

Campus	TSI	Grant	Root Cause	Focus Area	Zone/Group	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WW2			Not all skills/content are being taught to mastery.	CK MATH	K, 1, 2	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will analyze AE and make plans to reteach to ensure that students are reaching 80% mastery.
WW2			Teacher skills vary in delivering curriculum clearly and effectively.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will analyze subject Science and History Accountability Elements and make plans to reteach and ensure that students are reaching 80% mastery
WW2	BL7 PI7 SWD		Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Grade Level Progression ELA and MATH	K, 1st, 2nd, 4th, 5th, 6th	WW2 Admin	homeroom teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	100% of teachers will communicate through email with mandated response, or phone call, with parents each term if a student is not on track to reach meet grade level progress goals.
WW2			Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Math (Acad)	K, 1st, 2nd, 5th, 6th	WW2 Admin	homeroom teachers	>= 70% of students achieve benchmark on State Composite score	100% of teachers will review Math Accountability Elements and use data to reteach and retest students who are not reaching benchmarks in conceptual math.
WW2			Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Math (Acad)	1st	WW2 Admin	homeroom teachers	>= 70% of students achieve benchmark on State Composite score	100% of teachers will review Math Accountability Elements and use data to reteach and retest students who are not reaching benchmarks in conceptual math.
WW2			Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	K, 1st	WW2 Admin'	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	100% of teachers will study and utilize the tools found in the Acadience reading program guide and will in turn teach students how to implement strategies for success on fluency and accuracy by using tools found in the Acadience reading program.
WW2			Struggling students need extra teacher support.	Reading (Acad/DIBEL)	K, 1st	WW2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	100% of teachers will teach 90% parents of Intensive and Strategic students how to DYAD read by 1st parent teacher conference. Parents will practice DYAD reading with their student as individually directed by teacher in accordance to students acadience scores
WW2	ELL		Students learning English need additional academic language support	TSI	3rd-6th ELL	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	100% of teachers will use science and history flash cards to review concepts in core knowledge subjects for added practice of English words and definitions for any student with a WIDA designation and a score below a 5.
WW2	BL7 PI7 SWD		Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	K, 1st	WW2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	100% of teachers will utilize the newly updated (predictive scoring added and format tweaks) My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each Literature unit throughout the year. Progress will be reviewed at DTMs.

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WW2	BL7 PI7 SWD		Not all students feel intrinsically motivated to achieve academically.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will utilize the newly updated (predictive scoring added adn format tweaks) My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each ELA, MATH, HIS unit throughout the year. Progress will be reviewed at DTMs.
WW2	BL7 PI7 SWD		Not all students feel intrinsically motivated to achieve academically.	RISE SCI	4-6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	100% of teachers will utilize the newly updated (predictive scoring added adn format tweaks) My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each Science unit throughout the year. Progress will be reviewed at DTMs.
WW2	BL7 PI7 SWD		Not all students feel intrinsically motivated to achieve academically.	RISE Math	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	100% of teachers will utilize the newly updated (predictive scoring added adn format tweaks) My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each conceptual math unit throughout the year. Progress will be reviewed at DTMs.
WW2	BL7 PI7 SWD		Not all students feel intrinsically motivated to achieve academically.	RISE Math	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	4-6 grade teachers will utilize Illustrative Math program with fidelity to the 180 day plan and scope and sequence of the program
WW2	ELL		Students learning English need additional academic language support	TSI	3rd-6th ELL	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	80% of 3rd through 6th grade students scoring below ELL Benchmark will remain at school for an ELL class during Academic Extended Day for additional instruction.
WW2	BL7 PI7 SWD		Struggling students need extra teacher support.	TSI	3rd-6th ELL, BL, PI, SWD	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	80% of students in TSI subgroups will participate in an academic extended day, 25 minutes each day, for ELA practice in reading, speaking, and writing.
WW2	BL7 PI7 SWD		Struggling students need extra teacher support.	TSI	2nd-6th SWD	WW2 Admin	Melissa Young and Steph Stock	Perform >5% of subgroup in UT on School Accountability	80% SWD participate in targeted RISE practice during AED with SPED teachers- focusing on repetition with platform and identifying specific areas of skills needing improvement where SPED teachers are designing instruction based on 3 year tracker of individualized performance including subgroup scores.
WW2	BL7 PI7 SWD		Struggling students need extra teacher support.	Reading (Acad/DIBEL)	K, 1st	WW2 Admin	homeroom teachers	>= 65% to 90% depnding on grade of students achieve benchmark on State Composite score	95% of Students placing Well Below or Below benchmark will receive bi-weekly progress monitoring reading assessments in their identified area of focus within the science of reading 95% of time, by teacher to monitor and track their progress.
WW2			Teacher skills vary in delivering curriculum clearly and effectively.	CK MATH	1	WW2 Admin	Admin	Average score is >= 80%	Train staff to understand the purpose of the test in its relation to critical thinking

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WW2			Daniel Baker	At Risk					Counseling Services
WW2	BL7 PI7 SWD		Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	RISE-ELA,MA,SCI; WIDA	All K-6 Students	Admin	School Directors/Teachers	>= 70% of students achieve a passing score >= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level Perform >5% of subgroup in UT on School Accountability	Train staff to be aware of flags in Skyward and Master Academic spreadsheets for all TSI students (SWD, ELL, BL, H) so that academic directors and teachers may easily monitor TSI student progress.
WW2			Some teachers are more practiced and effective at teaching our curriculum.	RISE ELA, Math	3, 4, 5, 6	WW2 Admin	Grade level District Lead	>= 70% of students achieve a passing score	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE Critical thinking/Conceptual Math practice.
WW2			Some teachers are more practiced and effective at teaching our curriculum.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Grade level District Lead	Average score is >= 80%	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE/Conceptual Math practice.
WW2			Some teachers are more practiced and effective at teaching our curriculum.	RISE SCI	4-6	Jen Walstad	Grade level District Lead	>= 70% of students achieve a passing score	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE/Science practice.
WW2	SPED		SPED staff have varying knowledge of compliance	SPED	K-6	SETs; Admin	SETs; Admin	100% compliant Notice of Meetings with internal file review	During weekly SERTs, each case manager will audit 1 student file chosen randomly by admin to check for NOM.
WW2			Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression ELA and MATH	K, 1st, 2nd, 4th, 5th, 6th	WW2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Ensure all 100% MTSS Teachers that are on purple and pink coaching levels receive bi-weekly coaching visits in their MTSS reading and math groups by reviewing the district coaching schedule and database, additional schedules for on campus administration will be made by school academic director to supplement
WW2	BL7 PI7 SWD		Lisa Brunson	At Risk	K-6	Admin	Teachers, Instructors, 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.
WW2			Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	RISE ELA, Math	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Ensure that RISE benchmark modules, housed in the RISE portal, are being modeled, led, and test with coaching before individually testing. Admin will check this for any teachers where there is a reasonable concern that compliance is not being met.

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WW2			Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	RISE SCI	4-6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Ensure that RISE benchmark modules, housed in the RISE portal, are being modeled, led, and test with coaching before individually testing. Admin will check this for any teachers where there is a reasonable concern that compliance is not being met.
WW2			Teacher skills vary in delivering curriculum clearly and effectively.	Title 1A	All K-6 Students	Admin	Academic Coordinator	For coaching, decrease the number of instructors on purple (level 1) and increase the number of instructors on pink (level 2) or higher.	Help for admin for instructor training due to 31% of new instructors
WW2	BL7 PI7 SWD		Early learning students benefit from opportunities to practice reading skills from their peers	Early Literacy	K-3	WW2 Admin	Admin and teachers	Insert new Early Literacy Goal here when finalized (Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 45%)	Teachers will analyze BOY data to identify focused areas of need and compile individualized diagnostic assessment data with a plan of attack to promote individualized fluency progress. Teachers will train 100% staff working with that student to implement their individualized fluency progress plan with 100% fidelity.
WW2	BL7 PI7 SWD		Early learning students benefit from opportunities to practice reading skills from their peers	Early Literacy	2nd	WW2 Admin	Admin and teachers	Insert new Early Literacy Goal here when finalized (Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 45%)	Teachers will analyze BOY data to identify focused areas of need and compile individualized diagnostic assessment data with a plan of attack to promote individualized fluency progress. Teachers will train 100% staff working with that student to implement their individualized fluency progress plan with 100% fidelity.
WW2	BL7 PI7 SWD		Struggling students need extra teacher support.	Reading (Acad/DIBEL),	K, 1st	WW2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	Teachers will analyze BOY data to identify focused areas of need and compile individualized diagnostic assessment data with a plan of attack to promote individualized fluency progress. Teachers will train 100% staff working with that student to implement their individualized fluency progress plan with 100% fidelity.
WW2			Desire to understand our parents' satisfaction with all school activities requires strong survey participation.	Title 1A	K-6	Admin	Heather Guastella	We will have 70% or above of the parents fill out the end of year parent survey	Improve Community Outreach & Parent Involvement with the Administrative Director Heather Guastella
WW2			Students could benefit from situational conflict resolution practice.	Title 1A	All K-6 Students	Admin	Academic Coordinator	Decrease number of students who receive more than 3 behavior infractions.	Improve student behavior by advising students to make amends and make different choices.

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WW2			Lisa Brunson	GT	5th, 6th (SED)	Admin	Elementary Director	Increase GT participation of students experiencing Socioeconomic Disadvantage by 1.5%	In 23-24, the percentage of Saxon 8/7 or higher students who participated in free and reduced lunch was 33.3%. We will prepare SED students for participation in GT by providing advanced, differentiated math curriculum and instruction for 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.
WW2			Curriculum insufficient in preparing students for End of Year state assessments.	RISE ELA	4th, 5th, 6th	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Include further training on the Writing Rhetoric Book 3 (4th grade), book 5 (5th grade) and book 6 (6th grade) in the 4-6 writing curriculum
WW2	SWD		Students with disabilities need additional academic support	TSI - SWD	2, 3, 4, 5, 6 SWD		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).
WW2	BL7 PI7 SWD		Students are not always placed correctly in intensive, small group classes	TSI	3rd-6th ELL, BL, PI, SWD	WW2 Admin	Admin	Perform >5% of subgroup in UT on School Accountability	Once each term, admin will specifically pull sub group data sets and consider changes of group placements based off mastery levels. .
WW2			Parents may not feel sufficiently informed to support their students' academic achievement	Title 1A		Heather/ Eryn	Heather Guastella	100% of newsletters sent home as a paper copy	Paper copies of weekly newsletter sent home every Friday in Spanish and English. Newsletter uploaded to website by each Monday morning.
WW2			Struggling students need extra teacher support.	Grade Level Progression ELA and MATH	K, 1st, 2nd, 4th, 5th, 6th	WW2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Place instructors/associate teachers in all Elementary classrooms to be able to increase the instructional staff:student ratio.
WW2	BL7 PI7 SWD		Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	TSSA	K-6	Admin	Admin	One year or more of growth for 85% or more students in all grades for math and reading as measured by course progression.	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 an dspeking instruction in every grade level.
WW2	BL7 PI7 SWD		Teacher skills vary in delivering curriculum clearly and effectively.	TSI	3rd-6th ELL, BL, PI, SWD	Jen Walstad	Admin and teachers	Perform >5% of subgroup in UT on School Accountability	Provide week-long MTSS training in August prior to school year for all instructional staff. With any midyear instructional staff hires, admin will provide onboarding to supplement for the lack of attendance for August training.
WW2			Daniel Baker	At Risk	K-6				Refer to line 51.

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WV2/3			Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Title 1A	K-12	Admin	Admin and Counselors	>100 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... Here are the dates- Sept 9th--How to reach your students Oct 7th--Internet and Cell Phone Safety Nov 11th--Mental Wellness Jan 14th--Communication Feb 11th--Substance Abuse Mar 11th--Child Safety
WV2	SPED		RTI forms are not always filled out with fidelity.	SPED PIP		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.
WV2	BL7 PI7 SWD		SED students lack access to home academic support and High Arts programs. Families benefit from access to quality afterschool childcare and community support services	Title IA	Afterschool	Trina Christensen, Eryn Woolston	Trina Christensen, Eryn Woolston	ADA of 100 or more students.	Support our Title 1 students and families by providing high quality afterschool program that includes homework support, healthy snack and opportunities for parent engagement.
			Lisa Brunson	Title IA	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
WV2	BL7 PI7 SWD		Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	K, 1st	WV2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	Teachers will make BOY, MOY and EOY goals and intervention plans for students who scored well below or below grade level on state reading acadience test to reach benchmark in Acadience reading, individualized by student need.
WV2			Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	RISE ELA, Math	3, 4, 5, 6	WV2 Admin	Grade level District Lead	>= 70% of students achieve a passing score	To increase parent involvement and awareness of student proficiency on state assessments, admin will rerequire 100% of teachers to send home a fun-family-based reward pledge sheet to incentivize their student's individual proficiency on RISE tests. The pledge sheet will include information on the school's academic incentives for RISE performance. Teachers will send home information immediatly following the assessment so that parents can see whether their student met or progressed toward their pledge goals.

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WV2			Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression ELA and MATH	K, 1st, 2nd, 4th, 5th, 6th	WV2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Train 100% of teachers during QIP weekly meetings on appropriate academic pacing and benchmarks in accordance to the APA curriculum scope and sequence which is 100 lessons in the assigned programs - or 1 lesson per school day when subject is taught. Each term Academic Coordinators will provide a report to academic director of groups that are at-risk for not achieving a years worth of progress. Academic director will meet with teacher/ instructor in question to make a strategic plan for improvement,
WV2	SPED		SPED staff have varying knowledge of compliance	SPED	K-6	Michelle Flynn; Campus Admin	SETs	100% compliant Notice of Meetings with internal file review	Train SPED secretaries to monitor these forms, complete the checklist and ensure Notice of Meetings are sent with the invitation to the meeting. Review a sample of Notice of Meeting forms completed by each special education teacher by December 2025 and provide additional training for any Notice of Meetings forms that were not compliant.
WV2	ELL		Parents may not feel sufficiently informed to support their students' academic achievement	Title 1A	All K-6 Students	Admin	Academic Coordinator	>=90% parent satisfaction with school communication	Translate documents, Spanish phone calls home, translated meeting to accommodate the >41% ELL families
WV2			Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA	3, 4, 5, 6	WV2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Weekly academic schedules for 3-6 grades will be adjusted to include 50 minutes of literary analysis class each week. Schedules will align per grade to allow for grade level teacher collaboration and training. Teachers will be trained during pre-service and monthly DTMs throughout the year on how to do deliver literary analysis content to students.
WV2	SPED		RTI forms are not always filled out with fidelity.	SPED PIP, Indicator 11	SWD	Admin	SPED teachers	By the end of SY2024-25, 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
		Title IA			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
								All Elementary and Secondary students will participate in reciting The American Ideals each day (one per day as follows). Monday - Liberty Tuesday - Equality Wednesday - Democracy Thursday - Rule of Law Friday - Patriotism	

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WV2	N/A	SPED	High SPED Need	SPED	SWD	Woolston	SPED SETs and Admin		Instructors who are paid as ASETS and placed in a classroom where there is a high SPED need
WV2	N/A	NA		Parent Satisfaction	Communication			<p>Option 1 - Goal Targeted: By end of 2025-26 school year, increase the amount of parent High Satisfaction in the Communication section of the parent survey by 3% by developing and implanting new innovation in regards to parent communication.</p> <p>Option 2 - Goal Targeted: By end of 2025-26 school year, decrease the amount of parent dissatisfaction in the Communication section of the parent survey by 3% by developing and implanting new innovation in regards to parent communication.</p>	<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>
WV2	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Standing Accountable" in 4th-12 grade.	<p>Example Action Item: 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.</p>
WV2	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Culturally embed the practice of "Speak Loudly so all can hear" in all grades	<p>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.</p>