Leadership Goal	1. To build a strong staff crew where 80% of crew members feel supported and capable of positively affecting their students, by EOY. Core Practice 34 A and 34 B 2. Increase regular student attendance by 5% from 2023-24 to 2024-25.		

Work Plan - Mastery of Knowledge and Skills

Performance Goal

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.

This goal includes the subcategories of:

- *Multi Language Learners*
- *Special Education Students*

Recently completed our MOY data carousel and reflections with the teachers.

24-25 Proficiency by Grade in i-Ready Reading

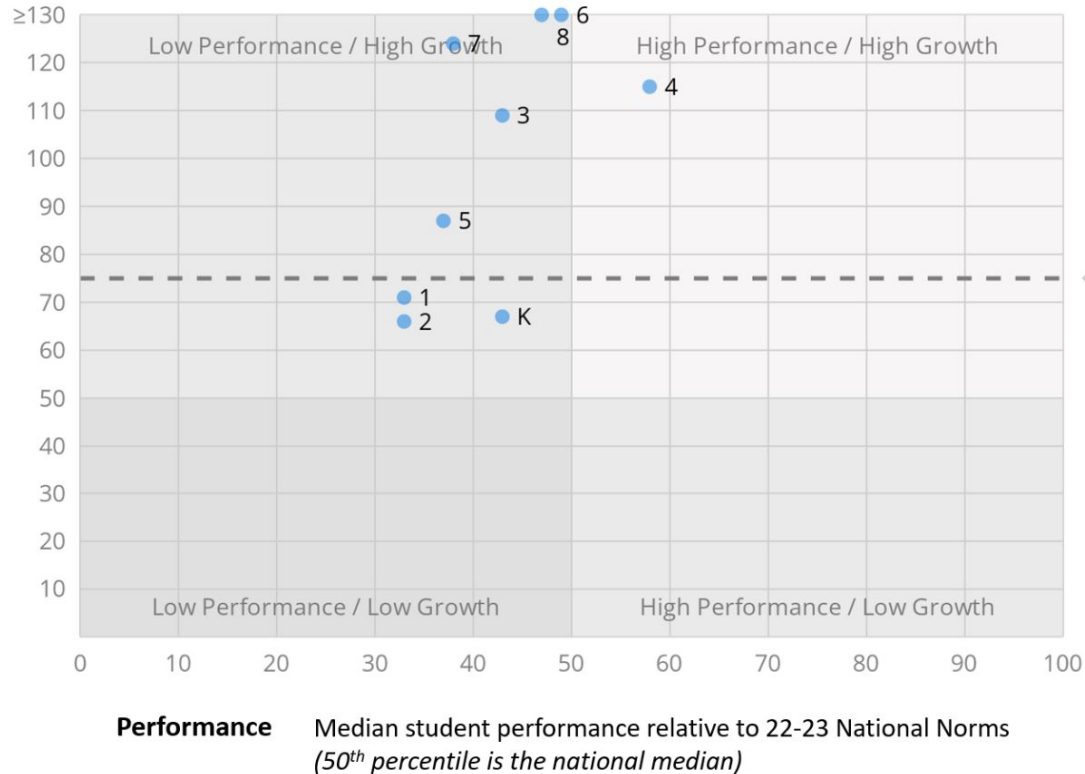
Grade		Overall Grade-Level Placement					Students Assessed/Total	
		<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>		
Grade K	<div><div></div><div></div><div></div></div>	23%	30%	47%	0%	0%	66/66	
Grade 1	<div><div></div><div></div><div></div><div></div></div>	15%	13%	69%	4%	0%	54/55	
Grade 2	<div><div></div><div></div><div></div><div></div><div></div></div>	18%	15%	44%	24%	0%	55/55	
Grade 3	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	19%	30%	25%	21%	5%	57/57	
Grade 4	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	10%	42%	37%	4%	8%	52/52	
Grade 5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	13%	11%	30%	22%	24%	54/54	
Grade 6	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	27%	12%	31%	8%	23%	52/52	
Grade 7	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	20%	17%	15%	10%	39%	41/41	
Grade 8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	19%	14%	26%	12%	30%	43/43	

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

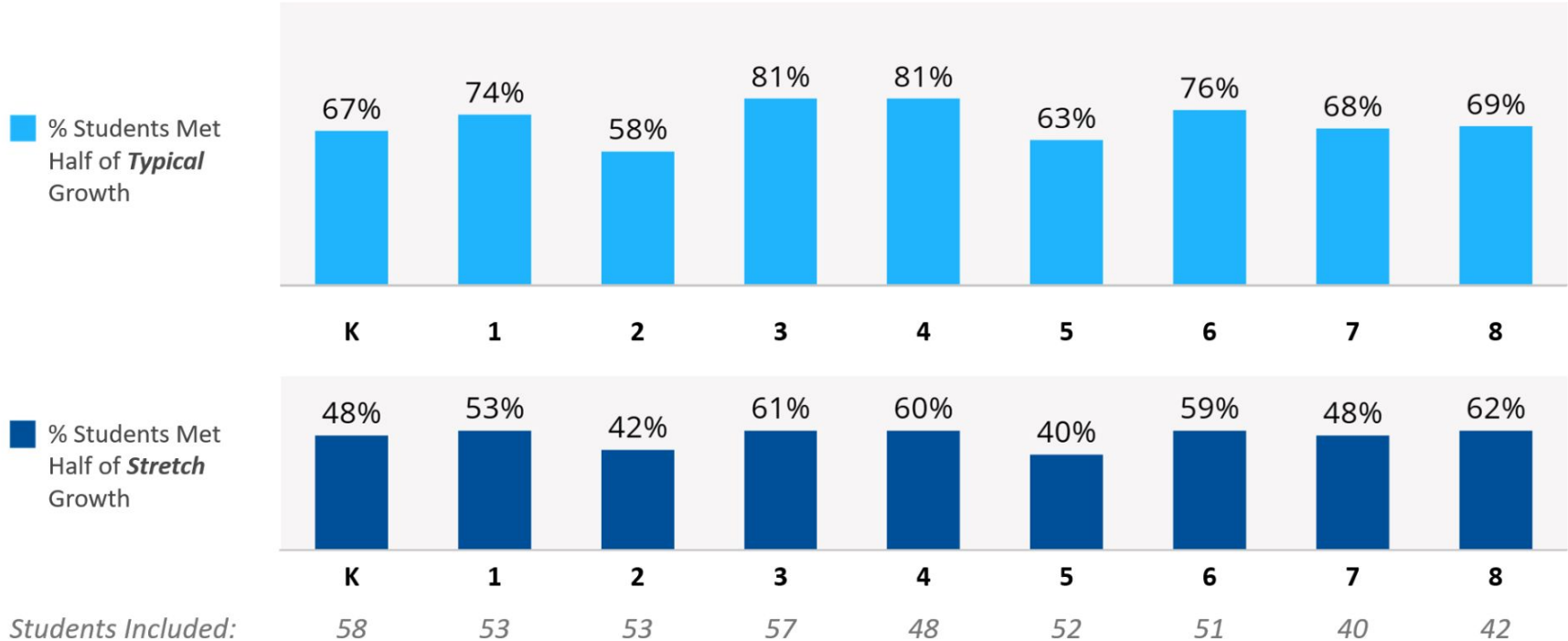
Median percent of typical growth achieved, differentiated by fall placement levels



National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

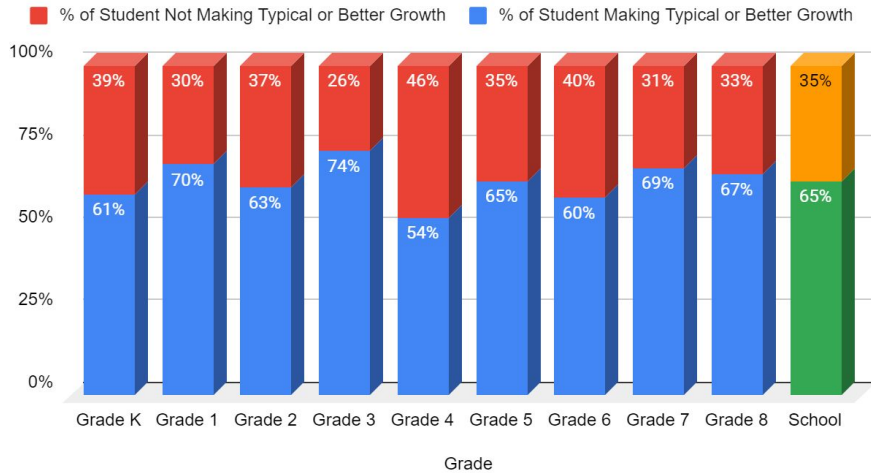
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth

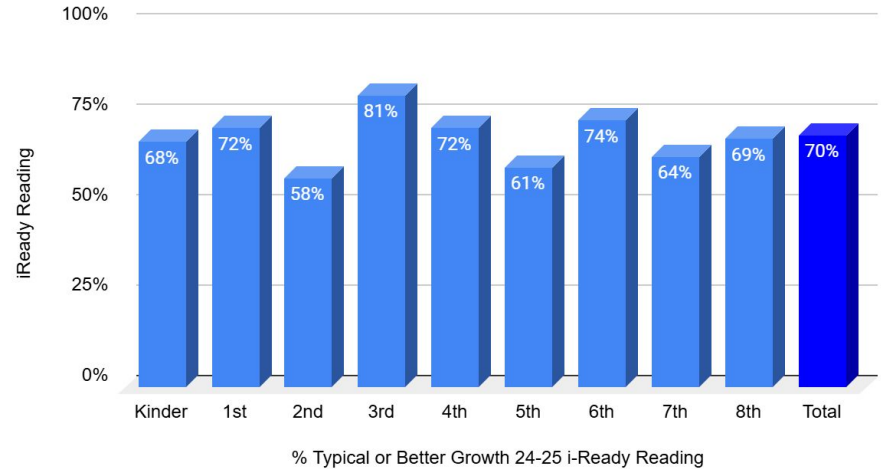


24-25 MOY i-Ready Reading Growth Comparison by Grade

23-24 MOY i-Ready Reading Growth

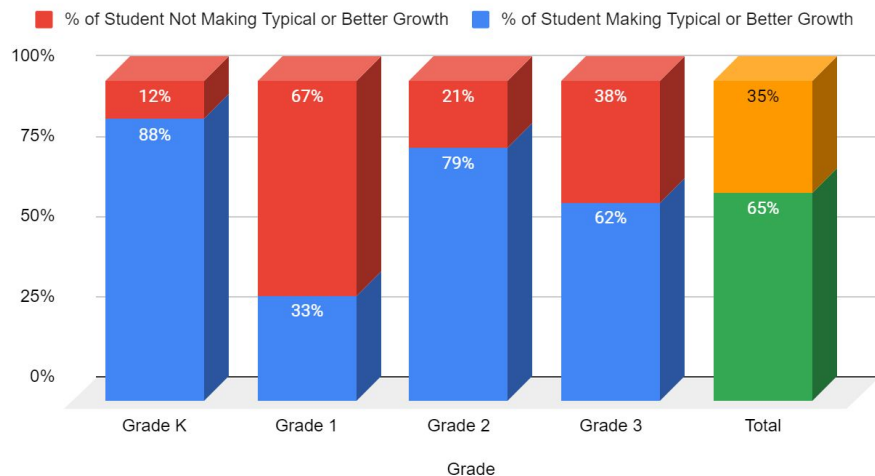


% Typical or Better Growth 24-25 i-Ready Reading

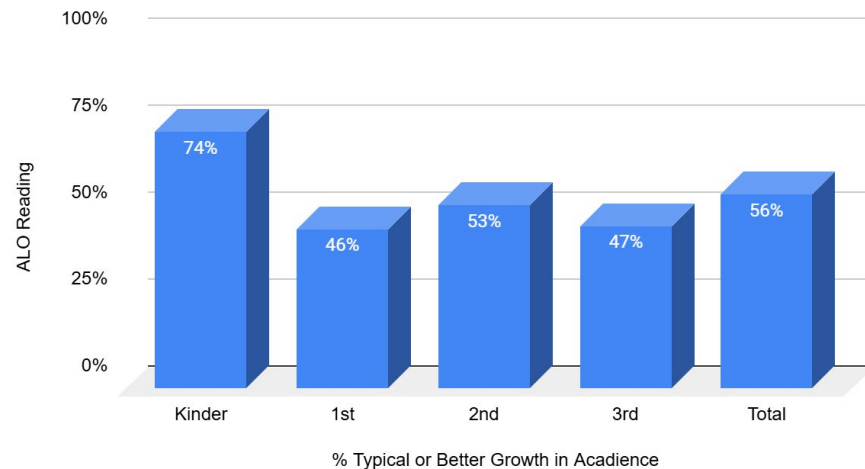


24-25 Acadience Reading Growth Comparison by Grade















23-24 MOY Acadience Reading Growth



% Typical or Better Growth in Acadience Reading



24-25 Proficiency by Grade in i-Ready Math

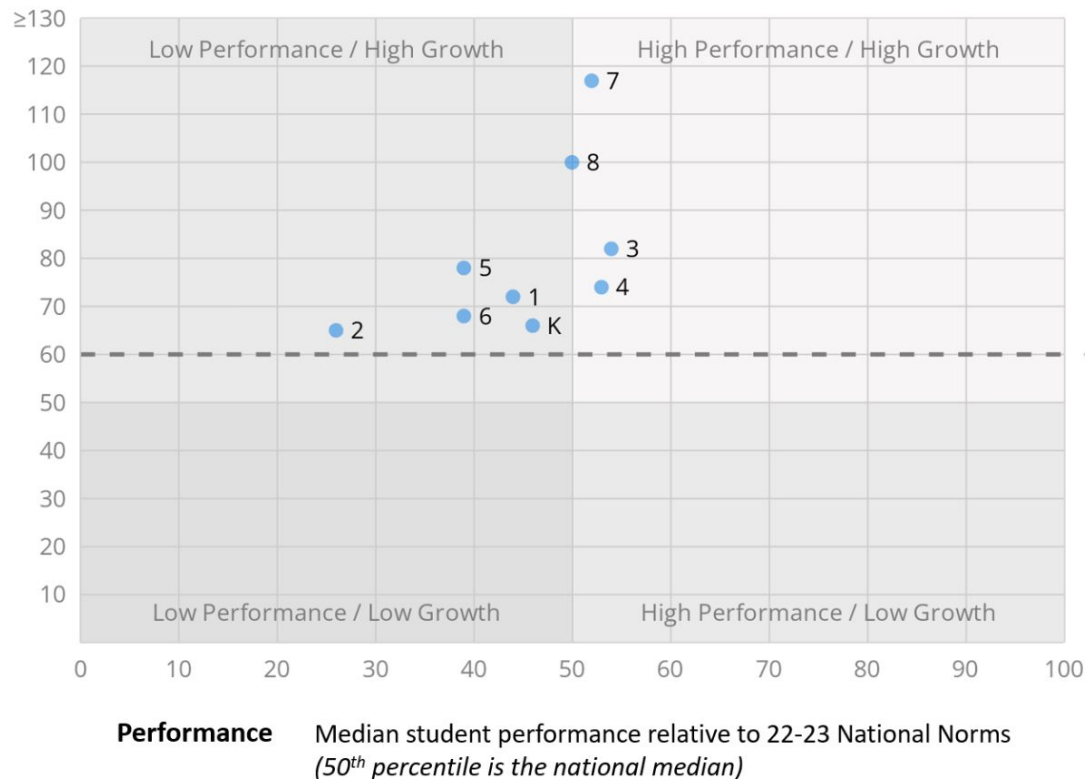
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		20%	18%	62%	0%	0%	66/66
Grade 1		13%	9%	75%	4%	0%	55/55
Grade 2		5%	13%	62%	20%	0%	55/55
Grade 3		7%	26%	42%	19%	5%	57/57
Grade 4		8%	35%	40%	13%	4%	52/52
Grade 5		11%	22%	31%	19%	17%	54/54
Grade 6		12%	13%	42%	13%	19%	52/52
Grade 7		20%	12%	27%	12%	29%	41/41
Grade 8		9%	16%	30%	7%	37%	43/43

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth


Median percent of typical growth achieved, differentiated by fall placement levels

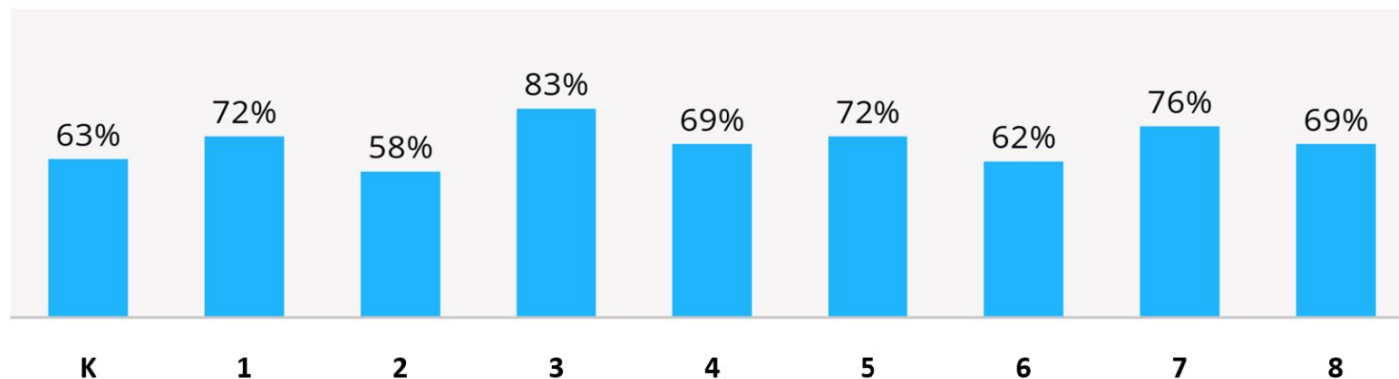



National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

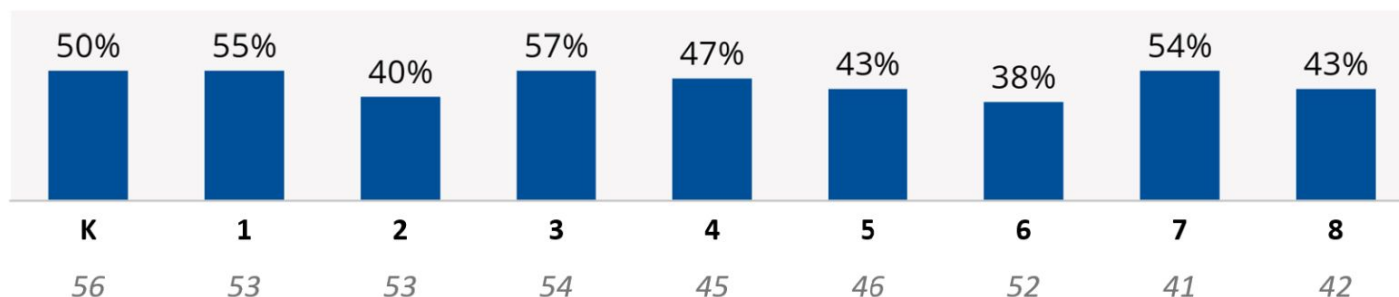
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth

 % Students Met Half of **Typical** Growth



 % Students Met Half of **Stretch** Growth

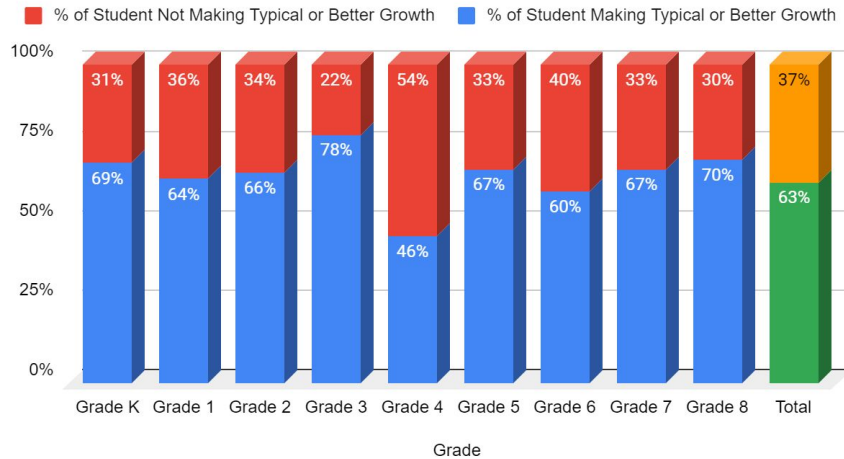


Students Included:

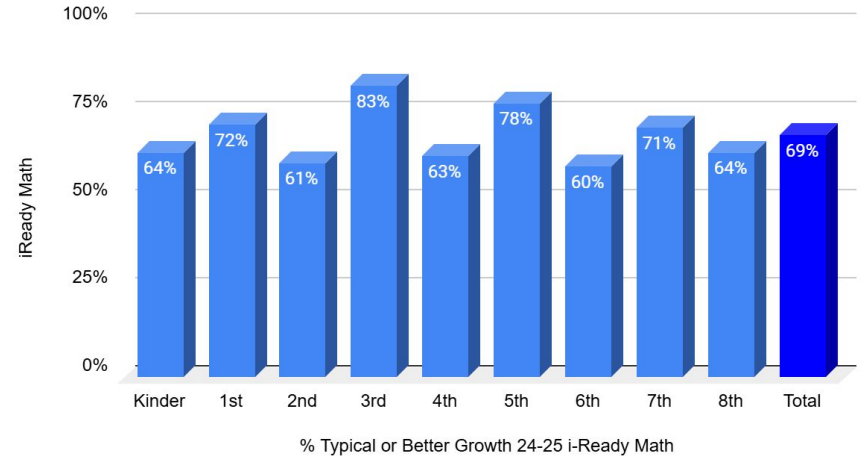
K 56 1 53 2 53 3 54 4 45 5 46 6 52 7 41 8 42

24-25 MOY i-Ready Math Growth Comparison by Grade

23-24 MOY i-Ready Math Growth

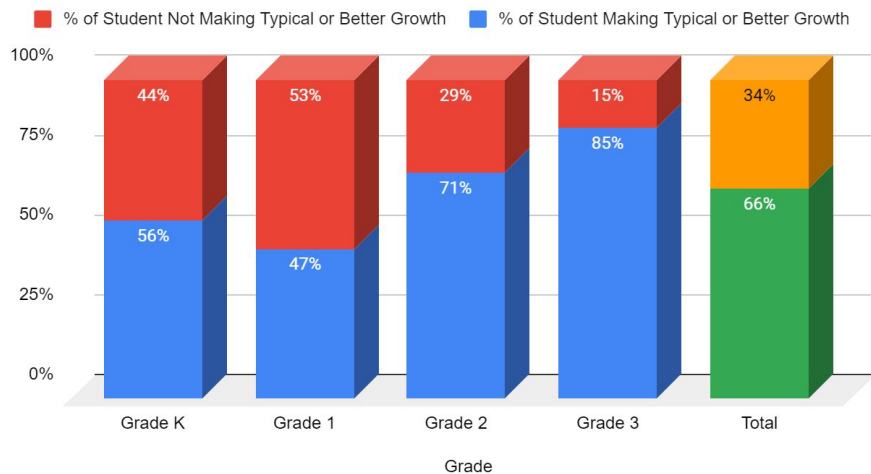


% Typical or Better Growth 24-25 i-Ready Math

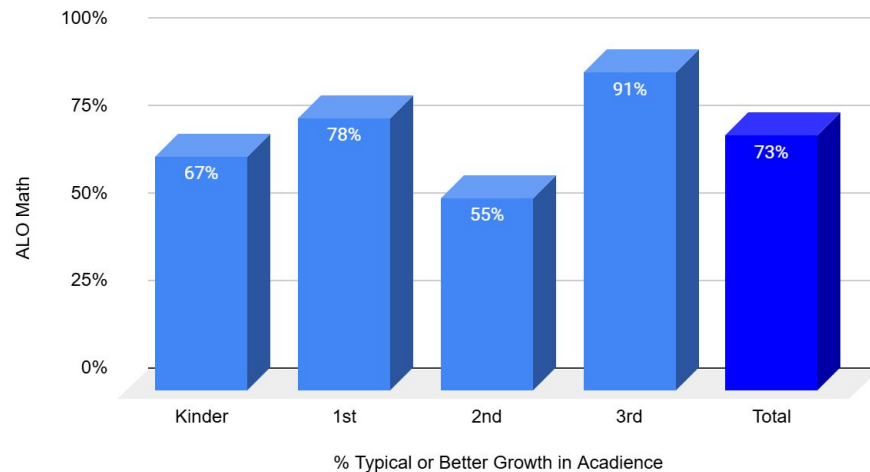


24-25 MOY Acadience Math Growth Comparison by Grade

23-24 MOY Acadience Math Growth



% Typical or Better Growth in Acadience Math



Work Plan - Character

Performance Goal

80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

Currently organizing our MOY Growth Celebration for the students that made typical or better growth.

Work Plan - High Quality Work

Performance Goal

80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

HQW Crew will be analyzing reflection data from our gallery walk and determining next steps for HQW, which will be implementing more rubrics and checklists.

Work Plan - Leadership

Performance Goal

1. To build strong collective teacher efficacy where 80% or more of Crew members express they feel supported and capable of positively impacting student achievement by EOY.
 2. Increase regular student attendance by 5% from 2023-24 to 2024-25.
- Students with 100% attendance increased from 26% to 34% for the month of October.
 - 34% to 36% in November.
 - 36% to 38% in December.
 - 38% to 30% in January due to many sick students and other outside factors that caused students not coming to school.



Yellow = September
Orange = October
Brown = November
Red = December
Blue = January

Discovery

Discovery took our Kindergarten and 41 volunteers to the aquarium.



Entheos Kearns Director's Report

February 2025



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure

The following was reported by Melanie Louviere:

Service

The 4th graders are making postcards to donate to the Tracy Aviary and the library as part of their **Fantastic Beasts of Utah Expedition**. Postcards have drawings of animals native to Utah and a qr code that links to a website with essays the students wrote about the animals. People that visit the aviary or library will be able to learn more about local animals and have a free postcard they can use.

Student council helped with MS open house and kindergarten open house
Miss Jacinta's class made cards for a student's dad that is having a serious health issue

Adventure : N/A

River otter
By Sebastian

Habitat: Ponds, lakes, rivers, and marshes
Diet: Crabs, fish, and reptiles

Adaptations:



- It has short legs to swim faster in the water.
- Its teeth can bite through prey with scales.

Fun Facts:

- River otters hold hands to not get lost in the river.
- They can close their nostrils during deep dives.
- They can dive up to 60 feet in the water.

Sources:

- www.nature.com "North American River otter"
- www.2-animals.com "River otter"



Rattlesnake
By Wyatt

Habitat: They live in the Utah desert.
Diet: They eat mice, rabbits, lizards.

Adaptations:



- They have camouflage scales.
- They have fangs to insert venom.

Fun Facts:

- They can use their rattle 60 times per second.
- They can sense heat with special pits between their eyes.
- Their venom can kill animals quickly.

Sources:

- www.encyclopedia.com "Rattlesnakes"
- www.desertmuseum.org "Rattlesnakes"



Monarch Butterfly
By Madeline

Habitat: Coast of southern California, prairies, sagebrush deserts, forests
Diet: Nectar from plants

Adaptations:


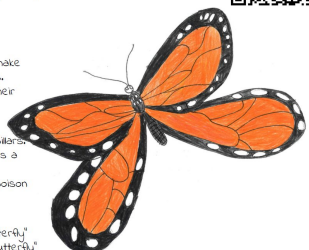
- They eat toxic milkweed to make them poisonous to predators.
- It has bright colors to warn their predator.

Fun Facts:

- They eat milkweed as caterpillars.
- They migrate up to 3,000 miles a year.
- They can control how much poison they store.

Sources:

- www.butterfly.org "Monarch Butterfly"
- www.flutter.org "Monarch Butterfly"



PCO

The following was reported by PCO:

- PCO completed the bulletin board for February on “Primacy of Self Discovery” with special mention about “leadership”.
- PCO provided dinner on February 13th 2025 for parent teacher conferences.
- PCO provided lunch for teacher on February 14th 2025 for parent teacher conferences.



Staff Recognition

Middle School: Dalton Horscroft

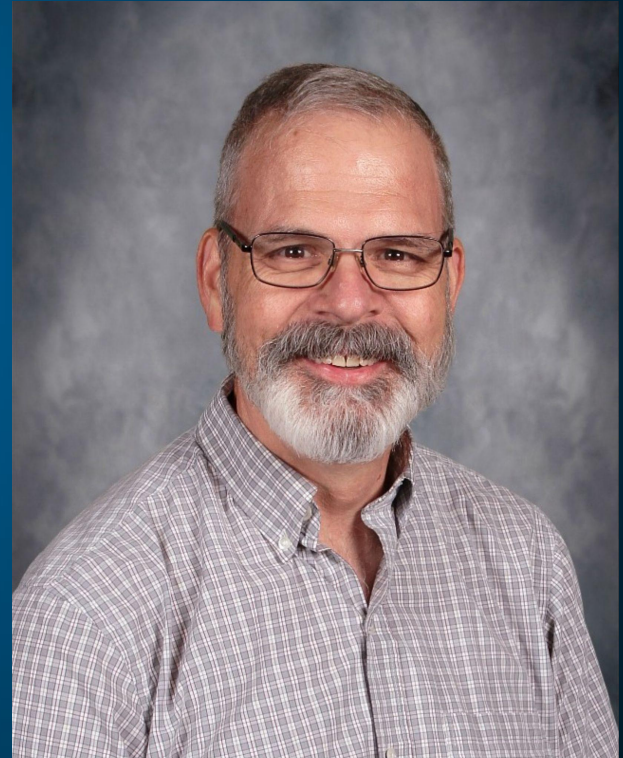
Mr. Horscroft, our dedicated middle school science teacher, recently organized a highly successful Science Celebration of Learning. The event had a great turnout, with students showcasing high-quality experiments, investigations, and projects that highlighted their hard work and scientific curiosity. His thoughtful planning and commitment to student success were evident in every detail, making the event both engaging and educational. His efforts in fostering a love for science and providing students with an opportunity to shine are truly appreciated. We have 14 students moving on to state level! What an accomplishment. Thank you, Dalton!



Staff Recognition

Middle School: Joe Hall

Mr. Hall is our sixth grade math and science teacher. Joe played a crucial role in supporting Mr. Horscroft with the Science Celebration of Learning, helping to make the event a great success. His dedication and teamwork contributed to the smooth execution of the event, ensuring that our sixth-grade students had the opportunity to showcase their high-quality experiments and investigations. Thank you, Mr Hall!



Staff Recognition

Support Staff: Aileen Zendejas

Aileen, one of our amazing kindergarten paras, went above and beyond in assisting with the completion of WIDA testing for all three kindergarten classes. Her hard work and commitment ensured that the testing process ran smoothly and efficiently, providing invaluable support to both students and teachers. Her willingness to step in wherever needed made a significant impact, helping to create a positive and productive testing environment. Aileen's efforts exemplify her dedication to student success and her invaluable role within the school community. Thank you, Aileen!



Work Plan: Mastery of Knowledge and Skills

2024-25 Performance Goal:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of Multi Language Learners and Special Education Students

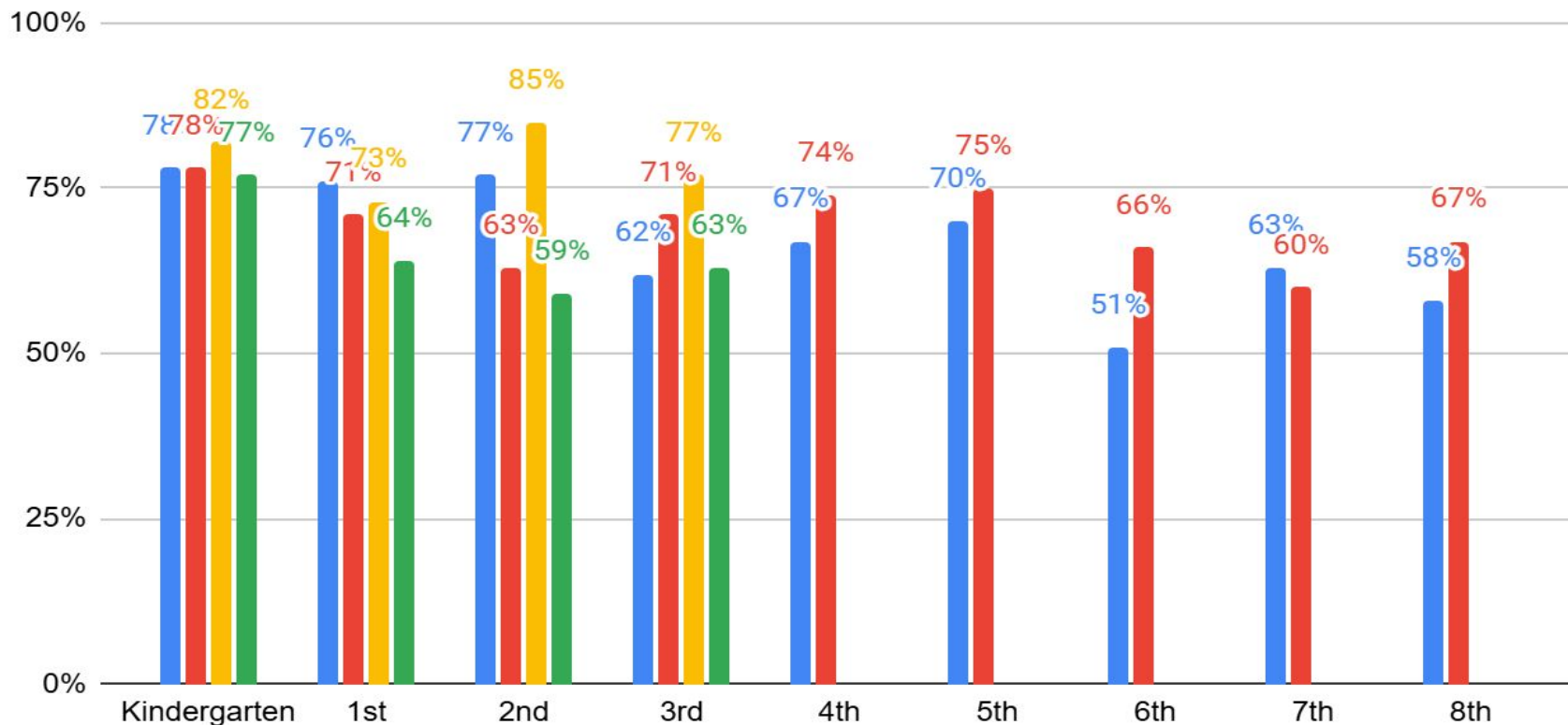
This year's MKS Learning Target for teachers:

I can use 1) evidenced based differentiated instructional strategies, 2) engaging protocols and 3) data analysis to achieve 65% or more of my students making typical or better growth.

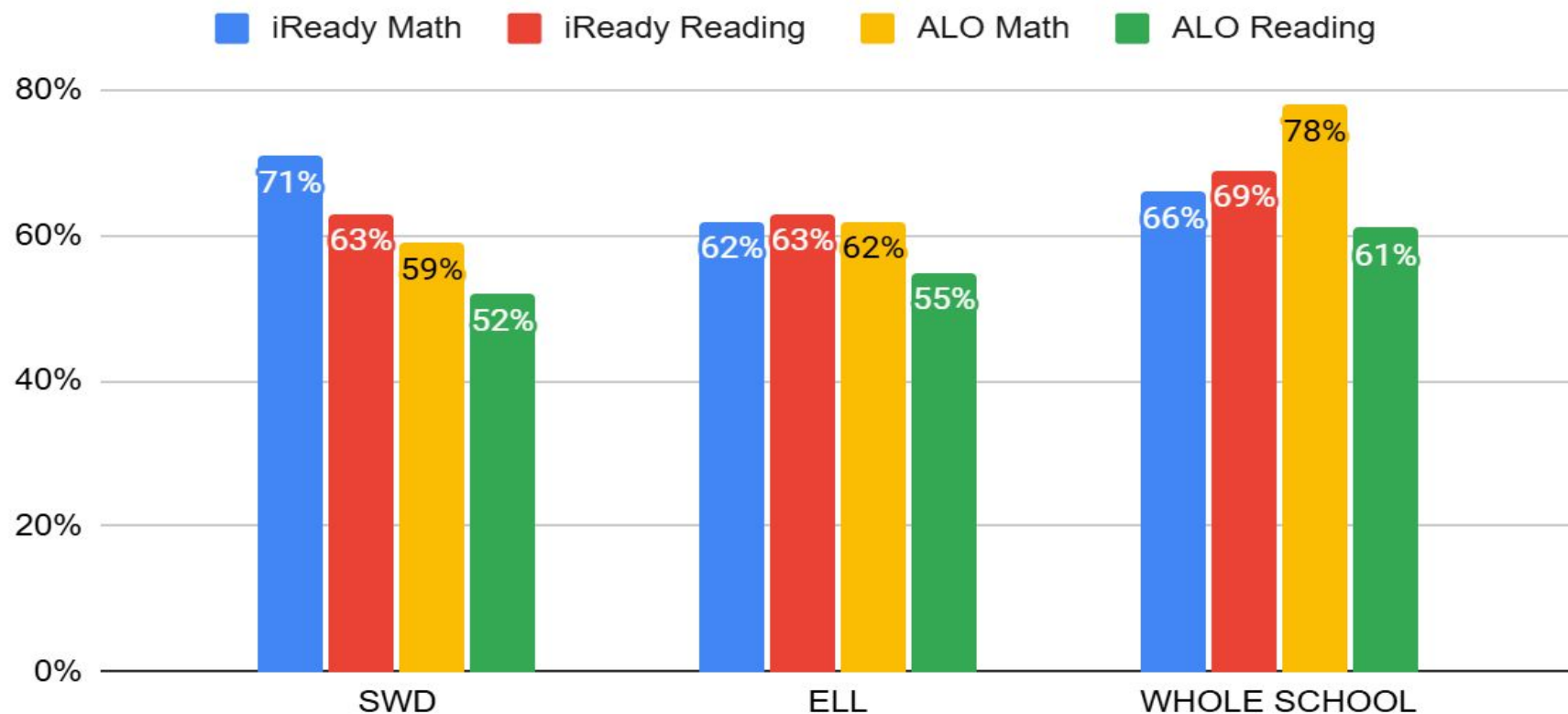
MKS crew conducted the MOY data carousel. Our MLL students were all tested on WIDA. See following slides for MOY results.

% of Students with Typical/Better Growth: MOY 2024-25

iReady Math iReady Reading ALO Math ALO Reading



% of Students making Typical/Better Growth by SWD, ELL and Whole School

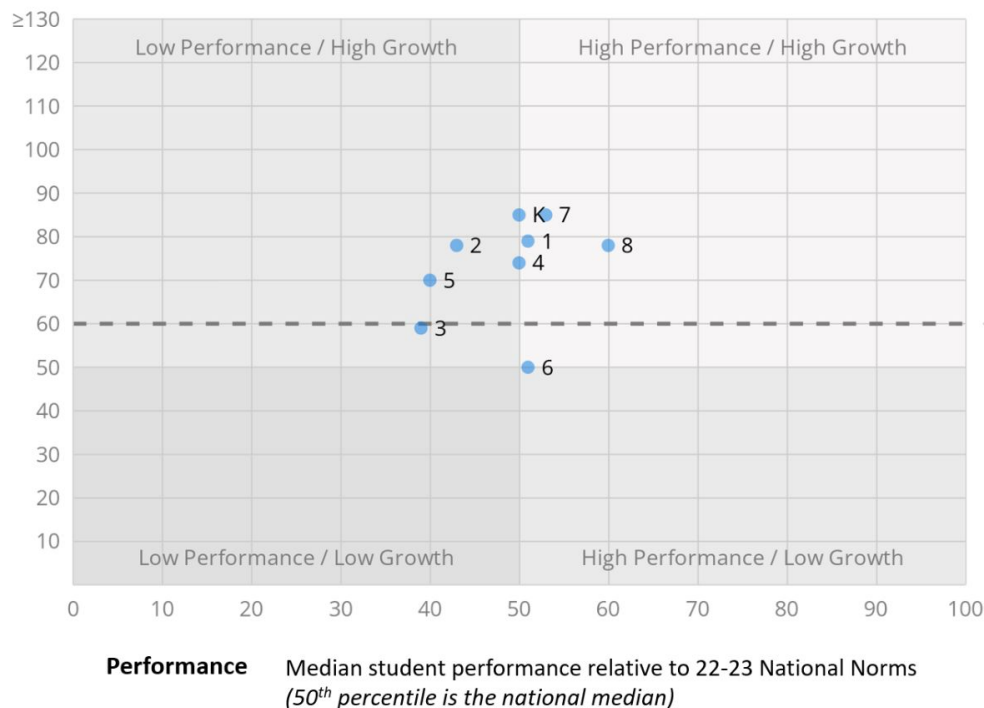


How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

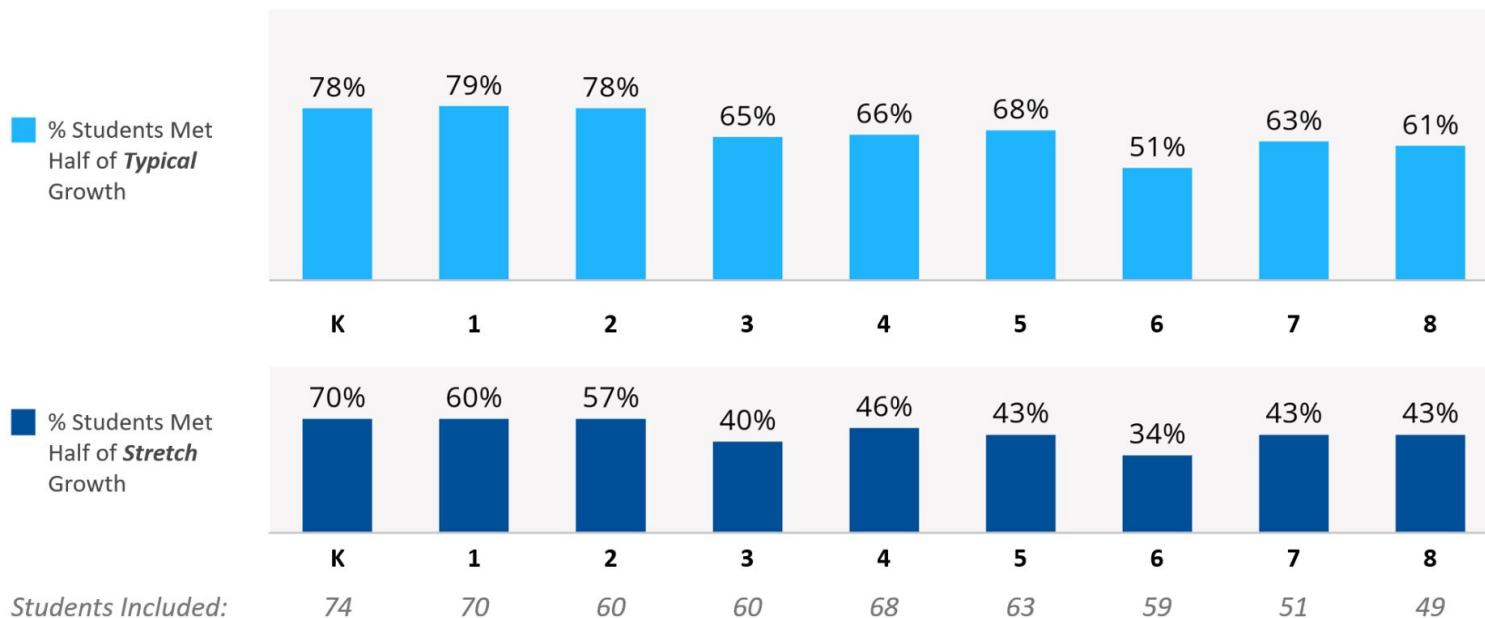
Median percent of typical growth achieved, differentiated by fall placement levels



National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth



Math Proficiency by grade at MOY 2024-25 on iReady Math

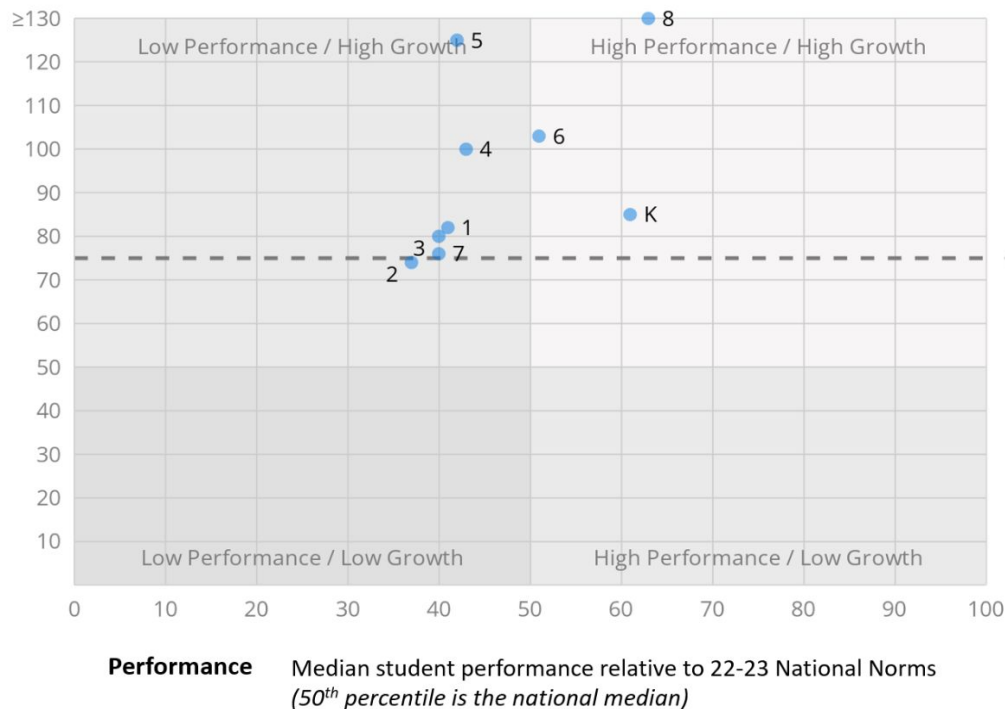
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		27%	20%	53%	0%	0%	75/75
Grade 1		16%	14%	67%	3%	0%	70/70
Grade 2		11%	13%	56%	21%	0%	63/63
Grade 3		8%	16%	48%	22%	6%	64/66
Grade 4		10%	20%	46%	14%	9%	69/69
Grade 5		17%	16%	32%	16%	19%	69/70
Grade 6		18%	22%	25%	12%	23%	60/60
Grade 7		10%	31%	19%	17%	23%	52/52
Grade 8		12%	30%	30%	6%	22%	50/50

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth


Median percent of typical growth achieved, differentiated by fall placement levels

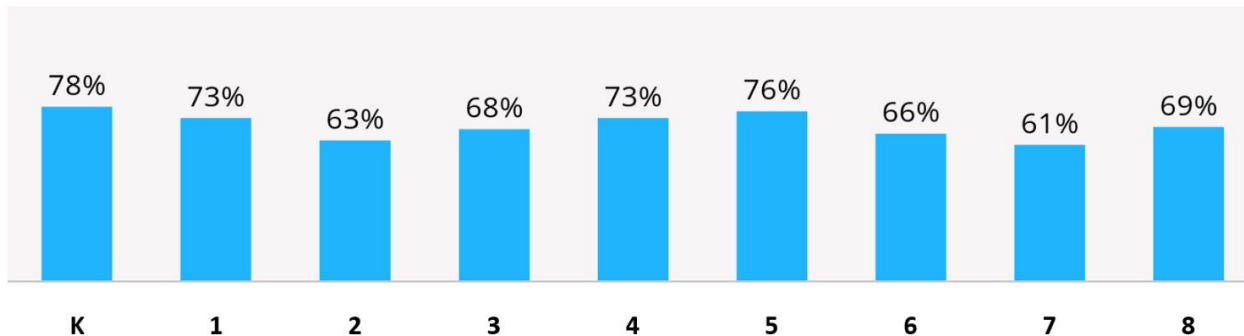



National median percent of typical growth at 18-20 weeks (Grades K-8 as observed in 2022-2023)

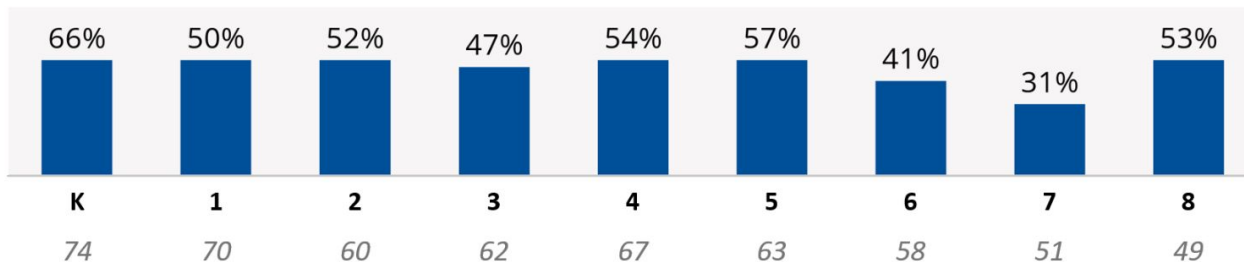
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth

 % Students Met Half of **Typical** Growth



 % Students Met Half of **Stretch** Growth



Students Included:

74

70

60

62

67

63

58

51

49

Reading Proficiency by grade at MOY 2024-25 on iReady

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		28%	36%	36%	0%	0%	75/75
Grade 1		24%	16%	59%	1%	0%	70/70
Grade 2		19%	14%	41%	25%	0%	63/63
Grade 3		20%	20%	33%	16%	11%	64/66
Grade 4		21%	18%	38%	9%	15%	68/69
Grade 5		19%	14%	19%	29%	19%	69/70
Grade 6		37%	8%	13%	17%	25%	60/60
Grade 7		29%	19%	4%	15%	33%	52/52
Grade 8		26%	32%	16%	4%	22%	50/50

Work Plan: Character

2024-25 Performance Goal:

80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

This year's Character Learning Target for teachers:

I can implement a strong crew centered on the school values to create, shape and reinforce good character. I can support our Entheos PBIS structure with strong classroom management.

Character crew will be conducting professional development on following up the LRBI checklist to help further the goal of using PBIS with strong classroom management practices. At the start of the year, all teachers adopted a goal using the LRBI checklist. The PD will focus on having the teachers reflect on their progress towards that goal.

Work Plan: High Quality Work

2024-25 Performance Goal:

80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

This year's HQW Learning Target for teachers:

I can recognize what high quality work looks like for the grade level/s and subjects that I teach, and ensure that my students produce high quality work, samples of which are housed in their portfolio.

A bulletin board competition was held amongst the paras to showcase high quality student work in preparation for our Parent Teacher conferences. HQW also conducted a professional development on how to be best prepared for conference by focussing on academic, behavioral, attendance and any other data that is relevant. We are collecting data on the number of parents who attended conferences.

Work Plan: Leadership

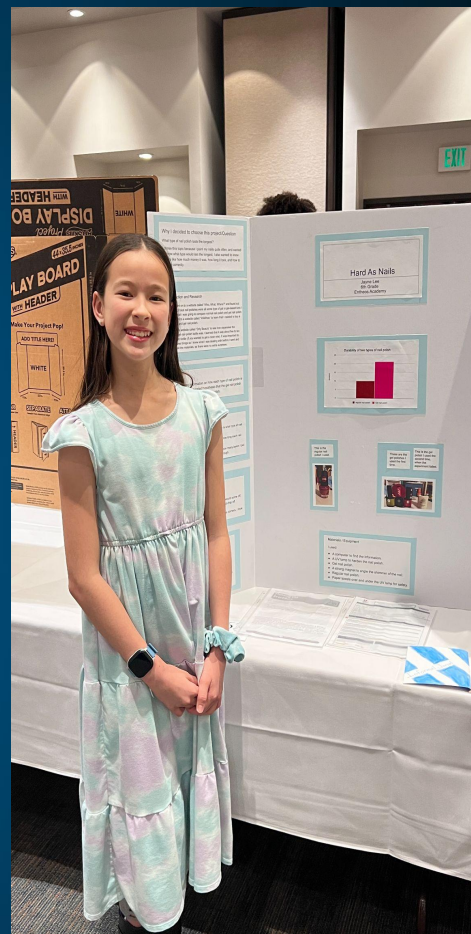
2024-25 Performance Goal:

80% of crew members feel supported and capable of positively impacting student achievement by EOY. To improve consistent student attendance by at least 5%. In 2022-23, it was 63.9%, in 2023-24 it was 76.5%.

We have our middle of the year review scheduled with our District Leadership to determine how we are going on executing our work plan. We continue to track all the attendance strategies. We are posting attendance flyers on bloomz and facebook to help encourage attendance in our community. We are also using individual student calendars where students may redeem completed calendars for prizes at the end of the trimester. We are also having the students in elementary graph the crew's attendance. We awarded students with diamond and gold attendance certificates.

District Science Fair: 82% of our students advanced to state.





The 14 students advancing to the State Competition are:

6th grade - Elementary Division

Ashley Duncan

Hollyn Prows (2nd Physical or Chemical Sciences)

Jayne Lee (1st Physical or Chemical Sciences)

7th grade - Junior Division

Bridger McDaniel

Eliana Marshall

Ethan Bona

Kalila Hunt (Junior Division Top Ten Award)

Magie Busch

8th grade - Junior Division

Adalia Patterson (Junior Division Top Ten Award)

Camila Solis

Eva Ulrich

Sierra Kowallis (2nd Behavioral, Social, or Health Sciences)

Sophia Langarica (Junior Division Top Ten Award)

Sophie Nguyen (Junior Division Top Ten Award)



Student Awards: Attendance and Entheos Exemplars



A Hands-On Farm Experience: 8th Grade Fieldwork

Our 8th graders are reading *The Omnivore's Dilemma* by Michael Pollen, a book that explores where our food comes from and how it's processed before reaching our plates. Since many of our students come from an urban area and have never seen farm animals in person, fieldwork to Curiosity Farms at Thanksgiving Point provided a valuable hands-on experience! Students had the opportunity to learn fascinating facts about farm animals, interact with them up close, and gain a deeper understanding of the food system. This experience will help set the stage for meaningful discussions as they dive into the book.





Discovery Recital: The Primacy of Self-Discovery

Our Entheos Kearns students showcased their newly developed skills and talents in a captivating recital. The audience was thoroughly impressed as students delivered outstanding solo vocal performances, demonstrated their rhythmic skills on the drums, played the ukulele, and engaged in lively improv acts. The event also featured mesmerizing magic tricks and a variety of other performances, highlighting the students' creativity and dedication. It was a night filled with talent, enthusiasm, and joy, leaving a lasting impression on all who attended. We are thankful to our Discovery team and the instructors for their support and encouragement of our students.



Solo Vocal Performances



Stage Combat



Polynesian Dance



Jump Rope



Ukulele



Puppetry



LitCon 2025

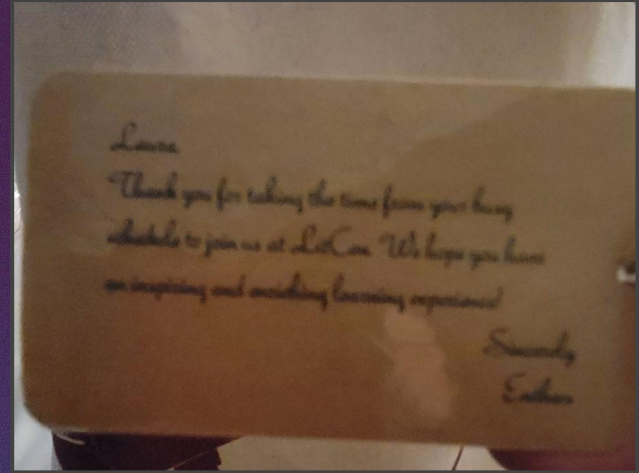
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LitCon 2025 Board Presentation Entheos Academy
02.26.2025

By: Laura Butterworth and Jenna Marshall

Thank you for creating this amazing opportunity for us! We were blown away by the kindness and intentionality of Miss Sue and all who contributed to this being a success. Several of us cried when we found our goodie bags and water bottles that were unique to our likes and interests!



LitCon's main focus in early elementary...

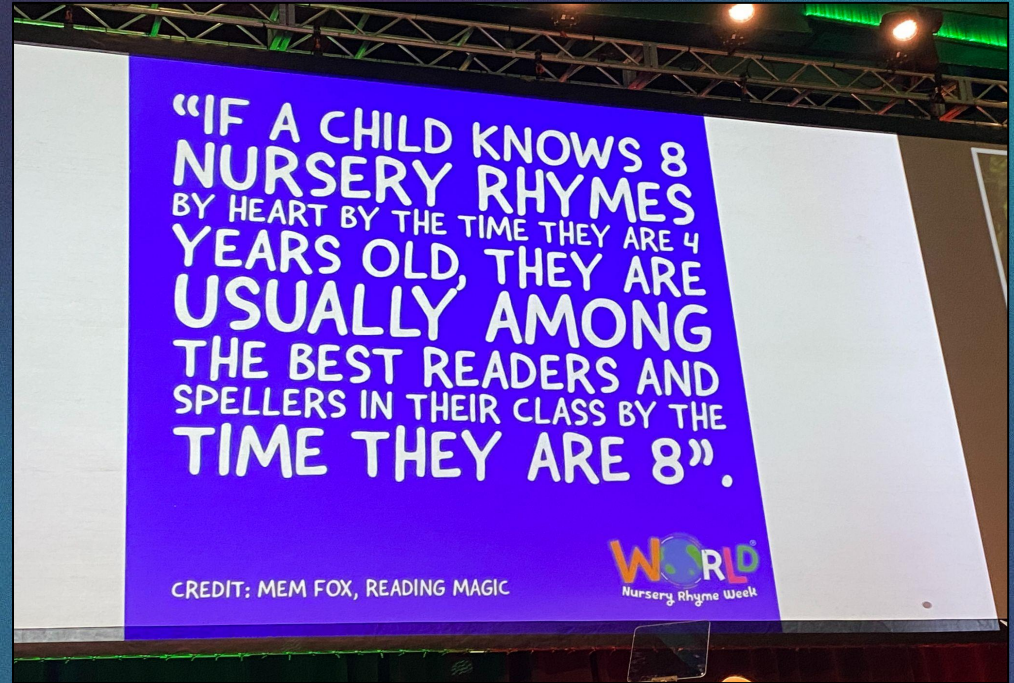
- Increasing classroom engagement**
- Creating a love of learning**
- Adding Art into the classroom**
- Using music to teach**
- The power in play**
- The impact of storytelling**

LitCon was.....

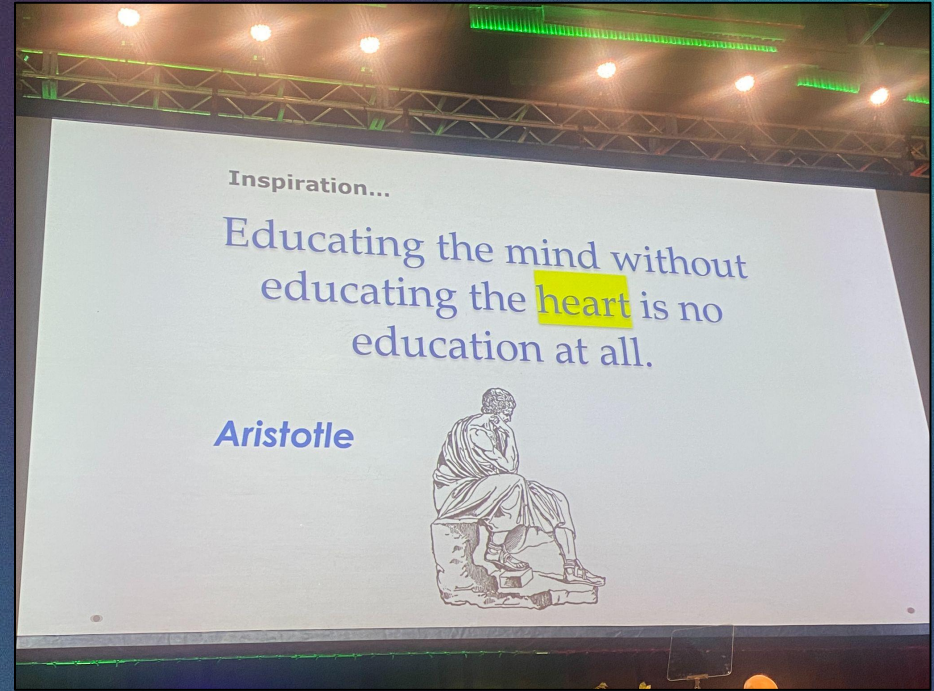
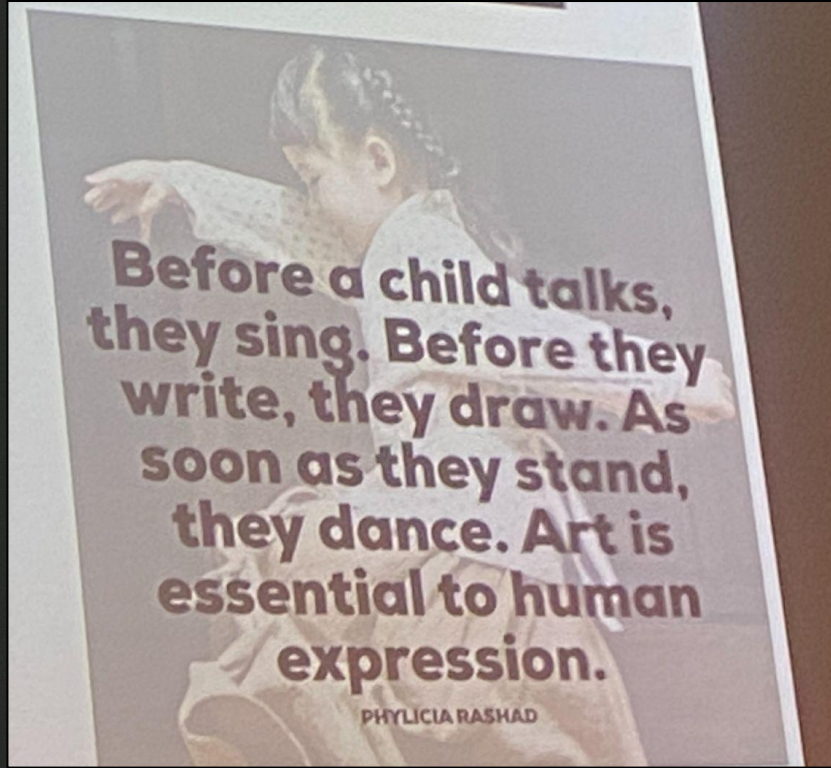
- Inspiring
- Educational (not only the presentations but with each other)
- Teambuilding



Inspiring:



Inspiring:



Inspiring:

Great Minds Have Recognized the Importance of Art

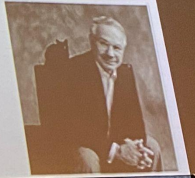
"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

"Imagination is more important than knowledge!"

And yet, art and creativity are increasingly diminished in education

"We live in a time that puts a premium on the measurement of outcomes, ... on the need to be absolutely clear about what we want to accomplish. We like our data hard and our methods stiff – we call it rigor."

Elliot Eisner (2004)



Inspiring:

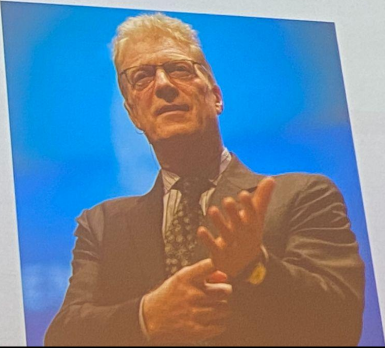
the Consequence of an All-Science Approach to Education?

"Drilling children on how to take tests discourages innovation, creativity, punishes divergent thinking, and prioritizes skills over knowledge. And the endless hours devoted to test preparation certainly deaden students' interest in school."

Diane Ravitch
Former Assistant Secretary of Education

"We are educating people out of their creative capacities... I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it."

– Sir Ken Robinson, Educationalist

A photograph of Sir Ken Robinson, an older man with white hair and glasses, wearing a dark suit and a patterned tie. He is gesturing with his hands as if speaking or presenting. The background is a solid blue color.

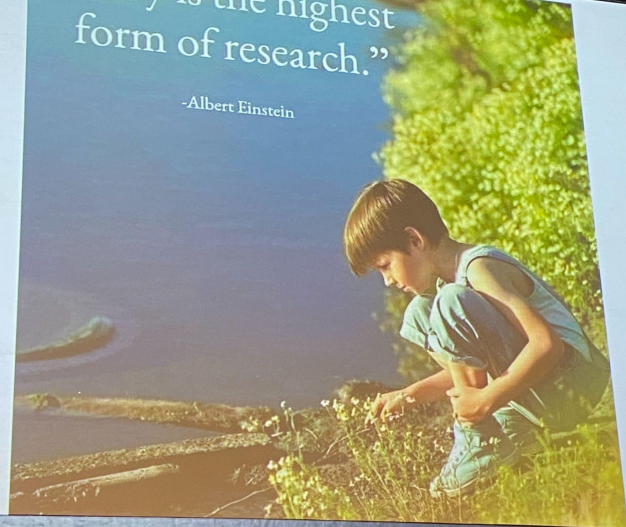
Inspiring:

Scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done in play, in which case it only takes 10 to 20 repetitions.

-KARYN PURVIS

“Play is the highest form of research.”

-Albert Einstein

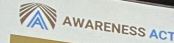
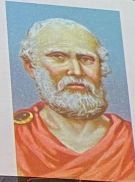


Educational:

What Can Art Add to Education?

"I would teach children music, physics, and philosophy; but most importantly **music (and poetry)**, for the **patterns** in music and all the arts are the keys to learning."

Plato



Psychology
Law/Behavioral Science
Science & Tech
Spirituality
Autobiography
Health & Wellness
World News

Science
If You Want Smarter Kids Teach Them Music, Not Coding, According To MIT

By Phoebe Munson February 11, 2022

Home » If You Want Smarter Kids Teach Them Music, Not Coding, According To MIT

Recent research carried out by MIT and published in the *Journal of Neuroscience* is now showing how powerful music can be on a child's brain development. According to the authors of the study, **learning music during our early life makes the brain more connected, which in turn, makes their brains neurologically capable of many things, not just music.**

Educational:

Does it Work? RESULTS

Lorraine Griffith: 4th grade teacher West Buncombe County Elementary.

Poetry/Readers Theater Repeated Reading:

2+ years average growth of struggling readers

Griffith, L. W., & Rasinski, T. A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, 58, 126-137.

Performance Texts

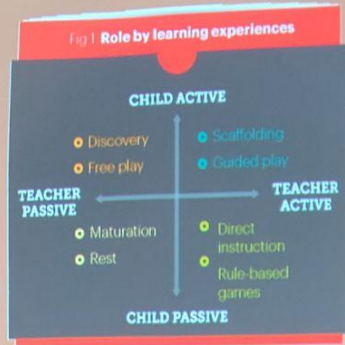
- Scripts
- Songs
- Poetry
- Dialogues
- Monologues
- Speeches (Oratory)



Educational:

WHAT IS PLAY?

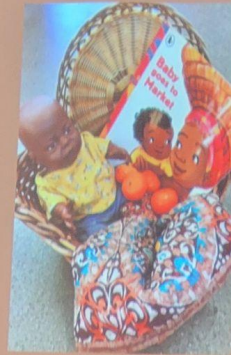
- Part of the neurobiology of all mammals
- One of 7 primary emotional systems pre-wired in the brain
- No one definition
 - Unique to the person & fluid
 - Process > Product
 - Autonomous
 - Pleasurable
 - Meaningful



The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning (in 2014)

25

READING ALOUD UTILIZING STORY BASKETS



Educational:

A mix of [free play] and guided play should be incorporated into the day. When the play environment is intentionally created, the learning that occurs is as deliberate and logical as any teacher-directed lesson, yet the activities are offered in a manner that is appropriate to the development of each child (Leong & Bodrova, 2012).

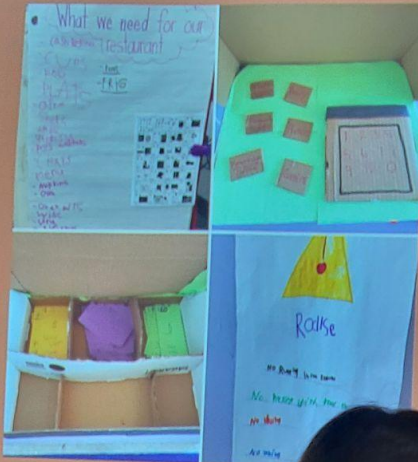
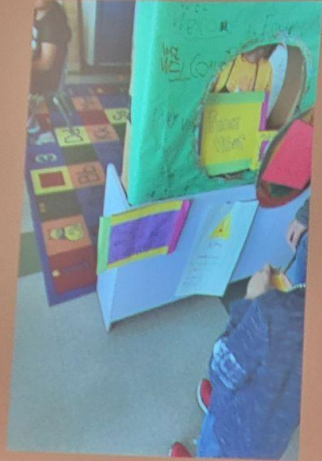
Page, 2025

WHERE WE'RE AT...

- ❖ In 1959, the UN Declaration of the Rights of the Child called children's play and recreation a **right**.

Educational:

INTEGRATED & CONTENT-FOCUSED



Rowe & Neitzel (2010) conducted a study on writing/play connection

Findings: Children had preferred writing habits that were remarkably consistent with their play (i.e. choosing to play in the same centers, they typically liked to write the same kind of stories).

Robust writing requires robust play!

Educational:

Were You Entertained?

Literacy instruction
can be fun and the
highlight of teaching
and learning when
you're tuned in to
edutainment!

Fluency & Text Structure

Fluency is the ability to **read a text accurately, quickly, and with expression**. Fluent reading builds stamina for reading lengthy or complex texts. Reading fluency serves as a bridge between word recognition and comprehension.

Text structure refers to the way in which **authors organize their writing**. The structure an author uses **depends on both the text type and purpose**. It's important for students to learn these different text structures and be able to **apply them appropriately to their own writing**.

<https://www.readingrockets.org/teaching/reading-basics>

<https://brainiacstutors.com/the-writing-rape-text-structure/>

Educational:

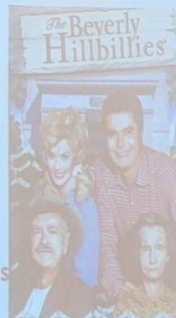
I'm a Little Teapot: Read It

I'm a little teapot, short and stout.
Here is my handle. Here is my
spout. When I get all steamed up,
hear me shout, "Tip me over, and
pour me out!"

- ☑ Fluency
- ☑ Sentence Structure
- ☑ Vocabulary
- ☑ Sight Words
- ☑ Text Dependent Questions

Look a little closer...

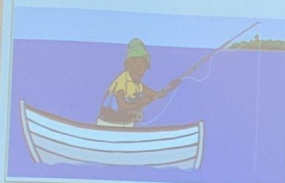
- ☑ Fluency
- ☑ Social Studies
 - ☑ Oil
 - ☑ Economics
 - ☑ People
- ☑ Vocabulary
- ☑ Text Dependent Questions
- ☑ Cause & Effect



Once I Caught A Fish Alive: Read It

One, two, three, four, five, once I caught a fish
alive. Six, seven, eight, nine, ten, then I let it go
again.

Why did you let it go? Because it bit my finger
so. Which finger did it bite? This little finger on
my right.



- ☑ Fluency
- ☑ Sentence Structure
- ☑ Telling
- ☑ Asking
- ☑ Vocabulary
- ☑ Sight Words (Numbers)
- ☑ Text Dependent Questions

Educational:

Teaching writing

Research, Beliefs, Assumptions

1. Writing is important (in all grades).
2. Learning to write does not occur naturally.
3. Sentences are the building blocks of writing.
4. Early writing skills are correlated with later reading and writing success.
5. Teachers often feel unprepared to teach writing.
6. Writing achievement is low.
7. Writing is understudied and overlooked in elementary curricula.
8. Students need explicit instruction *and* informal practice in writing beginning in the early elementary grades.

SKILLED WRITING

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

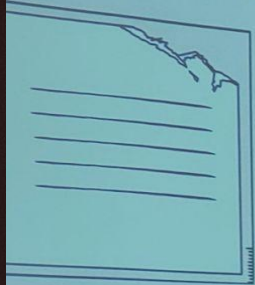
- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

Educational:

Handwriting Quick Tips



- Pencil Grip
 - Tripod grip is most efficient
- Continuous strokes
 - Increases speed and flow
- Integrate instruction with letter-sound correspondence and phonics
- Give feedback to students on spacing, size, and formation
- 5-10 minutes at the most

Add More: When, Where, How, Why

- Who? (subject)
- What? (action)
- When? (time)
- Where? (place)
- Why? (reason)
- How? (manner)

Educational:

Idea 1: Building Sentences Tips or Scaffolds

- Have students sort physical cards (single words or phrases/sentence parts) into complete sentences
- Have students read the sentences out loud
- Incorporate topics they are learning about, texts they are reading, or vocabulary from current lessons
- Display the sentences
- Color-code the strips to represent different parts of a sentence
- Put periods and capitals on the beginning and ending parts
- Display one set of sentence parts on the board or doc cam and have students write a complete sentence on their papers/boards from the parts

Idea 1: Build Sentences Who/What + Action + Detail

a bug	plays	at recess
the dog	runs	quickly
Sam	hops	away
a kid	digs	games

Idea 1: Build Sentences Who/What + Action

a bug	plays
the dog	runs
Sam	hops
a kid	digs

Idea 1.5: Write Sentences by Sentence Part

Jack	climbed	
Jack	climbed	the vine.

Educational:

Idea 3: Fragments vs. Sentences

birds build nests

have sharp claws

plants need

rises in the east

Earth orbits the sun.

Idea 6.5: Sort Types of Sentences

statement .

Trees have roots.

The water cycle moves water through the earth's atmosphere, land, and oceans.

command .

Look at the leaves.

How does evaporation help the water cycle?

question ?

How do trees make food?

Draw a diagram of the water cycle in your notebook.

exclamation !

The tree is 30 feet tall!

The water cycle is amazing because it happens every day!

Idea 4: Add a Sentence Part

The mother turtle _____.

_____ learned to help others.

Mount Everest is _____.

_____ live in the ocean.

Idea 5: Summary Sentence

What? seeds

When? gets water + sunlight

Where? soil and gardens

Why?

How?

Summary sentence:

Seeds sprout in soil when they get water and sunlight in the spring.

Educational:

Guided Practice

Questions to ask:

- What is our next step?
- What strategy are we going to use (writing task/technique)?
- Why is this strategy helpful for us to complete (writing task/technique)?
- When is a good time to use this strategy?
- What are you thinking right now?
- What are you wondering?
- What do you think would help where we are?

Thinking Stems to model:

- My next step is...
- I am going to use (skill/strategy) to (writing task/technique).
- Using (skill/strategy) helps me (writing task/technique) by...
- A good time for me to use (skill/strategy) is when I want to (writing task/technique).
- Right now I am thinking...
- I am wondering...
- I think it would help if I...

Helpful Feedback in Writing

Start with a positive about what their writing DOES:

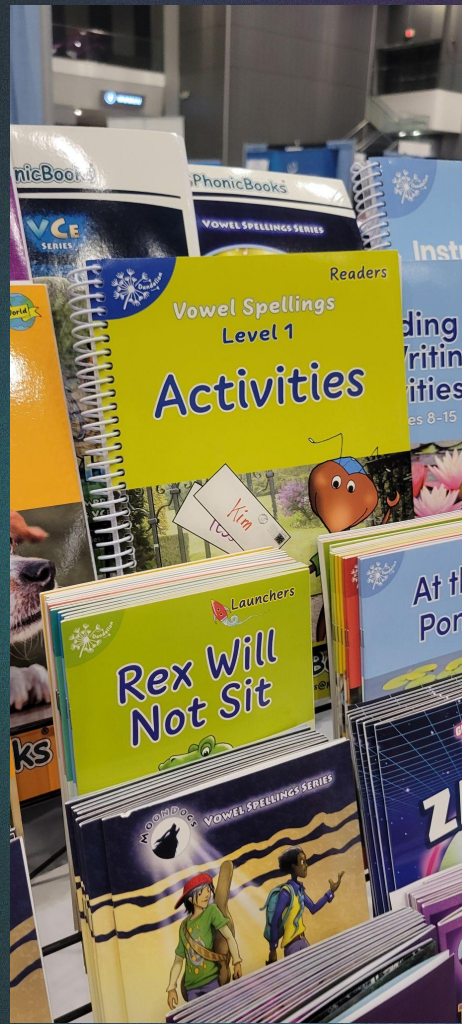
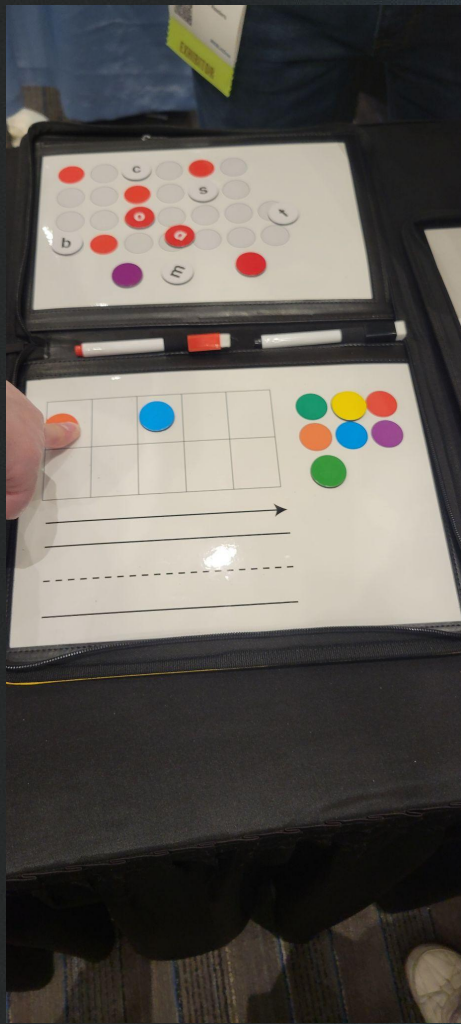
- I like the way your first sentence...
- Your story reminded me of...
- I could picture exactly how...
- I noticed that...
- I really liked the way you used...

Move to what the writing HAS:

- You tried out...
- You skipped lines so you could add words later...
- You labeled your sentence/paragraph parts to stay organized.
- You spaced your words...
- You have the things a complete sentence needs like...

Use language that ENCOURAGES and CLARIFIES:

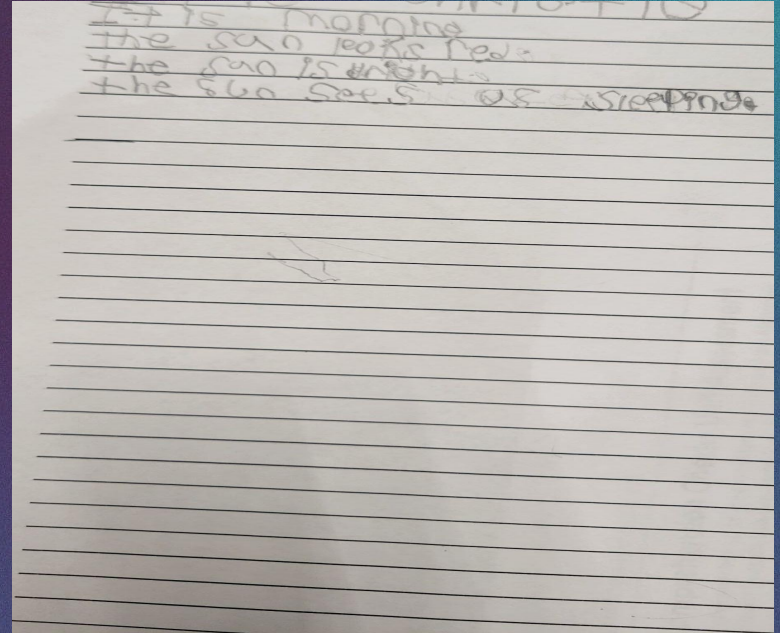
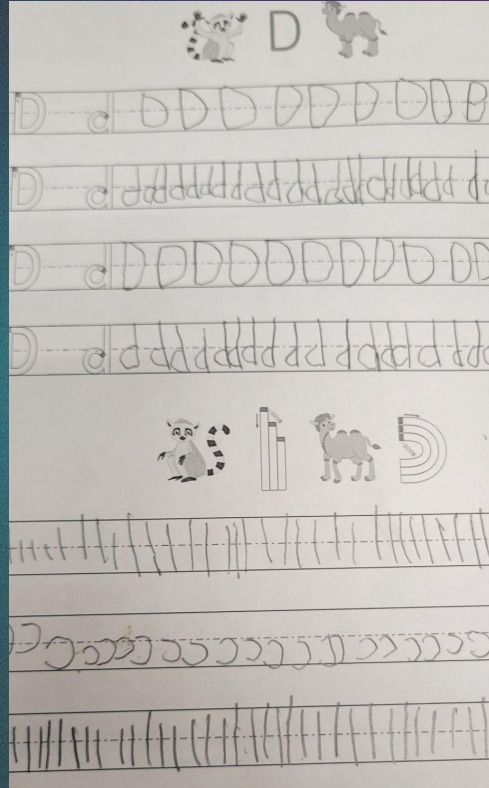
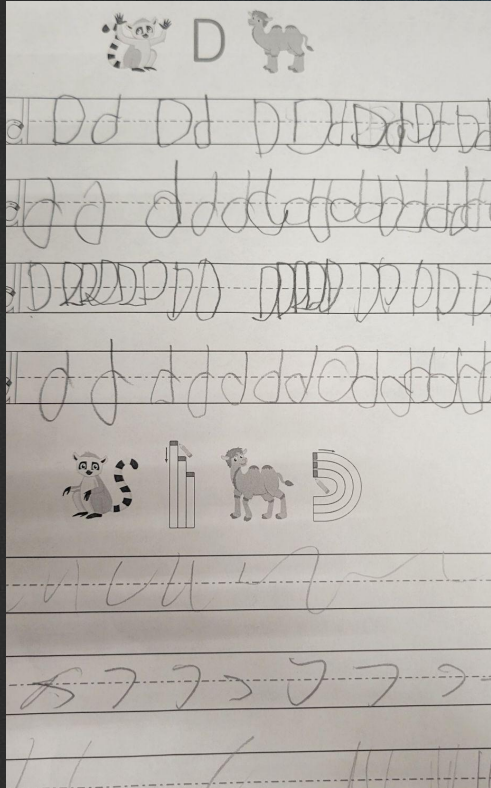
- I saw you referring to the word wall (or anchor chart), good for you.
- So you're saying...
- Can you say more about...
- As a reader, I'm confused by...
- As a reader, I learned...
- Perhaps you could try...
- How about if you...

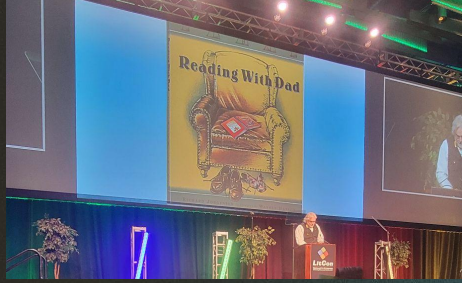


Classroom tools

Sample of student writing

To be continued.....





Team Building



We visited Brighten Academy, where the students greeted us and they led us through the morning crew. We visited classes and made observations using a note catcher with a rubric, debriefed with our small group and provided the feedback to the school. The school used the visit to show off what they have been doing and to also use the visit as a temperature check to provide feedback on how they can improve.

Here's a list of key takeaways from an *Expeditionary Learning (EL)* conference:

1. Student-Centered Learning

- Emphasis on project-based, hands-on learning.
- Students actively engage in real-world challenges and community-based projects.
- Focus on inquiry, discovery, and collaborative learning.
- Importance of student-led conferences
- **Student voice is critical, supporting student's articulation and presentation skills.**

2. Character Development

- Equal emphasis on **academic achievement, character growth, and high-quality work.**
- Core values like perseverance, compassion, and responsibility embedded in lessons.
- Reflective practices to help students build self-awareness.
- **MS Crew curriculum**
- **Ignite passion of MS for college and careers**
- **Leveraging staff crew as a contributor to staff efficacy.**

3. Equity & Inclusion

- Commitment to equitable access to education for all students.
- Culturally responsive teaching practices.
- Building a sense of belonging through diverse texts and experiences.
- Supporting MLL Students using modules and crew

4. Teacher Collaboration

- Strong professional learning communities.
- Protocols for peer feedback and lesson tuning.
- Shared leadership among educators. Distributed, collaborative school leadership.

5. Authentic Assessment

- Performance-based assessments with real audiences.
- Portfolios and student-led conferences.
- Emphasis on growth mindset and revision.

6. Experiential Learning

- Outdoor education, fieldwork, and service learning as essential components.
- Connecting classroom learning to the world beyond school.

7. High-Quality Work (Authenticity, craftsmanship and complexity)

- **Focus on craftsmanship, creativity, and critique. (comparable to external HQW)**
- **Students create products with value to the community.**
- Iterative design and multiple drafts to achieve excellence.

The visit validated our direction and validated all the things we do at our school by knowing that the philosophy is rooted in evidence based practices and there is a whole other community out there nationally similar to us. We are on the right path and we just need to keep refining and moving forward, while staying true to our charter.

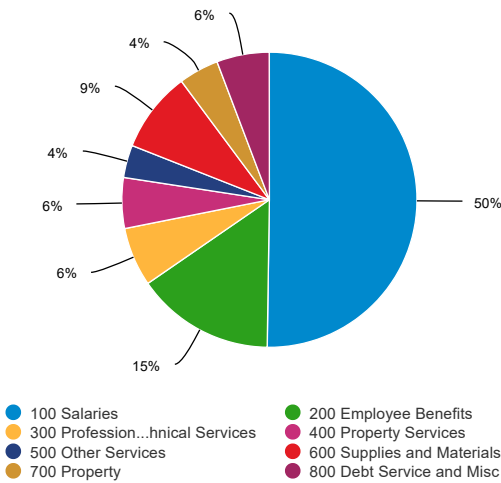
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$350,055	\$402,720	\$553,795	38.8%	63.2%
	3000 State Revenue	\$7,011,560	\$12,039,680	\$12,162,434	56.1%	57.6%
	4000 Federal Revenue	\$225,554	\$886,249	\$889,855	0.4%	25.3%
TOT		\$7,587,169	\$13,328,649	\$13,606,084		
Expense (8 School Category records)						
	100 Salaries	-\$3,282,031	-\$6,135,700	-\$6,160,700	54.3%	53.3%
	200 Employee Benefits	-\$1,047,371	-\$1,871,069	-\$1,861,069	56.9%	56.3%
	300 Professional and Technical Services	-\$332,921	-\$791,815	-\$791,815	8.3%	42.0%
	400 Property Services	-\$373,599	-\$611,060	-\$681,060	-0.0%	54.9%
	500 Other Services	-\$148,625	-\$438,251	-\$438,251	-0.0%	33.9%
	600 Supplies and Materials	-\$508,376	-\$1,082,815	-\$1,084,015	-0.0%	46.9%
	700 Property	-\$372,391	-\$530,000	-\$539,202	-0.0%	69.1%
	800 Debt Service and Misc	-\$375,806	-\$707,539	-\$707,539	51.7%	53.1%
TOT		-\$6,441,119	-\$12,168,249	-\$12,263,651		
TOT		\$1,146,050	\$1,160,400	\$1,342,433		

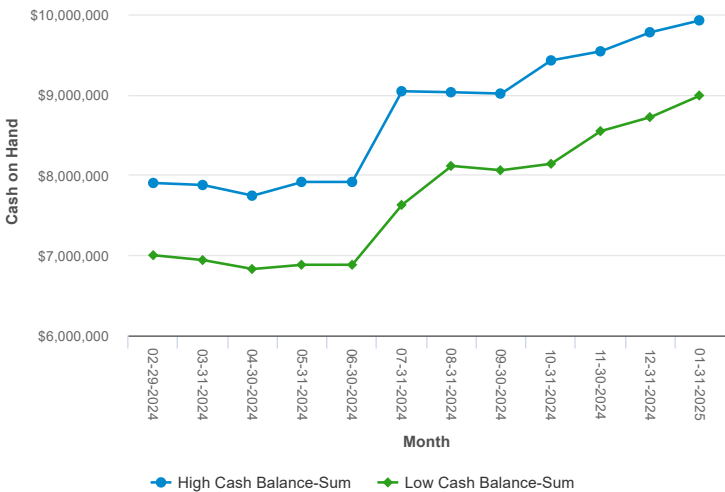
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,342,434
	Operating Margin		4.5%	9.87
	Debt Service Ratio	1.10	1.37	3.13
	PTIF Balance			7,031,157
	Unrestricted Days Cash	30	150	288
	Restricted Cash			501,530

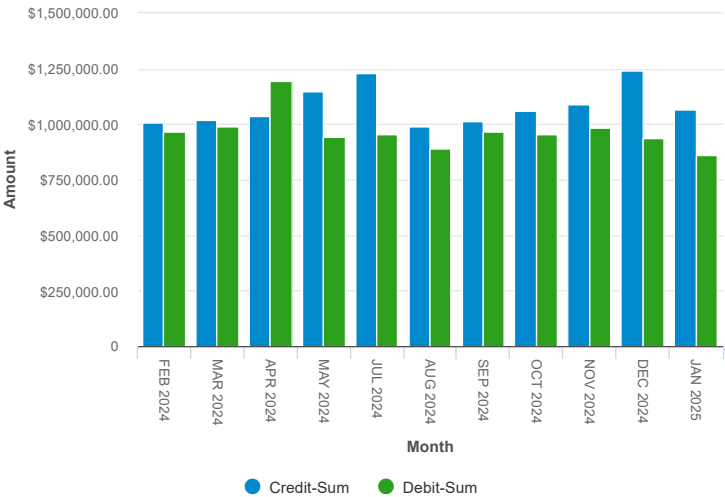
Expense Distribution



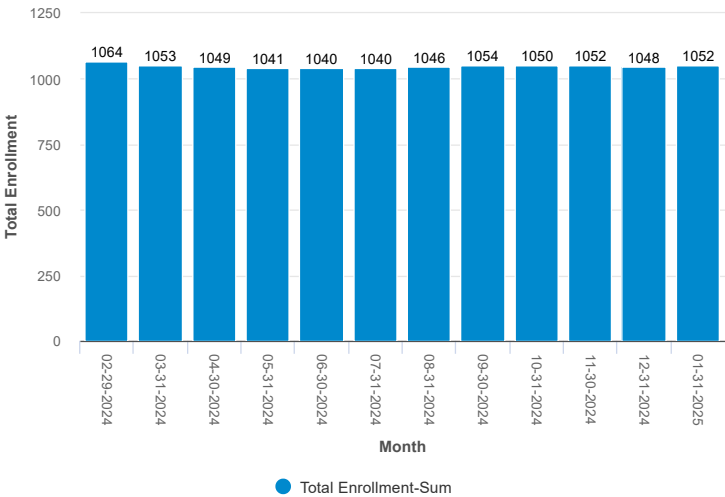
Cash Balance



Revenue vs Expenses



Enrollment Trend



3105 TRAVEL AND RELATED EXPENSES

I. Background and Purpose

- A. Entheos Academy employees may be required to travel for training or other ~~school-sponsored~~ activities. This policy provides a consistent approach for approval and reimbursement of authorized ~~travel-related~~ expenses.

II. Definitions

- A. “Travel Expenses” means costs incurred by an employee to travel for ~~school-sponsored~~ activities, including lodging, air travel, ground transportation, meals, parking, tolls, etc.
- B. “Employee” means a volunteer, board member, or a full-time or part-time employee of Entheos Academy.

III. Policy

- A. Travel and ~~travel-related~~ expenses shall be pre-approved in writing by the Executive Director.
- B. Recurring travel for a school assignment may be approved once for an entire fiscal year.
- C. Travel requests should be submitted at least 45 days before a travel event.
- D. Out-of-state travel events should be included in the approved budget before the beginning of each fiscal year ~~whenever possible~~.
- E. The school shall pay ~~travel-related~~ expenses directly whenever possible.
- F. Entheos Academy shall reimburse approved travel expenses and per-diem amounts incurred by school employees. This may include parking fees and tolls.
- G. Employees who use their ~~own~~ vehicle for ~~business-related~~ travel are reimbursed at the federal mileage reimbursement rate.
- H. Mileage shall be calculated by a computer mapping application.
- I. Employee commute mileage is not reimbursable.
- J. The school shall not reimburse for moving violations, parking tickets, fuel, or electronic charging fees.
- K. Employees are responsible for travel costs incurred when changes are made for personal reasons. ~~The Executive Director may approve exceptions for~~

3105 Travel and Expenses

~~emergencies~~ Exceptions for emergencies may be approved by the Executive Director.

L. Travel Expense Reports

1. Each traveler is responsible for ~~submitting~~to submit an itemized expense report for reimbursements within 30 days of the completion of ~~school-related~~school-related travel. Expenses will not be reimbursed without an expense report.
2. Each expense report shall include the traveler's name, ~~travel dates~~dates-of travel, purpose of travel, destination, an itemized list of reimbursable expenses, and original receipts.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

3106 BOARD BUDGET

Purpose

The Entheos School Board is vested with control and oversight of Entheos Academy finances. This policy establishes business practices related to budgeting and expenditures for board business and expenditures for individual board members.

Policy

- I. The Board approves a budget annually for its maintenance and other approved board expenses.
- II. Board expenses may include, but are not limited to the following:
 - A. Expenses for board support staff and materials for board members
 - B. Board training and other board meeting expenditures
 - C. Travel, travel reimbursements, conference fees, and other related costs
 - D. Equipment for the use of board members
- III. Processing expenditures for the Board or for individual board members
 - A. Generally, expenditures are approved by the Board in advance.
 - B. Expenditures are processed in accordance with school procurement policies.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

3600 TIME AND EFFORT POLICY

Purpose

To comply with the Local Educational Agency's (LEA) requirement to establish a written time and effort policy for both federal and non-federal cost objectives, as outlined in 2 CFR 200.430(a)(1) and Special Education Rules Section X.T.1. ~~Entheos Academy Charter School acknowledges that the School will take federal grant funds and will comply with all necessary measures accordingly.~~

Policy

Documentation is required for all personnel paid with federal and, when applicable, non-federal funds. The documentation will follow 2 CFR 200.430.

The documentation will:

- I. Be supported by an internal control system that ensures charges are accurate, allowable, and properly allocated.
- II. Be incorporated into official LEA records.
- III. Comply with the LEA's established accounting policies and practices.
- IV. Reasonably reflect the total compensated activity of the employee, not exceeding 100%.
- V. Clearly support the distribution of the employee's salary or wages among specific activities or cost objectives. Time worked must be documented as a percentage or as the actual hours spent on each activity, ensuring the total does not exceed 100%. Employees may be funded through multiple sources but have only one primary cost objective (e.g., Special Education, Title I, General Education, Curriculum Improvement, Administration, etc.).
- VI. Include periodic comparisons of budget estimates to actuals, updating records as needed to maintain accuracy.
- ~~VII. Time and Effort documentation of time spent by employees working within federal grants will be created and certified monthly by the signature and date of the employee working in the grant and the employee's supervisor.~~

3600 Time and Effort Policy

~~VIII. For employees who work in other areas of the School, in addition to a particular federal grant, all hours of the employee will be included on the multiple programs' state Personnel Activity Report (PAR) form. If the employee only worked in one federal grant, the single federal program state form will be used.~~

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

3601 TIME AND EFFORT PROCEDURES

1. Purpose

These procedures are established to support the implementation of the Time and Effort Policy approved by the LEA's Board of Directors.

2. Requirements

All federally funded programs, including Special Education, the National School Lunch/Breakfast Programs, and Perkins Career and Technical Education (CTE), require time and effort documentation for all employees whose work is funded by these sources.

2.1 Time and Effort Forms

a. Regular Salaries and Benefits

Required Information:

1. Name of the LEA
2. Employee's name
3. Employee's title
4. Start and end date of the reporting period
5. Certification statement confirming that the time distribution is accurate and represents 100% of the work performed during the period
6. Distribution of time (by percentage or hours) by object code(s), program(s), and funding source(s) based on actual work performed
7. The total distribution must equal, but not exceed, 100%
8. Signature of the Director or Direct Supervisor with knowledge of the employee's work
9. Date of the supervisor's signature (must be after the end of the reporting period)

Optional Information:

1. Employee's signature
2. Date of the employee's signature (must be after the end of the reporting period)

3601 Time and Effort Procedures

b. Stipends for Additional Duties (Outside of Standard Pay)

Required Information:

1. Name of the LEA
2. A statement confirming the stipend is for additional work on a specific cost objective
3. Funding source(s) for the stipend payment
4. A record including:
 - Date the stipend was paid
 - Employee name(s)
 - Amount paid per employee
 - Signature of the Director or Direct Supervisor with knowledge of the work completed
 - Date of the supervisor's signature (must be after the stipend payment date)

2.2 Timing

a. Salaries and Benefits Certification

- Provided at least semi-annually
- Generally signed shortly after the completion of the first six months of the fiscal year and at the end of the fiscal year

b. Stipend Certification

- Collected annually after the final stipend payment

2.3 Reconciliation

Payroll records must be reconciled with time and effort certifications to ensure accuracy.

3. Responsibilities

3.1 School Director or Supervisor of Cost Objectives

- a. Communicate assignment changes, including new hires, to the Business Manager promptly to ensure documentation adjustments.
- b. Provide estimated responsibilities and cost objectives for all personnel before the new school year, including:

3601 Time and Effort Procedures

- Estimated time allocations for multiple objectives, if applicable
 - c. Collaborate with the Business Manager before the school year to determine funding allocations for each cost objective.
 - d. Provide final time and effort certification upon an employee's termination, if necessary, before final payment.
 - e. Periodically review procedures to maintain compliance with updated regulations and document any necessary changes for Board approval.
 - f. Train employees on time and effort documentation policies and procedures.
 - g. Ensure proper time and effort documentation retention per LEA record retention policies or state/federal requirements, whichever is greater.

3.2 Business Manager

- a. Maintain estimated budgets and funding sources for each employee and cost objective annually.
- b. Update estimated budgets and actuals as assignment changes, terminations, and new hires occur.
- c. Reconcile payroll documentation with time and effort certifications.
- d. Provide input on updates and changes to procedures based on new regulations.
- e. Collect and review time and effort certifications at least semi-annually and as needed, ensuring:
 - Proper timing
 - Accurate information
 - f. Review budget progress and time and effort certifications with LEA Administration.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

7104 PARENT AND FAMILY ENGAGEMENT POLICY

Purpose

~~Entheos Academy recognizes the vital positive impact that parental involvement in their child's academic work has on student achievement. The following Parent and Family Engagement Policy—created in consultation with parents, and in conjunction with section 1118 of the Elementary and Secondary Education Act (ESEA)~~

Policy

- ~~I. (ESEA) sets forth the parameters and conditions for parental involvement in the educational programs at Entheos Academy, which are supported in part by Title I program funds. Entheos Academy shall:~~
 - ~~A. Convene an annual meeting to explain the Title I program to parents and inform them of their opportunity to be involved in the program;~~
 - ~~B. Be flexible in scheduling meetings to meet parents' needs. Title I funds may be used to pay related expenses such as child care, transportation, or home visits;~~
 - ~~C. Involve parents, in an organized, ongoing, and timely way, in planning, reviewing, and improving (including dissenting views) the school's programs supported in part by Title I funds;~~
 - ~~D. Provide timely information about its programs to parents; describe the curricula, the student assessments, and proficiency levels students are expected to meet; provide opportunities for regular meetings, such as SEP Conferences, where parents can provide input and respond promptly to parent suggestions.~~
- ~~H. In order to build capacity for involvement, the Entheos Academy staff will provide assistance to parents in such areas as understanding the State's content standards, student performance standards, and other associated assessments.~~
- ~~III. Entheos staff members will also provide parents with information as to how they can work with staff to improve the performance of their children and consult with teachers as to how they can participate in decisions relating to the education of their children. This information will be shared at the annual meeting mentioned as well as in newsletters and on the website.~~

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~~IV. Entheos Academy will provide additional materials and training to help parents work with their children to improve achievement. Materials will be distributed by such methods as e-mail, written notices, and/or handbooks.~~

~~Entheos Academy Parent-School Compact~~

~~A. As a Parent, I will take the initiative to:~~

- ~~1. Volunteer time to benefit the school.~~
- ~~2. Understand what my student is learning through active communication with my student and his or her teacher(s).~~
- ~~3. Follow up at home with teaching and modeling school values and Habits of a Scholar.~~
- ~~4. Provide an environment at home that encourages successful continuation of learning and completion of homework.~~
- ~~5. Attend Student Led Conferences, Celebrations of Learning, and other Entheos events.~~
- ~~6. Become an active partner with teachers and the school in helping my students(s) achieve their highest potential.~~
- ~~7. Show proper respect to others, property, and self by appropriate communication, dress and actions whenever visiting, volunteering, or attending any school activities.~~

~~B. AS A SCHOOL, WE WILL:~~

- ~~1. Engage students through quality lessons and active learning activities.~~
- ~~2. Provide an environment that is both emotionally and physically safe.~~
- ~~3. Be receptive to parent questions and suggestions.~~
- ~~4. Show professional level of respect to others, property, and self by appropriate communication, dress, and actions.~~
- ~~5. Be an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.~~
- ~~6. Communicate in a timely manner with parents/guardians about all aspects of student learning, including praise, struggles, and upcoming work and after-school events.~~
- ~~7. Provide a variety of ways for families to volunteer both in and out of the classroom.~~
- ~~8. Provide opportunities for students to have access to functional computers/equipment on a regular basis~~
- ~~9. Continuously provide high-quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.~~

7104 Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Entheos Academy agrees to implement the following requirements as outlined by ESSA Section 1116:

- Entheos Academy will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))
- Entheos Academy will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA
- Entheos Academy will work with its Title I schools to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d).
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, Entheos Academy and its Title I schools will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. (Section 1116(a)(2)(D)(i) and 1116(f))
- If the Entheos Academy plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, Entheos Academy will submit any parent comments with the plan when Entheos Academy submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))
- Entheos Academy will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) Funds reserved for Parent and Family Engagement activities must be used for at least one of the following activities:
 - i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding Parent and Family Engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents and family members.
 - ii. Supporting programs that reach parents and family members at home, in the community and at school.
 - iii. Disseminating information on best practices focused on Parent and Family Engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing Parent and Family Engagement.
 - v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's Parent and Family Engagement policy.
- The LEA will be governed by the following statutory definition of parent involvement, and expects that its

7104 Parent and Family Engagement Policy

Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) The carrying out of other activities, such as those described in section 1116 of ESSA.

Additional Required Responsibilities of Title I Schools under Sec. 1116(c)

The Entheos Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment RISE in at least math, language arts and reading.

PART II. ENTHEOS ACADEMY PARENT AND FAMILY ENGAGEMENT POLICY

Entheos Academy will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA, as applicable.

- a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
- b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement

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- c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.
- 1. The Entheos Academy will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education
 - a. Parent Crew Organization will work with school administration and 4H of Utah to make night educational events for parents to learn about formats and tools used at the school such as Compass, DIBELS, iReady, RISE, and MasteryConnect.
 - b. Parent Crew Organization will work with school administration and 4H of Utah to create community adult educational events such as parenting classes, resume building classes, ESL classes, Mobile Health and Dental units, and other health and community aide resources.
 - c. Community Advocate through the USU extension and 4H of Utah grant will bring resources to parents to the school via the use of the school as a community center.
 - d. Programs such as Books & Breakfast before school, Target Tutoring After school, 4H after school, and Summer STEM Camps, are additional ways the school will help educate and outreach to the community.
 - e. Translation services are available at each event.
 - f. Flyers, information, emails, texts, Facebook posts, and all notifications from the school are delivered in English and Spanish.
- 2. The Entheos Academy will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Entheos Academy will work closely with 4H of Utah and all of the community partners that are available and needed for the needs of our students and their families.
- 3. The Entheos Academy will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. Strategies to support successful school and family interactions
 - a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
 - b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
 - c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.
- 4. The Entheos Academy will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.
 - a. Results of parent and teacher surveys will be reviewed by Administration and the Entheos Governing board.
 - b. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
 - c. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
 - d. The Entheos Administration and Governing Board will then take steps to revise and adjust the Family Engagement Policies in response to the feedback from the surveys and focus groups, as necessary.
- 5. The Entheos Academy will involve parents in the activities of the schools served under Title I, which may include establishing a parent committee. The committee should comprise a sufficient number and

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representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

6. The Entheos Academy will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

A. The Entheos Academy will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- Utah academic standards;
 - The Utah State and LEA academic assessments, including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Entheos Academy will continue to send teachers, administration, and Board members to off-campus professional development training institutes, to Utah State Board of Education trainings on Title I, ESSA, English Language Learners, and Special Education Trainings as appropriate for each person's role and need for training.

C. The Entheos Academy will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by undertaking following activities:

Entheos Academy will seek to educate parents and teachers of the importance of working together to support children's education by having Student Led Conferences and Parent Teacher Conferences three times a year, family education nights at least three times a year, weekly emails with informative educational material from teacher to families, school newsletters, fun facts and articles on social media, and updated and accurate school website.

D. The LEA and each of its Title I schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All information will be sent in a multitude of formats including paper, text, electronic, social media, and will be in multiple languages. The information will also be presented more than one time when it is of importance and high need of student's learning.

E. The LEA and each of its Title I schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

4H of Utah and USU Extension program for afterschool STEM enrichment and Target Tutoring.

F. The LEA and each of its Title I schools shall provide such other reasonable support for its parental involvement activities as the parents may request.

Entheos Academy Parent-School Compact

7104 Parent and Family Engagement Policy

AS A PARENT, I WILL:

Take the initiative to:

- ❖ Volunteer time to benefit the my student and the school
- ❖ Understand what my student is learning, through active communication with my student and his or her teacher(s).
- ❖ Follow up at home with teaching and modeling school values and Habits of a Scholar. ❖ Provide an environment at home that encourages successful continuation of learning and completion of homework.
- ❖ Attend Student Led Conferences, Celebrations of Learning, and other Entheos events. ❖ Become an active partner with teachers and school in helping my student achieve to their highest potential.
- ❖ Show proper respect to others, property and self by appropriate communication, dress and actions whenever visiting, volunteering or attending any school activities.
- ❖ Help my student attend school, on time, regularly to ensure consistency of learning.

AS A SCHOOL, WE WILL:

- ❖ Engage students through quality lessons and active learning activities.
- ❖ Provide an environment that is both emotionally and physically safe.
- ❖ Be receptive to parent questions and suggestions.
- ❖ Show professional level respect to others, property, and self by appropriate communication, dress, and actions.
- ❖ Be an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.
- ❖ Communicate in a timely manner with parents/guardians about all aspects of student learning including praise, struggles, and upcoming work and after school events.
- ❖ Provide a variety of ways for families to volunteer both in and out of the classroom.
- ❖ Provide opportunities for students to have access to functional computers/equipment on a regular basis.
- ❖ Continuously provide high quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.