

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

24 August 2022

Consent Agenda Items:

1. Renewal of Executive Director Contract
2. Approval of New Staff - Kearns
3. Approval of New Staff - Magna
4. Policies for Approval

1. Renewal of Executive Director Contract

2. Kearns Campus:

- a. Kathryn Jacoby - Kindergarten
- b. Jenna Marshall - Kindergarten
- c. Heather Towle - Grade 1
- d. Katie Nielsen - Grade 1
- e. Kelly Herrera - Grade 2
- f. Carrie Usher - Grade 3
- g. Brian Thompson - Middle School Math
- h. Margaret Prevost - Middle School ELA
- i. Trapper Merrifield - PE
- j. Haylee Turner - Special Education

3. Magna Campus:

- a. Suzanne Giravi - Grade 1
- b. Aimee Wetzel - Grade 3
- c. Valerie Phillips - Grade 4
- d. Sarah Wright - Grade 4
- e. Taylor Cooper - Middle School ELA
- f. Tania Halafia - Middle School Social Studies

4. Policies for Approval

- a. 3100 Fiscal Procedures
- b. 3102 Cash Receipts
- c. 3103 Reporting Fraud and Abuse

#3100 FISCAL PROCEDURES

Purpose

Entheos academy will adopt fiscal policies and procedures to safeguard assets, ~~comply~~provide ~~compliance~~ with state and federal regulations, and ~~to~~produce timely and accurate financial information. ~~Entheos will create and have approved by its governing board an “Accounting Manual” that will outline in detail all financial policies and procedures of the school. The manual will include, but may not be limited to, the following items:~~

Policy

Fiscal

- I. Entheos will follow all relevant laws and regulations ~~governing that govern~~ Utah charter schools
- II. Entheos will provide accurate and auditable records of all financial transactions. We will maintain all books, records, and accounts in conformity with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards.
- III. Entheos will apply the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah Schools.
- IV. The Executive Director and Entheos School Board will be responsible for preparing and submitting all financial and school reports to the state. This will include, but is not limited to,
 - A. the State Accountability Report,
 - B. Financial Audit Report and
 - C. the Financial and Enrollment Report as required by the State Office of Education
- V. Entheos will retain an outside firm to provide monthly statements, accounts payable services, accounts receivable services, payroll, taxes, general accounting services, and other services as needed.
- VI. The Executive Director and Treasurer of the Entheos School Board will prepare:
 - A. an annual operating budget of revenues and expenses,
 - B. a cash flow projection, and
 - C. a capital budget.
- VII. These budgets and projections will be reviewed and approved by the Entheos School Board; and may be modified as necessary. The Board of Directors will have ~~the~~ authority to approve and will record in its minutes:
 - A. approval of the annual operating budgets,
 - B. ~~the~~ incurrence of debt or mortgages,
 - C. investments and/or purchase or sale of property,
 - D. opening or closing of checking or savings accounts,
 - E. selection of a certified public accountant, and
 - F. other financial activities associated with the charter school
- VIII. Financial statements displaying budget vs. actual results will be prepared by the school’s accountant and reviewed by the Executive Director and Treasurer each month. An updated budget vs. actual will be presented to the Board at least quarterly.

- IX. The Entheos School Board will arrange for an independent certified public accounting firm to conduct an audit of Entheos Academy's financial statements annually.

Use of Funds

- I. Transactions ~~over~~ ~~in excess~~ \$5,000.00 must receive documented pre-approval by the ~~Business Manager~~, Executive Director, Compliance Director, and, ~~either~~ the Board Treasurer or the Board Chair. Verbal approval is insufficient for pre-approval.
- II. ~~All other expenditures shall be made by check requiring two signatures, which may include the Business Manager, Administrative Assistant, Director or Board Member.~~ Pre-approved expenses may be reimbursed through an Expense Reimbursement Form.
- III. The Entheos School Board must approve all short-term and long-term debt.
- IV. Any reasonable expenses may be reimbursed to employees or Board members within IRS guidelines and legal limits if approved by the Entheos School Board.
- V. All lease agreements will be evidenced by a lease or sublease ~~and~~ agreements ~~must be~~ approved by the ~~Executive Director~~ ~~Entheos School Board signed by its Chair~~.
- VI. Entheos reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted amount, to the extent allowed by law and the guidelines of the funding source.

Budget Policies and Procedures:

- I. Entheos shall prepare a budget that shall ~~be in effect run~~ from July 1 to June 30.
- II. Budgeted Revenues will include, but shall not be limited to,
 - A. federal or state start-up funds,
 - B. federal or state operating funds as approved by the legislature and
 - C. other grants, donations, sponsorships, or fundraising monies obtained by Entheos.
 1. Amounts that cannot be established for certain, such as some fundraisers, will not be included in the annual budget.
- III. Budgeted Expenditures shall be categorized in the same chart of accounts as used by the Utah State Office of Education.

~~#3102~~ CASH RECEIPTS

Purpose

To establish Entheos' policy for ~~the handling of~~ all cash receipts, ~~including to include~~ currency, coins, checks, ACH transactions, and credit card transactions.

Definitions

"Public funds" are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including charter schools or other public bodies [Utah Code 51-7-3(26)].

Scope

This policy applies to all Entheos administration, licensed educators, staff, students, organizations, and individuals who ~~that~~ handle cash receipts or accept payment ~~in any form~~ on behalf of Entheos. The scope includes all activities at Entheos and in all locations where Entheos activities and public funds are collected.

Segregation of Duties

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits, and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of Entheos, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.

Policy

Cash Receipts

- I. The school will comply with all applicable state and federal laws.
- II. All receipting of funds at Entheos shall be done at the front office. No receipting is to be done in other locations, ~~such as the classroom~~. Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office for receipt. When a school event requires the collection of funds off-site or the office is closed, the same policies and procedures will be followed at the event.
- III. School employees will not open bank accounts outside of the control of the Entheos for the receipting or expending of public funds associated with school-sponsored activities. ~~Therefore, the~~ ~~The~~ Board of Directors must approve all checking and savings accounts used at Entheos.
- IV. All funds shall be kept in a secure location controlled by the front office staff until they can be deposited in Entheos approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in ~~complying compliance~~ with Utah Code 51-4-2(2) (a). Non-front office employees should never hold funds in any location for any reason.
- V. If the front office staff has left for the day or funds are receipted on the weekends, administrators should be available to lock cash receipts or cash boxes in ~~the~~ Entheos office until the next business day. ~~Employees or volunteers should never take cash receipts home. Cash receipts should not be taken home by employees or volunteers.~~
- VI. All checks should be made payable to Entheos Academy. Checks should not be made payable to an employee, a specific department, or a program.
- VII. Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.

- VIII. All funds (cash, checks, credit card payments, etc.) received must be receipted and recorded in Entheos' accounting records. All transactions are recorded in the accounting records by the Business Manager, who is not allowed to receive deposits.
- IX. Documents should be available and ~~should~~ demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).
- X. Under no circumstances are disbursements to be made directly from cash receipts (i.e., for purchases, reimbursements, refunds, or to cash personal checks).
- XI. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule 277-407.
- XII. Periodic and unscheduled audits or reviews should be performed for all cash activity.
- XIII. All activities involving cash must be supervised by an Entheos employee or authorized volunteer to ensure adequate controls are in place. In addition, training should be given to those involved in handling cash.

Model Petty Cash and Change Funds

- I. Petty cash and change funds must be authorized by Entheos' front office.
- II. All petty cash and change funds will be reflected on the Entheos' accounting records and reconciled monthly.
- III. These funds should not exceed the amount designated by Entheos' finance committee.
- IV. All petty cash funds and change funds should be kept locked in a secure location.
- V. Checks may not be made payable to "cash" or "bearer" and cashed by Entheos or school employees to create change funds or petty cash funds outside of the approved petty cash and change fund accounts.
- VI. Reimbursements to petty cash accounts will be made only when supported by receipts and approved by the executive director.
- VII. Expenditures should not be paid out of change funds. Change funds will be included in all tally forms or on deposit count sheets and accounted for with each use.
- VIII. Funds are subject to unannounced counts by Entheos personnel at any time.

#3103 REPORTING FRAUD AND ABUSE

Purpose

The purpose is to set forth the School's policy regarding reporting any fraud and abuse related to the procurement and use of the School's public funds.

This policy applies to all School administration, licensed educators, staff, students, organizations, and ~~all~~ individuals ~~who that~~ believe they have witnessed a fraud or abuse related to the School's public funds.

Policy

- I. Employees that believe they have witnessed a fraud, abuse, or illegal transaction involving the School's public funds should report the conduct to:
 - A. The School's director; or
 - B. The School's board chair; or
 - C. The Utah State Board of Education Internal Audit Department. The Internal Audit Department may be contacted as follows:
 1. Website: <https://www.schools.utah.gov/internalaudit?mid=892&tid=3>
 2. Email: audit@schools.utah.gov
 3. Dedicated Hotline: (801) 538-7813
 4. Mail: Utah Board of Education, Internal Audit Department Attention Debbie Davis, PO Box 144200, Salt Lake City, Utah 84114-4200
 5. In-person: Internal Audit Department Offices, 250 East 500 South, Salt Lake City, Utah.
 - D. The School's fraud reporting hotline: fraudhotline@entheosacademy.org
- II. Employees that report a fraud, abuse or illegal transaction shall have the protections provided in Utah Code 67-21-3.
- III. The director of the School, or an individual or committee appointed by the School's board, if a conflict exists with the director, shall:
 - A. Keep the identity of the employee(s) that report violations under this policy confidential.
 - B. Investigate the alleged misconduct to determine if fraud, abuse, or an illegal transaction did ~~in fact~~ occur and if so, the extent of the misconduct.
 - C. After the conclusion of the investigation, if it is found that fraud, abuse, or an illegal transaction did occur, the investigator(s) shall use his/her/their discretion in resolving the issue. Examples of possible outcomes may include, but are not limited to, the following:
 1. Additional training for minor issues; and/or
 2. Disciplinary action ~~as set forth in the Employee handbook~~; and/or
 3. Loss of employment.
 - D. Keep a record of the report and document the subsequent investigation and conclusion of the investigation.
 - E. Keep the School's board informed of reports, investigations, and actions taken under this policy.
- IV. The School Board shall decide whether to contact the Board of Education Internal Audit Department to conduct any further investigation.

REF: Utah State Board of Education Internal Audit Department, Utah Code 67-21-3

PROPOSED Board Meetings 2023

Date	Location	Address
January 25, 2023	Magna Campus	2606 S 7200 W, Magna, UT 84044
February 22, 2023	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
March 22, 2023	Magna Campus	2606 S 7200 W, Magna, UT 84044
April 26, 2023	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
May 24, 2023	Magna Campus	2606 S 7200 W, Magna, UT 84044
June 28, 2023	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
June 24, 2023 tentative	Board Retreat and work session	Location: TBD
July	No Meeting	
August 23, 2023	Magna Campus	2606 S 7200 W, Magna, UT 84044
September 27, 2023	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
October 25, 2023	Magna Campus	2606 S 7200 W, Magna, UT 84044
November 15, 2023	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
Dec	No Meeting	
Executive/Finance Meeting		
Date	Location	Schedule:
January 17, 2023	google meets	1:30 pm financial training
February 14, 2023	google meets	1:45 pm budget review
March 14, 2023	google meets	2:30 pm adjourn
April 18, 2023	google meets	
May 16, 2023	google meets	
June 20, 2023	google meets	
August 15, 2023	google meets	
September 19, 2023	google meets	
October 17, 2023	google meets	
November 7, 2023	google meets	

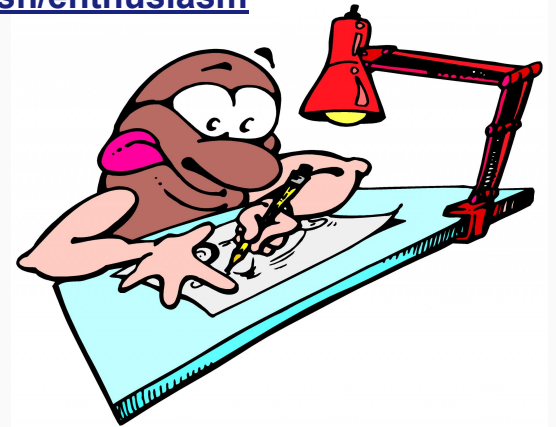
ENTHUSIASM



What is Enthusiasm?

“..a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it”

<https://dictionary.cambridge.org/us/dictionary/english/enthusiasm>





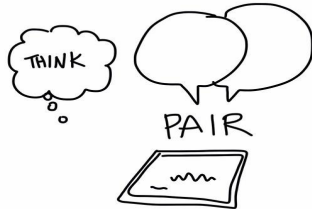
Our Amazing Enthusiastic Entheos Crew



Exciting Lagoon Day : Anything noticeable in this photo?

FUN

Activity

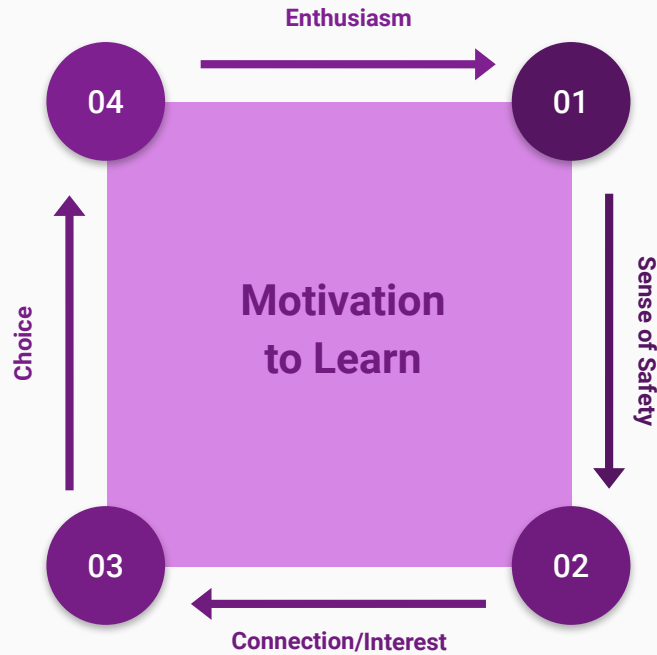


Step 1: **Pair Up**

Step 2: **Think** : What does enthusiasm mean to you? (1 minute)

You can find a photo from your phone, act out how you interpret enthusiasm, draw, write or find a reading of enthusiasm.

Step 3: **Share** with your partner



Teacher enthusiasm sparks the curiosity of students and jumpstarts their motivation to learn.

ENTHEOS ACADEMY

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6207 LIBRARY MATERIALS POLICY

Purpose & Mission of the School Library

School libraries have the responsibility of introducing students to the world of information. Students have the right to a relevant, balanced, and diverse school library collection that represents multiple points of view.

Support for Intellectual Freedom

The school libraries of Entheos Academy are guided by the principles set forth in the First Amendment of the U.S. Constitution.

“[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students.”
Island Trees v. Pico 102 S.Ct. 2799 (1982)

Procedures for Selection & Maintenance

Responsibility of Selection: The library professional seeks recommendations and works collaboratively with others in the school community during the selection process. Responsibility for actual selection rests with professionally trained library personnel using the Entheos Academy governing school board’s adopted selection criteria and procedures.

Selection Criteria: The criteria should be a blend of general, specific, and technical to enable library staff to select materials in all subject areas and formats. Librarians must also consider creating a collection that reflects diversity of ideas and authors as well as being reflective of the population the library serves. Gifts and donations shall be reviewed following the selection criteria and shall be accepted or rejected by those criteria.

Criteria:

- a) overall purpose and educational significance;
- b) contribution and relevance to the Utah standards and interests of the students including varied interests that reflect religious, ethnic, and cultural backgrounds;
- c) factual content is accurate, current, reliable, and authoritative;
- d) timeliness and/or permanence;

6207 Library Materials Policy

- e) readability and accessibility to intended audience;
- f) favorable reviews found in standard selection sources;
- g) artistic quality and literary style;
- h) age and developmental appropriateness;
- i) reputation and significance of author, producer, or publisher;
- j) variety of format with efforts to incorporate emerging technologies;
- k) quality and value are commensurate with cost and/or need;

Collection Maintenance and Weeding

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

Reconsideration

Any parent, employee, or student of Entheos Academy may express a formal request for reconsideration of a library material. Entheos Academy recognizes the right of parents under state law 53G-10-205.2. a-b, to restrict their child's access to materials the parent deems inappropriate. However, no parent has the right to make that decision on behalf of other students. If the material is a required part of classroom curriculum activities, the parent must follow the procedures for waiver contained in the LEA Policy.

Questioned items remain in circulation during the reconsideration process. The Library Media Review Committee is composed of individuals who are representative of the Entheos Academy community that convenes to review the challenged material. The Entheos Academy Library Media Review Committee is created for the purpose of reviewing library media materials when material is challenged.

- A. Challenges to the Entheos Academy school library media materials shall be submitted in writing using the district reconsideration form (Appendix A).
- B. Each committee member shall receive a copy of the challenge and the challenged material prior to the meeting. Committee members shall read the challenged material in its entirety prior to the committee meeting.
- C. The committee as a whole shall discuss the challenged material based on the district selection policy criteria.
- D. The committee shall make a recommendation of the challenged material determined by majority vote.

6207 Library Materials Policy

E. The committee communicates its decision to the appropriate administrator, who then communicates the decision to the person who made the challenge.

Policy Revision

This policy will be reviewed for necessary revisions at least every five years.

Appendix A Reconsideration Form:

Title _____

Author _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

1) Does your child attend this school? _____ Yes _____ No

2) Did you read or view the entire material? _____ Yes _____ No

3) What brought this material to your attention?

4) What concerns you about this material?

5) Are there materials you suggest to provide additional information and/or other viewpoints on this topic?

6) What action are you requesting the committee to consider?

Signature _____

Date _____



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ENTHEOS ACADEMY





EARLY LEARNING PLAN 2022-2023

LEA Name: **Entheos Academy**

Date of Expected Local Board Approval: **08/24/2022**

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-aO3K7OKGODi5ad_0Y2Ti/edit?usp=sharing&oid=111364743146836537372&rtpof=true&sd=true
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.

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

Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

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

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

- Submission on or before August 1st: For ELP **preapproval**, submit the following to earlylearning@schools.utah.gov by **August 1st**.
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in [Utah Grants](#) no later than **September 1st by 5 p.m.**
 - Early Literacy budget,
 - Final ELP plan (as an attachment),
 - Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) no later than **September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

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

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

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	95Phonics Core Program
Phonics	95Phonics Core Program
Fluency	95Phonics Core Program, Open Up Resources ELA EL Education Modules K-3
Vocabulary	Open Up Resources ELA EL Education Modules K-3
Comprehension	Open Up Resources ELA EL Education Modules K-3
Oral Language	Open Up Resources ELA EL Education Modules K-3
Writing	Open Up Resources ELA EL Education Modules K-3

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

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

<p> Screener(s): Acadience Reading</p>
<p> Diagnostic(s): *Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area. 95Phonics Screener iReady Reading Benchmark</p>
<p> Progress Monitoring: *SB 127: Districts and charters are required to administer formative assessments <u>and progress monitoring at recommended levels for the benchmark assessment</u> to measure the success of the focused intervention; Acadience Reading Progress Monitoring</p>

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

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

*Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-

designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

Tier 2 Evidence-based Curriculum Program(s) and/or strategies:

Sound Sensible, SPIRE, iReady Reading

Tier 3 Evidence-based Curriculum Program(s) and/or strategies:

WILSON Reading

Briefly describe how you ensure intervention is aligned to students' needs?

All kindergarten through 3rd grade students are assessed on the Acadience Reading and the i-Ready Reading Benchmarking systems. The data from these assessments is used to determine necessary interventions and diagnose specific strengths and weaknesses of every student. Depending on the students performance, students could be placed in regular Tier 1 classroom instruction or any of the intervention programs: Sound Sensible, S.P.I.R.E., i-Ready, Acadience Reading "Now What" small group intervention, and be place in leveled reading groups for small group or one on one instruction with specific goals.

SECTION B: EARLY MATHEMATICS

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

Ready Math

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

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Every Ready Math lesson addresses Conceptual Understanding through the modeling and connecting portions of the lesson.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Procedural Fluency is Imbedded into every Ready Math lesson under "practice".
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Every Ready Math lesson begins with a grapple that uses strategic and adaptic mathematical thinking and they leverage prior mathematical background knowledge and apply it to new mathematical learning.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	This is modeled by teacher attitude and behavior. It is also encouraged through multiple positive recognition strategies for students such as certificates for growth and perseverance, and also academic excellence.

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

All kindergarten through 3rd grade students take the Acadience Math screener, and the i-Ready Math Diagnostic benchmarking system. The data from these assessments is used to determine necessary interventions and diagnose specific strengths and weaknesses of every student. Depending on the students performance, students could be

placed in regular Tier 1 classroom instruction or any of the intervention programs such as iReady Math and be placed in small group or one on one instruction with specific goals.

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

Tier 2 Intervention Program(s)/strategies:

iReady Math

Tier 3 Intervention Program(s)/strategies:

Touch Math, Reflex Math

Briefly describe how you ensure intervention is aligned to students' needs?

Based on the outcomes of the Acadience Math screener, and our iReady Math screener, and the iReady Math Diagnostics, and additional Tier II or III screeners which have been administered to students demonstrating intervention needs, we assign interventions programs that build on the strengths the student exhibited.

SECTION C: LOCAL GOALS

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

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

Goal Sentence Frame:

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

1. Early Literacy Goal (required)

By June 1st 2023, Entheos Academy LEA will increase the percentage of kindergarten students scoring at or above benchmark on Acadience Reading composite from BOY to EOY by 36%, by providing job embedded instructional coaching to all kindergarten teachers, including classroom observations and feedback on implementation of explicit science of reading instruction such as the 95 Phonics core program, to ensure that more students enter 1st grade with grade level literacy proficiency.

2. Early Mathematics Goal (required)

By June 1st 2023, Entheos Academy LEA will increase the percentage of kindergarten students scoring at or above benchmark on Acadience Math composite from BOY to EOY by 17%, by providing job embedded instructional coaching to all kindergarten teachers, including classroom observations and feedback on implementation of effective Tier I Instruction with Ready Math, and strategic use of Tier II and Tier III supports based on diagnostic and screener data, to ensure that more students enter 1st grade with grade level math proficiency.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By June 1st, 2023, Entheos Academy will decrease the percentage of 1st grade students scoring well below benchmark on Acadience Reading composite from BOY to EOY by 37% by providing job embedded instructional coaching to all kindergarten teachers, including classroom observations and feedback on implementation of explicit science of reading instruction such as the 95 Phonics core program, to ensure that more students enter 1st grade with grade level literacy proficiency.

General Assurances: *Check the box below.*

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

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

PreK-3 PROFESSIONAL LEARNING GRANT 2022-2023

LEA Name: **Entheos Academy**

Date: **06/09/2022**

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrEIZrXX73aotjbFWWh-icRtqUfqC-/view?usp=sharing>
- If choosing to use the funds to support LETRS Professional Learning, please copy and paste the responses in this document to complete the literacy components of questions 1 and 3-6 of this Professional Learning Grant application:
<https://docs.google.com/document/d/1DVGHp41lLbkHeWlJXZL94BVdbFB-MXg7/edit?usp=sharing&oid=116776488579262299208&rtpof=true&sd=true>
- **Submission of the Professional Learning Grant is OPTIONAL depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.**
 - If choosing to apply for funds, check the first box below, complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Application* in the subject line.
 - If choosing to waive funds, check the second box below, do not complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Waiver* in the subject line.

We are **applying** for PreK-3 Professional Learning Funds

We are choosing to **waive** Professional Learning Grant Funds

Submission and Approval

- Submission on or before August 1st: For PLG **preapproval**, submit your plan as a WORD document to earlylearning@schools.utah.gov **by August 1st.**
 - Once your plan is approved, you will receive instructions for submitting your budget in <https://utahgrants.utah.gov/> this must be completed **no later than September 1st by 5 p.m.**

[Estimated fund for Professional Learning Grant FY23](#)

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures.

Important Definitions per Board Rule:

[Professional Learning Standards](#)

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.

- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Grants for Professional Learning

Check appropriate boxes to indicate professional learning focus.

<input checked="" type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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If choosing to support both literacy and math you will need to complete sections 1 and 3-6 for both professional learning opportunities. If supporting just one content area, leave the other content area box blank.

1. Name the professional learning opportunity you will be providing in your LEA.

Literacy: LETRS
Math:

2. Check how you plan to use the funds: (Check the boxes for how funds are intended to be spent.)

Teacher stipends to attend professional learning

- Presenter fees
- Coaching supports
- Substitute teachers
- supplies and materials for teacher professional learning
- Hire a coach to support P-3 Literacy or Math

3. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

Literacy: LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.
Math:

4. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.

<p>Literacy: LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.</p>
<p>Math:</p>

5. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.

<p>Literacy: LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.</p>
<p>Math:</p>

6. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.

	Literacy	Math
<p>Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.</p>	
<p>Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and</p>	

	administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.	
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access to knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.	
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.	
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.	
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and	

	implement the instructional strategies in the classroom.	
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	<p>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>	
Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.	

General Assurances: *Check the box below.*

The LEA assures that it is in compliance with State Code [53F-5-214](#) and Utah Board Rule [R277-326](#) applicable to this program.

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

PATHWAYS TO EARLY LEARNING PROGRAM (ELP) PLAN SUBMISSION AND APPROVAL

PATHWAY 1 - PREAPPROVAL (<i>ends August 1</i>)	PATHWAY 2 - APPROVAL ONLY
<ol style="list-style-type: none"> 1. Complete your internal LEA Longitudinal Data Analysis prior to LIT Training: Longitudinal Composite Data Analysis and Longitudinal Submeasure Performance 2. Attend LIT Training in June. Be sure to bring your LEA Longitudinal Data Analysis. 3. Find the LIT Training 2022 folder in preparation for writing your LEA plan: <ol style="list-style-type: none"> a. Early Learning Plan Template b. Look Fors Document c. Instructions for Entering Goals in Data Gateway d. Instructions to Add Roles in Data Gateway e. Early Learning Program (ELP) Plan Timeline 4. Gather your internal LIT Team and draft your Early Learning Plan using your Longitudinal Data Analysis. 5. Send your Early Learning Plan draft to earlylearning@schools.utah.gov for preapproval no later than August 1st. 	<ol style="list-style-type: none"> 1. Complete your internal LEA Longitudinal Data Analysis prior to LIT Training: Longitudinal Composite Data Analysis and Longitudinal Submeasure Performance 2. Attend LIT Training in June. Be sure to bring your LEA Longitudinal Data Analysis. 3. Find the LIT Training 2022 folder in preparation for writing your LEA plan: <ol style="list-style-type: none"> a. Early Learning Plan Template b. Look Fors Document c. Instructions for Entering Goals in Data Gateway d. Instructions to Add Roles in Data Gateway e. Early Learning Program (ELP) Plan Timeline 4. Gather your internal LIT Team and draft your Early Learning Plan using your Longitudinal Data Analysis. 5. Take your plan to your local board to have it approved in an open, public meeting. This must occur in June, July, or August. <i>You may need to call an emergency local board meeting.</i>

6. USBE staff will review your plan.
 - a. If your plan **does not need any revision**, USBE staff will grant you preapproval and send you the “preapproved” plan attached to that email. Then proceed to step 7.
 - b. If your plan **needs revision**, USBE staff will track changes and add comments to your plan and send it back in an email with the feedback included. This step will be repeated until preapproval is granted by USBE staff.
 - i. Download your plan to see all feedback and comments.
 - ii. Make revisions based on the feedback and send that plan (2.0) back to USBE via earlylearning@schools.utah.gov for preapproval.

*****If your LEA never sends a revised plan back to earlylearning@schools.utah.gov, you are now on Pathway 2-step 5 as your LEA was not granted preapproval.*****

- c. If all revisions are complete, USBE will grant you preapproval and send you the “preapproved” plan attached to the email.
7. Take your preapproved plan, from that email, to your local board to have it approved in an open, public meeting. This must occur in June, July, or August. **You may need to call an emergency local board meeting.**
8. After your local board has approved your preapproved plan, you are ready for submission in [Utah Grants](#). Log in to submit

6. Ensure you have an “LEA ELDP Submitter” role in the Data Gateway.
 - a. If you do not see your LEA in the drop down menu, you do not have that role. Have your LEA Data Gateway Admin. follow these steps: ([Instructions to Add Roles in Data Gateway](#))
 - b. If you still do not have access, contact apphelpdesk@schools.utah.gov. This will connect you with USBE IT.
 - c. Enter your goals into the [Data Gateway](#) no later than September 1 by 5 p.m. Make sure that goals are entered under the correct goal type and that details match your goal narrative: [Instructions for Entering Goals in Data Gateway](#)
7. After your local board has approved your plan, you are ready for submission in [Utah Grants](#). Log in to submit no later than September 1 by 5 p.m. [How to Apply for Grants in Utah Grants](#)
 - a. Enter your budget information including the project abstract and budget narrative (examples in the [Look Fors Document](#)).
 - i. [Allowable expenditures](#) include:
 - Evidence-based intervention curriculum
 - Literacy assessments that identify student learning needs and monitor learning progress
 - Focused literacy interventions that may include: the use of reading specialists or paraprofessionals,

no later than September 1 by 5 p.m. [How to Apply for Grants in Utah Grants](#)

- a. Enter your budget information including the project abstract and budget narrative (examples in the [Look Fors Document](#)).
 - i. [Allowable expenditures](#) include:
 - Evidence-based intervention curriculum
 - Literacy assessments that identify student learning needs and monitor learning progress
 - Focused literacy interventions that may include: the use of reading specialists or paraprofessionals, tutoring, before or after school programs, summer school programs, or the use of interactive computer software programs for literacy instruction and assessments for students.
 - These funds may be used for portable technology devices used to administer literacy assessments.
 - ii. Unallowable expenditures include:
 - Purchasing core curriculum/materials
 - Funding general education/special education teachers
 - Funding educators supporting grades 4 and up

tutoring, before or after school programs, summer school programs, or the use of interactive computer software programs for literacy instruction and assessments for students.

- These funds may be used for portable technology devices used to administer literacy assessments.

ii. Unallowable expenditures include:

- Purchasing core curriculum/materials
- Funding general education/special education teachers
- Funding educators supporting grades 4 and up
- These funds cannot be used to supplant funds for existing programs, but may be used to augment existing programs.

b. Attach your local board approval minutes for this school year (not the agenda). *These minutes can be in draft form and do not have to be approved minutes.*

c. Submit for approval to send it to your LEA internal approver.

d. Contact your LEA internal approver to approve and submit the application to USBE. *If your application is sitting with your LEA internal approver, it has **not** been submitted to USBE.*

8. Within 3 weeks, USBE staff will review your budget, plan, local board approval minutes, and goals. If any of those require

- These funds cannot be used to supplant funds for existing programs, but may be used to augment existing programs.

- Attach your local board approval minutes for this school year (not the agenda). *These minutes can be in draft form and do not have to be approved minutes.*
- Submit for approval to send it to your LEA internal approver.
- Contact your LEA internal approver to approve and submit the application to USBE. *If your application is sitting with your LEA internal approver, it has **not** been submitted to USBE.*

9. Within 3 weeks, **USBE STAFF WILL:**

- Review your budget and local board approval minutes.
 - If revision is needed, the revisions will be completed through [Utah Grants](#). [How to Revise UT Grants Applications](#)
- Attach your preapproved plan in Utah Grants **FOR YOU** and ensure all assurances are checked.
- Enter and approve your goals in the Data Gateway **FOR YOU**.
- Approve your application and your LEA will receive funding.

CONGRATULATIONS! YOU ARE DONE!

revision, USBE staff will send them back to be revised with feedback and instructions. These revisions may be in the Data Gateway for goals or Utah Grants for everything else. [How to Revise UT Grants Applications](#)

- Budget revisions** (potentially due to unallowable expenditures, necessary revision of the project abstract and/or budget narrative)
- Early Learning Plan revisions** (potentially due to an incomplete funding section, unanswered questions, goals needing revision, and/or unchecked assurances)
 - Revisions must be sent to earlylearning@schools.utah.gov for USBE approval **before going back to your local board.**
- Local Board Approval Revisions** (potentially due to attachment of agenda, minutes from a previous year, handwritten notes, no evidence the Early Learning Plan was approved, and/or waiting on the second set of local board approval minutes)
 - **Once plan revisions are complete, you will need to go back to your local board for approval again. See step 5 for local board approval steps.**
*Pre-approval is offered to help LEAs avoid this.
- Goal revisions** in [Data Gateway](#) (potentially due to incorrect goal type chosen, goal details



not matching goal narrative, and/or goals not copied and pasted from your plan (word for word). * *Goal revisions cannot be completed in Data Gateway until USBE staff have given approval of your plan.*

9. Once your local board has approved your final (USBE approved) plan, you will need to **repeat Steps 7a-7d**.
 - a. If more revision is required for your budget, goals, or local board approval minutes, **step 8** will need to be repeated and the entire revision process must be completed no later than October 15 by 5 p.m. This means submission of your Early Literacy Budget with three attachments (Early Learning Plan and Local Board Approval Minutes from your first and second board meeting) are in [Utah Grants](#) and your LEA local goals are entered into the [Data Gateway](#) and no further revisions are required.
 - b. If nothing more requires revision, USBE staff will approve your budget, plan, local board approval minutes, and goals. Your LEA will then receive funds for that school year.

****Note: If an LEA is not applying for Early Literacy funds, they are still required by state code to submit an Early Learning Plan and Local Board Approval minutes.***

****Note: if the following things have not occurred by September 1 at 5 p.m., an LEA is out of compliance with state code and board rule and will be placed on a corrective action plan as per Board Rule R277-114: submission of your Early Literacy Budget with two attachments (Early Learning Plan and Local Board Approval Minutes) in Utah Grants and your LEA local goals entered into the Data Gateway.***



Entheos Kearns Director's Report

August 2022

Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

Information about Year of Service projects was passed out, and Melanie talked with 6th grade families at registration.

Adventure

Melanie passed out adventure packets and gathered health forms to get ready for trips. We are planning on adventure with 6th grade 9/14-16 and 8th 9/28-30. 6th grade adventure trip is moving back to Cedar City to accommodate individual tents for the larger group of students. Students will be learning about ecosystems and how changing ecosystems affected ancient civilizations. This ties 6th grade science and social studies standards together really well.

PCO

The following was reported by Dayna Raaum:

Dayna Raaum and Dawn Sudweeks will be continuing their roles as the co-lead parents for the PCO.

Parent volunteers were able to sign up for PCO at our registration event. An email will also be sent to parents that may have missed registration to give them the chance to sign up for a crew. Volunteers will be sorted into each crew and then start getting organized for the year.

PCO has planned the dates for all PCO events for the year from August 2022 to May 31st 2023.

Staff Recognition

Elementary

Jenna Marshall has worked as a Para with Entheos since 2020. She will be teaching kindergarten this year. Jenna has displayed resilience, tenacity and tons of enthusiasm for life even when faced with adversity. She continues to work on her teaching certification through her studies with Western Governors University. Jenna has worked diligently over the summer in her classroom and it is ready for her students. We are so thrilled to have her on our Entheos crew.



Staff Recognition

Middle School

Dalton Horscroft is our Science Teacher for 7th and 8th grade. Dalton designed and delivered an exceptionally engaging summer school program on microbes. His students were engaged, enlightened and were actively learning with their peers. Dalton has the ability to balance student accountability with fun. His students respect him and are motivated to be their best selves in his class. Dalton's growth mindset ensures that he is a continuous learner and is always seeking to improve his craft. We are very fortunate to have Dalton as part of our faculty and crew.



Staff Recognition

Support Staff

Misty Startup continues to do a fantastic job in our front office. Misty has a unique ability to be calm and pleasant while managing a plethora of demanding tasks with amazing accuracy. Misty has navigated many changes and challenges this summer with poise, dedication and relentless hard-work. Misty did a great job with student registration, kinder orientation and distributing materials to our crews. Thank you Misty for your continued commitment to Entheos!



New Teachers for 2022-2023

Kathryn Jacoby : Kindergarten AM/PM

Kathryn moved from California to Utah this summer. She has a bachelor's degree in Liberal Studies and a Masters in Education. Kathryn has accumulated 36 years of teaching experience with a focus on early education. She has decades of experience in mentoring and leadership roles within education. We are excited to have Kathryn join our Entheos crew.

Katie Nielsen: 1st Grade Teacher

Katie moved from Idaho to Utah this summer. She has a Bachelor of Science degree in Elementary Education. Her 9 years of teaching experience have been in kindergarten to 3rd grade at a charter school. Katie has a bubbly enthusiastic personality that her 1st graders will adore. We are thrilled to have Katie join our Entheos crew.

New Teachers for 2022-2023

Kelly Herrera: 2nd Grade Teacher

Kelly graduated with a Bachelor of Arts degree in Psychology. She has taught 2nd grade for 5 years. She was a team lead at her previous school where she monitored, guided and coached new teachers. Kelly is looking forward to working with our school community. We are so excited to have her join our team.

Carrie Usher : 3rd Grade Teacher

Carrie has a Bachelor of Arts degree in Humanities and a Masters in Language Arts. She has more than 20 years of teaching experience. Carrie recently moved to Utah from Florida. She has done extensive work on social emotional learning with students. Carrie is very compassionate and eager to start teaching 3rd grade. We are so excited to have Carrie on our crew.

New Teachers for 2022-2023

Brian Thompson: Middle School Math Teacher

Brian has a Bachelor of Science degree in Industrial and Systems Engineering from Ohio State University. He has 8 years of experience teaching math to middle school students, four of which were spent in Virginia. Brian loves our school values and is excited to be part of our school community. We are excited to work with Brian and see how he impacts our students' love for learning.

Meg Prevost : Middle School ELA Teacher

Meg graduated with a Bachelor of Arts degree in English Education from Southern Utah University in 2009. Meg has worked as a Technical Operations Coordinator in California for 5 years where she wrote standard operating procedures and trained staff. She is in the process of renewing her Utah Secondary Teaching Credential. We are excited to have her as part of our team.

New Teachers for 2022-2023

Trapper Merrifield : Physical Education Teacher

Trapper has moved from Colorado to Utah this summer. He has worked as a lifeguard, referee and an umpire for various sports. He graduated from Southern Utah University with an Exercise Science degree with a minor in Physical Education and Coaching. We are excited to have Trapper join Entheos this year.

Paras Moving Into Teaching Positions!

Jenna Marshall:

Jenna has spent two years working as a para in 5th grade while she has been studying to complete her requirements for her teaching certification through the APPEL program.

We are thrilled to have Jenna be our **kindergarten teacher** for our all day kindergarten students.

Heather Towle:

Heather has been working as a para for Entheos for almost 7 years. She is taking all the required courses to obtain her teaching certification with Western Governors University. Heather has been progressing through the APPEL program.

We are excited to have Heather move into a **1st grade** teaching position.

Haylee Turner:

Haylee Turner has worked with Entheos for one year as a paraprofessional with our middle school ELA students. She is working towards her teaching certification via the APPEL program.

We are excited to welcome Haylee as one of our awesome **SpED** teachers.

New Paras for 2022-23

Kinder: Tiffany Lloyd (moved from sped)

Grade 4: Bridgette Thornock

Grade 5: Gina Nieto and Kallie Gallagher

Music: Nicole Rich

Middle School: Taylor Schultz

Behavior: Hayden Snow

Support Staff 2022-23

Kitchen Manager: Katie Pentico

Katie Pentico worked in the kitchen at our Magna campus. She also drove our school bus when needed. Katie has a bubbly personality with an optimistic attitude. She understands our school, our meal program and has worked with our kitchen staff in the past. We are very pleased to have Katie as our Kitchen Manager.

Part time School Bus Driver: Kevin Thomas

Kevin just moved from California with his wife, Kathryn, who is our new Kindergarten teacher. Kevin has worked in the aerospace industry for 29 years and then drove school buses for Apple Valley Unified School District since 2015 to 2022. Kevin is a very experienced driver with training on city and mountain driving. We are very happy to have him on our team.

New School Work Plan Overview, 2022-23

Entheos Academy District 2022-23 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.
2022-23 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 	100% of teachers will implement morning Crew centered around the school values, to increase our students' sense of safety, value and respect.	100% of students will strive to produce High Quality Work that contains complexity, craftsmanship, and authenticity, and teachers will show this process through Documentation Panels.
2022-23 Implementation Priorities	Core Practice 30 D	Core Practice 23 B	Core Practice 25 B Core Practice 12
Leadership Multi-Year Impact Goal	To build a strong staff Crew and increase the belief of educators that they can positively affect students (teacher efficacy).		
2022-23 Leadership Goal	To build a strong staff Crew where 80% of Crew members feel increased levels of respect, value, support, and belief that they can positively affect their students, by EOY.		

Work Plan: Mastery of Knowledge and Skills

2022-23 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 Reading and RISE.*

*This includes 65% of English Learners making typical or better growth

This year's MKS Learning Target for teachers:

I can use student data to evaluate, adjust and differentiate instruction to increase learning outcomes.

MKS Crew:

The MKS Crew this year, that is in charge of creating and delivering professional development, consists of the following individuals:

Jessica Nash, Sherry Smith, Jacinta Red Thunder,, Denise Mathews, and Stephanie Gerrard.

Work Plan: Character

2022-23 Performance Goal:

100% of teachers will implement morning crew centered around the school values, to increase our students' sense of safety, value and respect.

This year's Character Learning Target for teachers:

I can implement crew centered on the school values, to increase my students' sense of safety, value and respect.

Character Crew

The Character Crew this year, that is in charge of creating and delivering professional development, consists of the following individuals:

Sara Erickson, Sarah Whitley, Lauren Jacoby, Chris Munsey, and Dina Wecker

Work Plan: High Quality Work

2022-23 Performance Goal:

2021-22 Performance Goal #1: 100% of students strive to produce High Quality Work that contains complexity, craftsmanship, and authenticity, and teachers will show this process through Documentation Panels.

This year's HQW Learning Target for teachers:

I can create Documentation Panels that show the process my students took to reach high quality work.

High Quality Work Crew:

The HQW Crew this year, that is in charge of creating and delivering professional development, consists of the following individuals:

Melanie Louviere., Deb Bore, Allison Weber, Dalton Horscroft and Dina Wecker

Events

Teachers had fun at our team building session.

“Hot Dog Hello” attracted a steady flow of excited parents and students.

Our school registration and our Kindergarten orientation were also well-attended.



Entheos Executive Director's Report

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August 2022

Upcoming Calendar Dates

Magna

- 8/17 First Day of School
- 8/22 - 9/30 Diagnostic Testing
- 8/30 - 9/1 7th Grade Adventure Trip
- 9/5 Labor Day, No School
- 9/8 4 H Family Game Night, 6 - 8
- 9/8 - 9/9 6th Grade Adventure Trip
- 9/14 Vision Screenings

Kearns

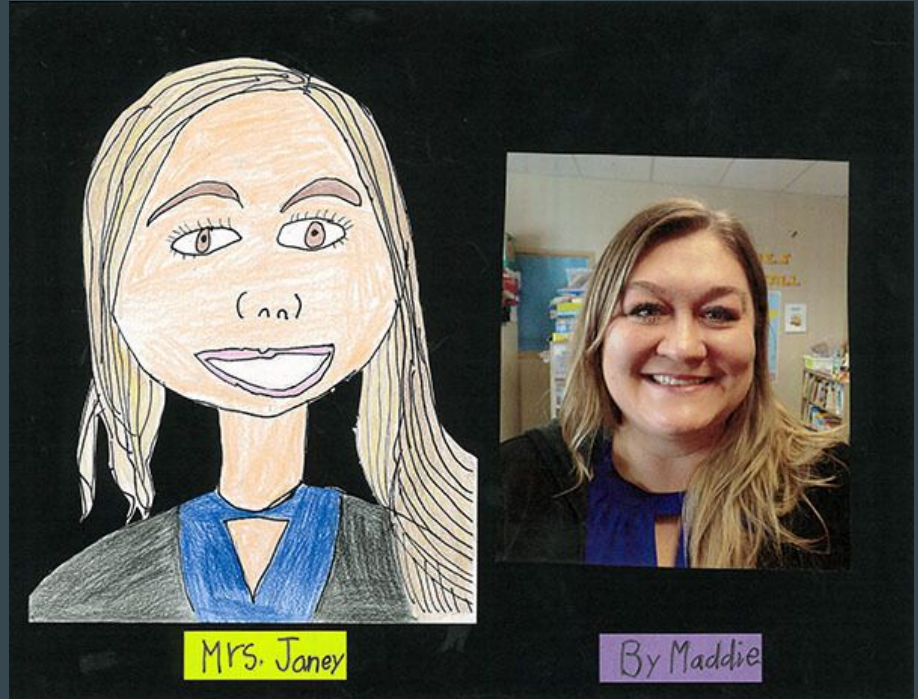
- 8/17 First Day of School
- 8/22 - 9/30 Diagnostic Testing
- 8/25 M.S. Orientation, 6-8
- 9/1 Picture Day
- 9/5 Labor Day, No School
- 9/7 4 H Family Game Night, 6 -
8
- 9/13 - 9/15 6th Grade Adventure Trip
- 9/15 Vision Screenings
- 9/27 - 9/29 8th Grade Adventure Trip

2022- 23 Enrollment

	Magna	Kearns
Enrollment	489	573
Waitlist	110	174

Welcome to Janey Stoddard; Expeditionary Learning and Early Literacy Support

We are thrilled to be contracting with our former Expeditionary Learning School Designer for the 2022-23 school year, to assist us at both campuses with implementing the original Expeditionary Learning Model of education, as well as provide early literacy support! Ms. Janey Stoddard knows and understands Entheos very well, and will be a huge asset to our teachers and leaders. Ms. Janey will be providing approximately 16 hours of support per week.



Para to Teacher Pipeline Grant

We are thrilled that we have received funding to continue financial support of our first cohort of Para to Teacher Pipeline participants, and also that our grant application was approved to fund a second cohort of participants! This grant pays for Entheos paras to go to school to obtain their teaching licenses, while working at our schools. We are grateful to have a team of mentors that work to support these individuals as they become highly qualified teachers.

Cohort 1:

Haylee Turner
Marsha Peirce
Heather Towle
Jenna Marshall
Alicia Seeley
Heather Pentico
Taylor Cooper

Cohort 2:

Jance Neel
Norma Lopez
Tiffany Lloyd
Cjaristy Lane
Joshlynn Tonge
Hailey Klinger
Alice Duran

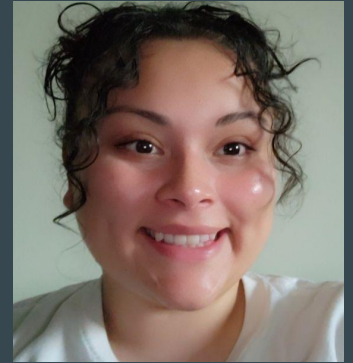
Pipeline Mentors:

Sherry Smith
Jacinta Red Thunder
Jessica Nash
Jason Gilbert
Stephanie Gerrard
Nina Red Thunder
Melissa Durfee
Charity Foutz

Mental Health Program Supports and Goals, 2022-23

Through our SBMHQGP Grant we will:

- Create and implement lessons for students in grades 4-8 at both campuses, to teach coping strategies for mental health issues. Lessons will be approved by the Executive Director prior to implementation.
- Create and implement 4 parent/guardian training events during the 2022-23 school year, on child and teen mental health issues.
- Create and make available parent/guardian informational packets in Spanish and English on social/emotional challenges commonly faced by youth today, including self harm, anxiety and depression, suicidal ideation, substance abuse, eating disorders, acceptance, bullying, and social media.



Ms. Mariana Arellano,
Entheos Social Worker

Outside of our grant, Ms. Mariana will:

- Participate on the Student Support Teams at each campus to assist in selecting and developing appropriate interventions for struggling students.
- Crisis Support; provide as needed consultations for students/parents/administrators during the school day when critical needs arise (such as students expressing suicidal ideation, loss of family members, homelessness, and other traumatic or adverse life events).

Middle School Orientation- New Structure

This year we introduced a new structure; a Middle School Orientation for parents and guardians introducing them to the unique aspects of our program. We recognize that the middle school experience at Entheos is significantly different than local district schools, and felt that we could improve our parent communication and thereby enhance understanding of what to expect, increasing support of student's participation in things such as our Adventure Program. Ms. Melanie Louviere also helped us design informational flyers in Spanish and English that highlight key aspects of the experience.

Next year, we will hold an introductory meeting for our 5th grade families, before their children enter our Entheos middle school.

Why Choose Entheos?

Expeditionary Learning
hands-on authentic lessons

Adventure Program
curriculum-based
multiday trips

Discovery Program
learn new skills & talents

Service Learning
service that supports learning
and builds community

We are Crew!
build positive connections with
peers and teachers



Contact Us

Middle School Programs

KEARNS CAMPUS
4710 W 6200 S
Kearns UT 84118
801.417.5444

MAGNA CAMPUS
2606 S 7200 W
Magna UT 84044
801.250.5233

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Model Crews

This year as part of our Character Work Plan goal, 2 of our veteran Expeditionary Learning teachers will be running “Model Crews”. These experts will be:

- Mat Edvik (Magna campus)
- Sarah Whitley (Kearns campus)

Once they have established well running structures for the 2022-23 school year, Ms Whitley’s and Mr. Edvik’s Crews will become exemplars and work to spread Crew effectiveness throughout the schools. We are grateful for Ms. Whitley’s and Mr. Edvik’s willingness to take on this new role!

Innovative Schools Conference, July 5-9



Entheos Academy was able to send 26 of our educators to the Innovative Schools Conference this summer! This professional development opportunity was paid for through Land Trust funding. Educators were able to select and attend sessions delivered by educational experts from across the county on a variety of topics related to teaching and learning. This was the first off-campus conference our educators have been able to attend since prior to the pandemic, and their feedback was very positive and they are excited to bring their new learning to the classroom.

Curriculum and Instruction

LETRS

Language Essentials for Teachers of Reading and Spelling



Cohort 1 - Year 2

- 18 Educators
- 4 Administrators
- 20 passed off and finished year 1 (out of 27 at BOY)

Cohort 2 - Year 1

- 8 Educators
- 0 Administrators

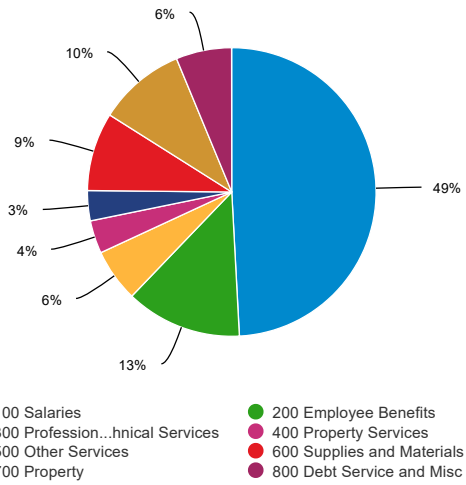
Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	\$4,953	\$147,729	\$165,729	0.0%	3.0%
3000 State Revenue	\$895,848	\$10,070,753	\$10,075,379	8.8%	8.9%
4000 Federal Revenue		\$1,610,286	\$1,655,009	0.0%	
TOT	\$900,801	\$11,828,768	\$11,896,117		
Expense (8 School Category records)					
100 Salaries	-\$297,198	-\$5,397,500	-\$5,397,500	7.6%	5.5%
200 Employee Benefits	-\$119,555	-\$1,429,000	-\$1,429,000	8.2%	8.4%
300 Professional and Technical Services	-\$30,088	-\$650,310	-\$650,310	1.4%	4.6%
400 Property Services	-\$33,382	-\$406,000	-\$406,000	6.1%	8.2%
500 Other Services	-\$19,721	-\$370,000	-\$370,000	0.2%	5.3%
600 Supplies and Materials	-\$58,017	-\$965,785	-\$965,785	4.4%	6.0%
700 Property	-\$38,152	-\$1,075,000	-\$1,075,000	-0.0%	3.5%
800 Debt Service and Misc	-\$58,764	-\$685,609	-\$685,609	7.6%	8.6%
TOT	-\$654,877	-\$10,979,204	-\$10,979,204		
TOT	\$245,924	\$849,564	\$916,913		

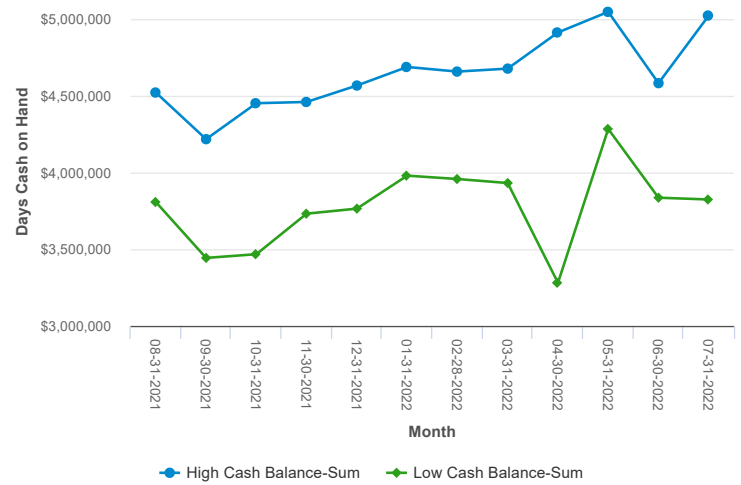
Financial Metrics

Financial Metric	Covenant	Target	Forecast
Net Income		398,565	916,914
Operating Margin		4.5%	7.71
Debt Service Ratio	1.10	1.37	2.45
% Building		<15%	5.3
Unrestricted Days Cash	30	150	178
Restricted Cash			380,610

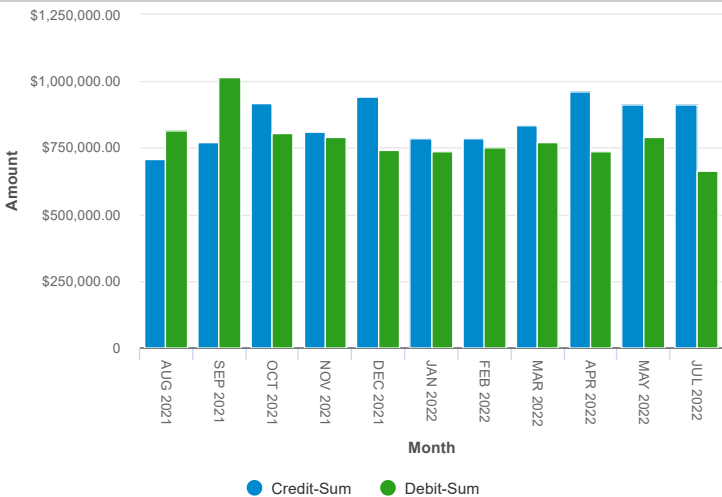
Expense Distribution



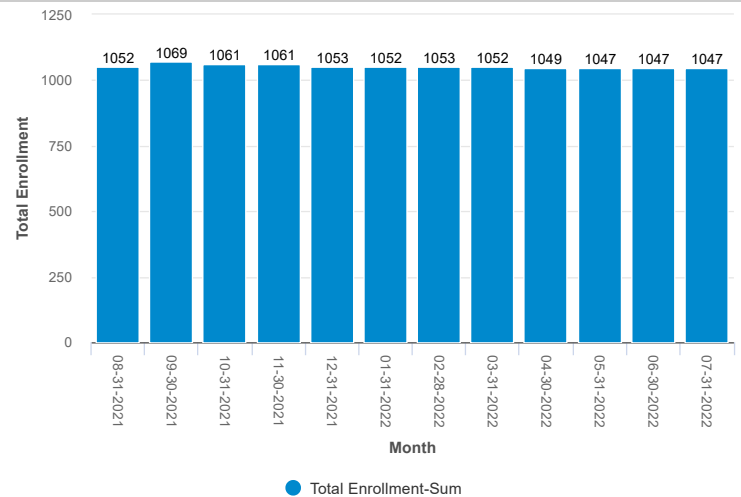
Cash Balance



Revenue vs Expenses



Enrollment Trend



ENTHEOS ACADEMY BOARD MEETING MINUTES

June 22, 2022 7:00pm

Held at Entheos Academy Kearns Campus
4710 West 6200 South Kearns, UT 84118

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Rod Eichelberger, Brittany Garner
 - b. Board Members Excused: Karen Bogenschutz, Stephanie Gibson
 - c. Administrators and Staff also present: Esther Blackwell, Jason Benion, Sue Talmadge, Dina Wecker, Alisha Cartier, Brian Cates of Red Apple
 - d. Administrators Excused: Denise Mathews
 - e. Time:7:01 pm
- II. Meeting Opened by Rod Eichelberger (7:01)
- III. Pledge of Allegiance led by Brittany Garner (7:02)
- IV. Mission Statement by Rod Eichelberger (7:03 pm)}
- V. Approve minutes from 05.25.2022, 06.04.2022, and Consent Agenda (7:03 pm)
 - a. **Rod Eichelberger motions that we approve minutes from 05.25.2022, 06.04.2022, and Consent Agenda. Seconded by Brittany Garner. Motion passed by unanimous 4-0 vote**
- VI. Entheos Value Presentation by Deb Ivie (7:04 pm)
 - a. Shared about the school value of Enthusiasm

PUBLIC COMMENT

- I. NONE (7:06 pm)

INFORMATIONAL ITEMS

- I. Q&A on Director's Report (7:06 pm)
 - a. Xazmin Prows asks how to understand the WIDA data. Dina gives an explanation as to how it is gathered and used to track progress.
 - b. Xazmin Prows comments on a great job on meeting goals. Jason Bennion shares he is excited to continue to grow and able to put more emphasis on crew.
 - c. Esther Blackwell comments that reports are short and simple this month. Not much more since retreat. Eager to see how RISE pans out with growth.
 - d. Esther Blackwell shares that tomorrow is the last day of summer school. Very positive. Teachers and paras enjoy it because they have creativity.
 - e. Teachers will attend a conference July 5th-9th. Large number of the Entheos team are going. First conference able to attend since before the pandemic. Innovative schools conference. Similar set up to EL conference.
 - f. Rod Eichelber asks about the outdoor learning center. Jason Bennion comments that the project is on pause. Focus on new grass and landscaping areas due to water issues. Need a better place for kids to play. Getting bids on turf. Hoping to have it ready this year but could be next year.
- II. Staff Recognitions (7:16 pm)
 - a. Magna staff: Kathryn Price, Mat Edvik, Caroline McLelland

- b. Kearns staff: Jacinta Red Thunder, Sherry Smith, Liberty Patterson
- III. Budget and Finance Report (7:26 pm)
 - a. Deb Ivie shares that the PTIF - investing funds are doing well. Budget is at 92% through the end of May and everything is right on track. Current operating margin of 7%, which is a good place to be. Also that the cash balance is good. A bunch of reimbursements, which is typical for this time of year. She also shared about restricted funds NSLP and SPED. School is in the process of buying new cafeteria tables for both campuses to help with spending down. Also able to unrestrict up to 35%, which will also help.
 - b. Esther Blackwell comments included in next year's budget using ESSER funds to help with the turf situation. Getting bid for artificial and regular turf. Money set aside for a new school bus as well. Well funded salary increases for all teachers and stipends for various responsibilities.
 - c. 7:32 pm: Brian Cates joined
 - d. Brian Cates comments that this is the best year in state increases which is great to offset decreases from Federal.
 - e. Rod Eichelberger asks if there is anything that the board should be aware of from Red Apple. Brian Gates mentions that they are focused on audit, restricted funds always on radar, and gearing up for next year.

DISCUSSION ITEMS

- I. Board Development led by Brittany Garner (7:34 pm)
 - a. Brittany Garner led discussion on Chapter 4 of We Are Crew. Divided everyone into groups to review various sections of the chapter and then had each share their observations from what was read.
- II. Board Recruitment led by Rod Eichelberger (7:56 pm)
 - a. Rod Eichelberger is recommending one, possibly two, more board members. Target to fill one slot by the end of the calendar year. Legal or financial background, connections in politics, community ties. Looking for someone with a skillset different than on the board now. Not looking at location specific but doesn't want to take anyone that is already active away from the school.
- III. Policies for discussion led by Xazmin Prows (8:01 pm)
 - a. 3100 Fiscal Procedures - no questions asked
 - b. 3102 Cash Receipts - no questions asked
 - c. 3103 Reporting Fraud & Abuse - no questions asked
 - d. 5303 Persistently Dangerous Schools Policy - Esther Blackwell comments that there is no reason to believe we will ever be labeled this way. This is a required policy by the state to have. All of the language from the state code.

ACTION ITEMS

- I. **Xazmin Prows motions to approve the Entheos Academy final FY 2022 budget. Brittany Garner seconded. Motion passed by unanimous 4-0 vote (8:05 pm)**
- II. **Brittany Garner motions to approve the Entheos Academy preliminary FY 2023 budget. Deb Ivie seconded the motion. Motion passed by unanimous 4-0 vote (8:06 pm)**
- III. **Rod Eichelberger motions to approve the members and chairs of the named committees. Xazmin Prows seconded. Motion passed by unanimous 4-0 vote (8:07 pm)**
- IV. **Rod Eichelberger motions to approve our current cadre of board advisors. Brittany Garner seconded. Motion passed by unanimous 4-0 vote (8:09 pm)**

- V. **Rod Eichelberger motions to approve the Persistently Dangerous School Policy. Xazmin Prows seconded. Motion passed by unanimous 4-0 vote (8:11 pm)**

8:12 Break

CLOSED SESSION

ADJOURN

- I. Time 8:36
- II. Deb Ivie motions to adjourn, seconded by Xazmin Prows. Motion passes by unanimous 4-0 vote

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AFFIDAVIT

Entheos Academy School Board Closed Session

Wednesday, 22 June 2022

Entheos Kearns Campus

4710 West 6200 South Kearns, UT 84118

This closed session was held to discuss the character, competency, physical or mental health of an individual according to Utah Code 52-4-2-205.



6/22/2022

Rod Eichelberger
Entheos Academy Board Chair

Date



Entheos Magna Director's Report

August 2022



PCO

-
- We have a new PCO lead, Kelsey Hutchings-Zambrano. Welcome!!
 - PCO helped with dress code exchange clothing at Registration.
 - Also provided treats for teachers on the first day of school.

Service Learning

As reported by Melanie Louviere:

- Melanie met with 6th grade parents and students at registration and the hot dog hello, and spoke at the middle school orientation. The response was very positive with several parents saying their student is excited for the year of service.
- Melanie also had an opportunity to meet with the new teachers at BOY training. She shared ways to implement and grow expeditionary/module service learning without being overwhelmed.
- Starting our Mobile Food Pantry for our families in September, and it will occur once a month for the remainder of the school year.

Adventure

As reported by Mat Edvik:

-
- [Adventure Video](#)

Staff Recognition

Anita Holfeltz - 2nd Grade



Mrs. Holfeltz has been an important part of our Crew at Entheos! As a 2nd grade teacher, she is very well organized and very well planned for each lesson. Anita is a great collaborator with other teachers. She has done a great job with students in their reading and math skills. Our 2nd grade team works very well together to accomplish many great things with their students. Anita is always kind and willing to help, and we are grateful for all of her hard work! Thank you Anita!

Staff Recognition

Eric Casperson - PE



Coach C has been a very positive addition to Entheos Academy! He has built a great rapport with our middle school students, and is always willing to jump in and help whenever needed. He has many creative ideas and makes PE fun for ALL of our students. He has also been collaborating with the Kearns PE teacher. We are excited to start the school year with Eric, and love the energy he brings to Entheos! Thank you Eric!

Staff Recognition

Lavon Hatch - Librarian



Mrs. Hatch has been with Entheos for several years as our librarian. She brings a very calming presence to our students and staff. She has been working throughout the summer to organize books and technology. She spends a lot of time making sure we have books and equipment available and that they are inventoried properly. Lavon has is always willing to lend a hand to anyone that asks. She is also great communicating with parents when asked. Thank you Lavon!

New Teachers for 2022-2023 school year

Suzanne Giravi - 1st Grade

Hi, my name is Suzanne Giravi and I have always had a huge passion for working with kids, I have been teaching for over five years. I come from a big family of nine people, and we are all very close. I was born in Northern Iraq and came to the U.S. as a baby, so education and freedom is very important to me. Some of my hobbies include; hiking, traveling, swimming, baking, kayaking, and rollerblading.

Aimee Wetzel - 3rd Grade

My Name is Aimee Wetzel and this is my 10th year teaching. I have 3 children and lived in Japan for 2 years, where I taught Japanese students English in the schools. I love pushing students to find the joy in learning new things and try to make things fun and exciting. Entheos has an amazing crew and I am glad to be part of it.

New Teachers for 2022-2023 school year

Valerie Phillips - 4th Grade

Hello! My name is Valerie Phillips and I am delighted to be teaching fourth grade at Entheos this year! I am from Canada. I just moved down to Utah this summer and am loving it so far. This will be my fifth year of teaching. I look forward to a great year of learning and discovery! Outside of school, I enjoy crocheting, reading, dancing and long walks with my fiancé.

Sarah Wright - 4th Grade

Hi, my name is Sarah Wright. This is my 8th year teaching. Teaching is my passion, along with spending time with my family. They are my support system and biggest fans. I am very excited to be a part of the Entheos Crew!

New Teachers for 2022-2023 school year

Taylor Cooper - MS ELA

Hi, my name is Taylor Cooper and I am the new ELA teacher! English is my passion and what I studied in college. I am currently attending WGU to get my Master's in Teaching. I love Entheos and I really believe in our mission to bring our values into the classroom.

Tania Vake - MS Social Studies

Tania Halaufia-Vake recently moved from Washington to Utah . She is excited to get back in to teaching and bring "History Alive" with the middle school students. Prior to being a stay at home mom for many years, Tania taught Social Studies to grades 6-12 in several Florida Charter Schools where she discovered how learning from the past can shape our future generations. She is excited to be crew with Entheos Academy and paddle the boat to success with the students. Its been an amazing journey so far!

New Paras for 2022-2023 school year

Kindergarten: Sandra Winn

1st Grade: Crystal Roundy

2nd Grade: Carla Latta

MS: Amanda Nisson

MS: Makenzie Fresh

MS: Leanne Jimenez

MS: Courtney Eckhardt

Work Plan Overview 2022-2023 School Year

Entheos Academy District 2022-23 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.
2022-23 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 	100% of teachers will implement morning Crew centered around the school values, to increase our students' sense of safety, value and respect.	100% of students will strive to produce High Quality Work that contains complexity, craftsmanship, and authenticity, and teachers will show this process through Documentation Panels.
2022-23 Implementation Priorities	Core Practice 30 D	Core Practice 23 B	Core Practice 25 B Core Practice 12
Leadership Multi-Year Impact Goal	To build a strong staff Crew and increase the belief of educators that they can positively affect students (teacher efficacy).		
2022-23 Leadership Goal	To build a strong staff Crew where 80% of Crew members feel increased levels of respect, value, support, and belief that they can positively affect their students, by EOY.		

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 Reading, RISE and WIDA.
 - This includes English Learners and Special Education students
- **Learning Target:** I can use student data to evaluate, adjust and differentiate instruction to increase learning outcomes.
- **MKS/HQW Crew:** Charity Foutz, Evette Mendisabal, Melissa Durfee, Jenn Teo, Luseane Tafisi, Jason Bennion

Work Plan - Character

— Performance Goal

- 100% of teachers will implement morning Crew centered around the school values, to increase our students' sense of safety, value and respect.
- **Learning Target:** I can implement Crew centered on the school values, to increase my students' sense of safety, value, and respect.
- **Character Crew:** Alaina Hendricks, Katie Ellis, Luseane Tafisi, Jason Bennion

Work Plan - High Quality Work 21-22 Final Report

Performance Goal:

- 100% of students will strive to produce High Quality Work that contains complexity, craftsmanship, and authenticity, and teachers will show this process through Documentation Panels.
- **Learning Target:** I can create Documentation Panels that show the process my students took to reach high quality work.
- **MKS/HQW Crew:** Charity Foutz, Evette Mendisabal, Melissa Durfee, Jenn Teo, Luseane Tafisi, Jason Bennion

Events

Entheos staff, students, and families participated in the Magna 4th of July Parade, celebrating our Value of Patriotism!



Events

- We had a great turn out for Registration, Hot Dog Hello, Kindergarten Orientation, and our first Middle School Orientation!

