

<i>Campus</i>	<i>TSI</i>	<i>Grant</i>	<i>Root Cause</i>	<i>Focus Area</i>	<i>Zone/Group</i>	<i>Who is Accountable</i>	<i>Who will Implement</i>	<i>Goal Targeted</i>	<i>Action/Task</i>
D1/ELC				ALL	Students Academically At Risk	Admin	Teachers	RISE ELA, Math scores	75% of students identified as academically at risk will participate in AED instruction. Targeted support focused on RISE concepts and portal usage will be provided to students performing below proficiency. AED classes will be led by teachers with a demonstrated record of high student growth.
D1/ELC		TSSA		ALL	K-6	Admin	Teachers	Provide MTSS instruction for all students at their achievement level throughout the school year adapting as student need changes.	Hire enough paraeducators to ensure that we have multiple class offerings in reading, math and spelling instruction in every grade level.
D1/ELC		EARS		ALL	Students At Risk	Admin	Teachers, Character Development Team	90% of teachers/instructors will have 90% compliance in showing required chew time videos	Ensure teachers/instructors are showing chew-time videos by checking the Chew Time Tracker by the end of each term and making strategic intervention plans with teachers/instructors who are not compliant to showing the videos.
D1/ELC				CK History	Grades 1, 2, 3, 4	Admin	1-4 Teachers	Average score is >= 80%	100% of Teachers will use the updated 2025 version, grade level My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack with 90% fidelity. Students will use MAT to predict & track their scores in each History unit throughout the year. Teachers will utilize best practice techniques for end of year reviews to help students review and recall key ideas and concepts.
D1/ELC				Enhancement - GT	5th-6th (SED)	Michelle Mulcahy	4th-6th Academic Director	Increase GT participation of students experiencing Socioeconomic Disadvantage by 1.5%	Provide ongoing skills-based reading and math intervention groups to support the academic progress of financially disadvantaged students.
D1/ELC				SPED PIP	SWD	SETS/Admin	SETS/Admin/Jen Walstad	95% of 4th grade SpEd students will participate in RISE testing by the 2025-26 academic year, as indicated on the APR-RDA data collected in the Spring of 2025 and 2026.	Ensure that all SWDs participate in state assessments unless their parents have officially opted them out of testing. We will do this by implementing the code tracking spreadsheet and participating in the weekly audits of this form. During Term 1 of the year, ensure testing accommodations are reviewed at all annual review IEP meetings. Send information to all SpEd student parents in Term 3 on the process and importance of RISE testing.
D1/ELC				SPED PIP, Indicator 11	SWD	Admin	SPED teachers	By the end of SY2025-26, 100% of Child Find Initial Evaluations Timelines will be completed within 45 school days.	Weekly SERT meeting updates on the progress and timeline of initial evaluations
D1/ELC				Grade Level Progression ELA	K-6	Admin	Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	We have fully implemented Waterford Reading program with iPads in K, and will continue doing it 30 minutes across all five days. In addition, all students in 1st and 2nd grade will get a login to the program to use at home. Students below grade level in readnig will be required to do Waterford for 20 minutes each night.
D1/ELC				Grade Level Progression ELA	Kindergarten	Admin	Kami Bodily & Cody O'Brien	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	This goal was met last year, but admin will continue to monitor LPC report on any groups that are at risk, by term, for not completing the years worth of progress. Admin will meet with teacher/instructor in question to make a strategic plan of attack/discuss needs of students verses compliance.
D1/ELC				CK ELA	Grade 3	Kami Bodily	3rd teachers	Average score is >= 80%	By the end of the school year, 100% of teachers in the designated grade levels will use an end-of-year review that includes all poems and literature covered throughout the year. Each review will highlight the main ideas and key themes of each literary piece to support student recall and comprehension. To support this process, administrators will conduct planning check-ins in September and January to ensure progress, and observe implementation of the review activities in classrooms during April . This goal is aligned with curriculum standards and is designed to reinforce key learning in preparation for end-of-year assessments.
D1/ELC				CK Math	Grade 2	Kami Bodily	2nd Teachers	Average score is >= 80%	Train staff to understand the purpose of the test in its relation to critical thinking. If a scantron is purchased, will incentivize on the test.
D1/ELC			Title IIA	Grade Level Progression ELA	Grades K-3	Kami Bodily	K-3 teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Send five teachers to Lindamood-Bell LiPS training, one teacher to Seeing Stars training, and three teachers to Visualizing and Verbalizing training. Upon their return, these teachers will lead training sessions for K-3 staff during pre-service week, with ongoing support and follow-up sessions provided during Professional Development days and DTM meetings throughout the school year as the programs are implemented.

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D1/ELC				Grade Level Progression ELA	Grades K-6	Admin	K-6 teachers	>=80% of students will meet or exceed end-of-year benchmark levels on their Reading Acadience scores, as measured from the BOY to EOY assessments.	Teachers will receive training on how to analyze Acadience assessment results to identify specific areas of reading need for each student. Following the release of BOY (Beginning of Year) Acadience scores, teachers will use this data to inform instruction and implement targeted interventions. Identified skills will be progress monitored bi-weekly to track student growth and adjust instruction as needed.
D1/ELC				RISE MATH	Grades 3, 4, 5, 6	Admin	Grade-Level District Leads	>=70% of the students receive a passing score	District leads will continue to allocate at least 15 minutes every month during DTMs to RISE training and/or demos. At DTMs, teachers will focus on a true analysis of AE data and incorporate a plan of attack. Fourth grade will adopt the Illustrative Math program for its conceptual math, and fifth and sixth grade will continue to use Illustrative Math.
D1/ELC				SPED PIP	SWD	SERT Team	SETS/Admin	During the 2025-26 School year the SERT team will track RTI compliance each week to ensure teachers are reporting intervention given to both Admin and staff to improve child find.	SERT team will audit RTI form each week with 85% accuracy.
		Title IIA			K-6	Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading & Math level groups	Teacher Training in August
D1	N/A	SPED	High SPED Need	SPED	SWD				Instructors who are paid as ASETS and placed in a classroom where there is a high SPED need
D1	N/A	NA		Parent Satisfaction	Communication			By end of 2025-26 maintain having over 95% of parents satisfied with communication.	<p>Example Action Item: Research and implement at least two new media tools (e.g., translated video messages, multilingual social media posts, or text-to-speech translation apps) by October 2025 to enhance communication with non-English-speaking parents. Provide staff training on their use and track engagement through analytics.</p> <p>Example Action Item: Increase the amount of effective parent communication through short targeted video communications by 20%. Quarterly analysis usage and impact.</p> <p>Example Action Item: Find and utilize tools and tracking systems to be able to target email communications to only the families to which the email communication applies to. By end of year work to ensure that families do not receive any blanket catch all email communications.</p>
D1	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Standing Accountable" in 4th-12 grade.	Train 4-6th grade on standing accountable procedures. Track impact of student performance in relation to missing homework in classrooms where teachers that are implementing the standing accountable procedures. Share impact data with staff in staff meetings in a hopes to encourage others to participate.
D1	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Speak Loudly so all can hear" in all grades	Train all staff on "Speak Loudly so all can hear". Administration will model this practice in all staff meetings and trainings. Admin will monitor this practice in all classroom visits and make immediate corrections where staff is not requiring students to meet this expectation. Admin will do a BOY, MOY and EOY report on staff implementation of this innovative practice.