

<b>Campus</b>	<b>TSI</b>	<b>Grant</b>	<b>Root Cause</b>	<b>Focus Area</b>	<b>Zone/Group</b>	<b>Who is Accountable</b>	<b>Who will Implement</b>	<b>Goal Targeted</b>	<b>Action/Task</b>
WV 1			Not all students feel intrinsically motivated to achieve academically.	CORE Knowledge SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	Average score is >= 80%	Updated 2025 MATs, with predictive scoring will be used with fidelity by 100% of the teachers throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores. Measured by quarterly checks by administration
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	Average score is >= 80%	Curriculum delivery & effectiveness will be discussed in grade-level team meetings weekly and best practices shared. Measured by quarterly admin check-ins.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Admin & Coaches: Catherine	Average score is >= 80%	Administration will ensure 100% of new teachers demonstrate the skills necessary to pass to the pink homeroom coaching form by end of November by providing frequent classroom visits from admin & coaches.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Admin & Coaches	Average score is >= 80%	Admin & coaches will work with returning teachers to increase their proficiency in homeroom skills by one coaching level by the end of the year. (Highest level: green).
WV 1			Not all skills/content are being taught to mastery.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	Average score is >= 80%	Teachers on purple coaching level will report and analyze subject Accountability Elements within the week that they are delivered and scored, and, under the guidance of a team lead or team member, make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.
WV 1			Some teachers are more practiced and effective at teaching our curriculum.	CORE Knowledge ELA, SCI, HIS,	K, 1, 2, 3, 4, 5, 6	WV 1 Teachers: Hancock	Teachers	Average score is >= 80%	Utilize at least 15 min of time during District Team Meetings monthly, to demo teach upcoming lessons and provide feedback to encourage best practices.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	CORE Knowledge Math	K, 1, 2, 3, 4, 5, 6	WV 1 Teachers: Hancock	Admin	Average score is >= 80%	Train staff during QIP meetings to understand the purpose of the test in its relationship to critical thinking.
WV 1		Title I or II	Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Admin will ensure all purple (teaching level 1) MTSS Teachers receive coaching visits weekly for the first two months of school and pink (teaching level 2) MTSS Teachers will receive two coaching visits in each of the subjects they teach before the end of January, 2026.
WV 1			Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Teacher will communicate with parents via a phone call or face-to-face meeting before the end of the first term to create a plan of attack for students who are not on track to achieve grade level progress goals, with the intention of closing the achievement gap. Plans of attack will include school, parent, and student responsibilities.

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WW 1			Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WW 1 Admin: Hancock	Admin: Academic Coordinators	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	During preservice, campus admin will train all teachers on appropriate academic pacing and benchmarks in accordance to the APA curriculum scope and sequence (100 lessons in the assigned programs - or 1 lesson per school day when subject is taught). Use the weekly Lesson Progress Chart to review lesson progression during weekly QIP meetings. Address strategies (such as coaching) individually with teachers when appropriate progression is not meeting the APA 1 lesson a day standard. Recorded in Coaching Database.
WW 1			Not all skills/content are being taught to mastery.	Math (Acadience)	1, 2, 3, 4, 5, 6	WW 1 Admin: Hancock	Teachers	>= 70% of students achieve benchmark on State Composite score	Teachers will report and analyze Conceptual Math Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.
WW 1			Not all skills/content are being taught to mastery.	Reading (Acadience)	1, 2, 3	WW 1 Admin: Hancock	Teachers & Reading Specialists	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Students placing Well Below or Below benchmark will receive bi-weekly progress monitoring reading assessments by teacher to monitor and track their progress. New Teachers will be trained to implement the recording software with immediate access to analyze their students' progress.
WW 1			Early learning students benefit from opportunities to practice reading skills from their peers	Reading (Acadience)	1, 2, 3	WW 1 Admin: Hancock	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Students who score below benchmark on the state acadience reading assessment will be placed in an academic extended day (AED) reading mentor program by the end of the first 2 weeks of school. Student attendance is tracked with the AED tracker. Student progress is tracked with the Acadience Progress Monitors.
WW 1			Not all students feel intrinsically motivated to achieve academically.	Reading (Acadience)	1, 2, 3, 4, 5, 6	WW 1 Admin: Hancock	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	District approved MATs will be used with fidelity with 100% of the teachers throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores. Measured by monthly report by teachers.
WW 1			Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	Reading/Math (Acadience)	1, 2, 3, 4, 5, 6	WW 1 Admin: Hancock	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	During pre service week, teachers will be trained on the recording software for Acadience tracking as well as the Waterford reading software that can be implemented in a home based program.
WW 1			Teacher support for struggling students	Reading/Math (Acadience)	1, 2, 3, 4, 5, 6	WW 1 Admin: Hancock	Teachers, Reading Specialists, Academic Office	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	100% of teachers will implement the use of the recording software for Acadience tracking for BOY, MOY and EOY Acadience testing.

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WV 1			Teacher support for struggling students	Reading (Acadience)	1, 2, 3	WV 1 Admin: Hancock	Teachers, Reading Specialists, Academic Office	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Based on BOY, MOY, and EOY Acadience Reading performance, teachers will make individualized intervention plans with students who scored well-below or below grade level to help them reach benchmark. Teachers will work with students following each assessment to determine progress and track individual performance.
WV 1			Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Reading (Acadience)	1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	Teachers, Reading Specialists, Academic Office	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teachers will teach parents of Intensive and Strategic students how to DYAD read by the first parent teacher conference. Parents will practice DYAD reading with their student as individually directed by teacher in accordance to student Acadience scores.
WV 1			Not all skills are being taught to mastery.	Reading (Acadience)	3, 4, 5, 6	WV 1 Admin	Teachers, Reading Specialists, Academic Office	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Using tools found in the Acadience program, teachers will instruct students monthly in implementing strategies for success on the MAZE portion of the Acadience assessment.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA	3, 4, 5, 6	Grade Level District Lead: Hancock	Teachers	>= 70% of students achieve a passing score	At monthly district team meetings, create and discuss higher level comprehension questions that will be implemented by teachers during daily instruction.
WV 1			Not all students feel intrinsically motivated to achieve academically.	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	>= 70% of students achieve a passing score	District approved MATs will be used with fidelity with 100% of the teachers throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores. Measured by monthly report by teachers.
WV 1			Students need teacher support and modeling for End of Year state assessments.	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	>= 70% of students achieve a passing score	100% of Teachers will model how to strategically complete the RISE exam, throughout the first 4 terms on a weekly basis, by breaking down questions in a step-by-step process, guiding students in a plan of attack for each test question.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA and Math	3, 4, 5, 6	Grade Level District Lead: Hancock	Teachers and Team	>= 70% of students achieve a passing score	Utilize at least 15 min of time during District Team Meetings monthly, to demo teach upcoming lessons and provide feedback to encourage best practices.
WV 1			Not all skills/content are being taught to mastery.	RISE MATH	3, 4, 5, 6	WV 1 Admin: Hancock	Teachers	>= 70% of students achieve a passing score	Improve Conceptual Math program by adding 4th grade to the Illustrative math program used by 5th & 6th and by providing more training on the implementation of this program and the program used by 3rd grade.
WV 1			Teacher skills vary in delivering curriculum clearly and effectively.	RISE-ELA,MA,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Hancock	ELL Specialist	>= 70% of students achieve a passing score	80% of ELL students who qualify for the DISE program on the DISE internal assessment will remain at school for a triple-dose DISE class during Academic Extended Day.
WV 1			Students with disabilities need extra teacher support	RISE-ELA,MA,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin: Leavitt	SETS	>= 70% of students achieve a passing score	Add one additional Special Education Teacher (SET) to be able to provide smaller caseloads and greater individualized attention to their students.

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WW1		TSSA	Struggling students need extra teacher support; absence of a quality teacher impacts student learning	TSSA	K, 1, 2, 3, 4, 5, 6	WW 1 Admin	All School Instructors	Provide MTSS instruction for all students at their achievement level throughout the school year adapting as student need changes.	Be fully staffed with paraeducators to ensure that we can offer multiple class offerings in reading, math and spelling instruction in every grade level.
WW1		Title 1 / TSSA	Staff turnover impacts student success Teacher skills vary in delivering curriculum clearly and effectively.	TSSA	K, 1, 2, 3, 4, 5, 6	WW 1 Admin	Admin	Attract and retain highly skilled and highly effective teachers.	Work with district admin and HR to financially incentivize high performing teachers to work at West Valley 1. Attract and retain highly skilled, highly effective teachers.
WW1		Title 1 / TSSA	Staff turnover impacts student success Teacher skills vary in delivering curriculum clearly and effectively.	TSSA	K, 1, 2, 3, 4, 5, 6	WW 1 Admin	Admin	Attract and retain highly skilled and highly effective instructors.	Work with district admin and HR to offer monetary incentives to attract and retain highly skilled, highly qualified ABPP Instructors who are trained in the curriculum/science of reading for high needs students with ABPP (Alternative Brain Processing Patterns)
WW1		Title 1 / TSSA	High performing and highly effective teachers needed to close the achievement gap for the 50%+ percentage of academically low performing students		K, 1, 2, 3, 4, 5, 6	WW 1 Admin	Admin	Attract and retain highly skilled and highly effective teachers.	Financially Incentivize high performing teachers to teach specifically at the WW1 campus
WW1		TSSA	Staff trained in curriculum/science of reading are needed to meet the high needs of students with ABPP. (Alternative Brain Processing Patterns)		K, 1, 2, 3, 4, 5, 6	WW 1 Admin	Admin	Provide MTSS instruction for all students at their achievement level throughout the school year adapting as student need changes.	70% of students reading at grade level as measured by EOY Acadience score in 3rd grade. One year or more of growth for 85% or more for all students in all grades for reading as measured by course progression.
WW1		SpEd	Staff turnover impacts student success Students with disabilities need additional academic support	SPED	K, 1, 2, 3, 4, 5, 6	WW 1 Admin	Admin	Attract and retain highly skilled and highly effective instructors.	Work with district admin and HR to find highly capable candidates to work as assigned ASETs--working in a homeroom where there is a high need for SpEd support. Incentivize this position with higher pay.
WW1			Students with disabilities need additional academic support	SWD	2, 3, 4, 5, 6	WW1 Admin	Summer Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading & Math level groups	Invite SWD students whose proficiency is more than 1 level below their grade level peers to participate in small group instruction supported by video aids, 6 weeks during the summer, 2-3 hours per day, 4 days per week (participation level based on student need and availability).

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WW1		Title I, SAQ, GU, Other	Afterschool homework completion #s. Parent Empowerment participation #s. Annual Teacher Surveys reporting improved behavior for students participating in afterschool.	Title I & ARP-ASP	2, 3, 4, 5, 6	Admin: Leavitt	After School Director & Staff: Connie McCullough	Serve an average of 70 students daily in afterschool programs.	Afterschool High Arts participation and homework assistance programs to promote academic success, pro-social preventive factors, self-efficacy, and other positive outcomes for the school community.
WW1				SPED PIP, Indicator 11	SWD	Admin: Hancock	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
WW1				SPED PIP, Indicator 11	SWD	Admin: Hancock	SPED teachers	By the end of SY2025-26, 100% of Notice of Meetings will be completed 24 hours prior to meetings.	Weekly SERT meeting updates on the progress on NOMs.
WW1				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.
WW1		Enhancement - GT		Enhancement - GT	5th-6th (SED)	Admin: Hancock	4th-6th Academic Director	Increase GT participation of students experiencing Socioeconomic Disadvantage by 1.5%	In 24-25, the percentage of Saxon 8/7 or higher students who participated in free and reduced lunch was 61%. We will prepare SED students for participation in GT by providing advanced, differentiated math curriculum and instruction in small GT group settings in all grades. We will carefully evaluate and work with students in MTSS groups to help them progress to higher levels.
WW1		Students At Risk		Students At Risk	K-6 At Risk Students	Admin: Leavitt	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 or recording that they have.

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WW1		Title 1A		Title 1A	K-12	Admin: Leavitt	Admin and Counselors	On Average 75 participants per parent empowerment night	School will hold at least 5 parent empowerment nights that offer classes and lessons on relevant preventative and pro-social topics. i.e. internet safety, suicide prevention, mental health, etc.  The 2025-2026 Parent Empowerment Dates & Topics:  <a href="https://docs.google.com/document/d/1MUOTXF Pp7RYwIAKNPThDM4KI3pr8bnXpRfWC2aSCMaY/edit?usp=drive_link">https://docs.google.com/document/d/1MUOTXF Pp7RYwIAKNPThDM4KI3pr8bnXpRfWC2aSCMaY/edit?usp=drive_link</a>
WW1			Highly Effective teaching is a significant variable impacting student achievement. Coaching on principles of effective teaching is needed in order to improve the effectiveness of our Title I teachers.	Title 1A	Teacher Effectiveness	Academic Coach		95% of Effective or Highly Effective Teachers as measured by end of year teacher evaluations	Provide Pre-service Teacher Training, professional development throughout the year, ongoing coaching and feedback.
WW1		Title 1A		Title 1A	Instructor Quality	Admin: Hancock	Academic Coordinators: Alexis	Improve student behavior and academic proficiency, as well as instructor quality, by decreasing the number of instructors on purple (Level 1) and increasing the number of instructors on pink (Level 2) or higher	Additional support from the academic team in regards to instructor training, coaching, assessment training, behavior interventions, etc. to better meet student and teacher needs. Use monthly DTM days for targeted training for instructors.
WW1		Title 1A			K-6	Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading & Math level groups	Provide Pre-service Teacher Training, training at QIP meetings, ongoing coaching and feedback and regular checks of the LPC to monitor lesson progress.
		At Risk		Counselors					No action listed

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WW1			Students are not staying accountable for complete uniform wearing as the school year progresses, affecting school culture and discipline.	School Climate	K-6	Admin	Admin & Teachers: Leavitt	Students will be in correct & complete uniform daily and will receive timely corrections & reminders if they are not. (Tracked by #2 card moves reported in grade level district card move trackers.)	Regular communication with parents through the summer and school year via newsletter. Uniform "checks" available prior to school starting. OOPs forms used with fidelity in homerooms. Uniform "inspection" done each term with incentives for students wearing their uniform correctly.
WW1		TSSA	Challenge attracting/ retaining high performing teachers at this Title I school	Teacher Retention	Staff				Financially Incentivizing high performing teachers to teach specifically at the WW1 campus.
WW1		Title I	High need students with ABPP	Science and Reading (ABPP students)	ABPP Students				ABPP Instructors - who are trained in curriculum/science of reading for high needs students with ABPP and are paid at a higher rate
WW1		SPED	High SPED Need	SPED	SWD				Instructors who are paid as ASETS and placed in a classroom where there is a high SPED need
WW1		NA		Parent Satisfaction	Communication			<b>Option 1</b> - Goal Targeted: By end of 2025-26 school year, maintain the level of parent satisfaction in the Communication section of the parent survey. 2024-2025 was 93.9 satisfied.	Consistent communication with parents (using translation options) to keep them up-to-date with events at school. Provide translation at events where appropriate and needed. Utilize tools and tracking systems to be able to target email communications to only the families to which the email communication applies to.
WW1		NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Standing Accountable" in 4th-12 grade.	<b>Example Action Item:</b> Train (4-6th grade staff/7-12th grade staff) 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.

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WV1		NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Speak Loudly so all can hear" in all grades	<b>Example Action Item:</b> 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.