

Campus	TSI	Grant	Root Cause	Focus Area	Zone/Group	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV3	ELL/SWD		Struggling students need extra teacher support in academic subjects	RISE/UAP Math	7th-10th Grade	Admin	Math Teachers	>= 70% of students achieve a passing score	95% of Students will be placed in ability based math classes to receive targeted math instruction and to be able to move through Saxon math curriculum to prepare for end of year state testing.
WV3	ELL/SWD		Not all students feel intrinsically motivated to achieve academically.	RISE/UAP Math	7th-10th Grade	Admin	Math Teachers	>= 70% of students achieve a passing score	100% of Math teachers will be providing instruction for and ensuring mastery of the MATS process for all of their students, quarterly, during their Math class time. In this meeting they will analysis student progress and have students update their MAT.
WV3	ELL/SWD		Desire to understand our parents' satisfaction with all school activities requires strong survey participation.	Survey	7th-12th	Admin	Admin	>= 75% of parents will participate in taking the parent survey.	Include the parent survey during the re-enrollment process.
WV3	ELL/SWD		Not all skills/content are being taught to mastery.	School Accountability	7th-12th	Admin	Teachers/Counselors	Perform >5% of subgroup in UT on School Accountability	Targeted groups in secondary for Math & English, including smaller and more individualized classes as assigned by counselors/admin based on pre-school assessments
WV3	ELL/SWD	Title I	Not all students receive the teacher support they need during the school day	School Accountability	7th-12th	Admin	After School staff and teachers	Perform >5% of subgroup in UT on School Accountability	After school teacher support and free tutoring to students every day for up to three hours
WV3	ELL/SWD	Title I	Not all students receive the teacher support they need during the school day	School Accountability	7th-12th	Admin	After School staff and teachers	Perform >5% of subgroup in UT on School Accountability	After school math teacher support and free tutoring to students every day for up to three hours with specific SpEd staff
WV3	ELL/SWD		Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	RISE/UAP ELA	7th-10th Grade	Admin	English Teachers	>= 70% of students achieve a passing score	100% of English teachers will do weekly benchmark or RISE test prep i.e., bellringers using test questions, practicing with benchmarks on labs
WV3	ELL	TSSA	Students are not sufficiently prepared for high school honors level courses at APA. This will be a mixture of new students and returning students who don't have a solid foundation in the basics of Language Arts, including logic.	RISE/UAP ELA	9th-10th Grade	Admin	English Teachers	>= 70% of students achieve a passing score	Create a new English foundations course to improve core English skills for students that are not at mastery.
WV3	ELL/SWD		Stronger curriculum development to prepare students for higher education and higher levels of thinking	RISE/UAP ELA	7th-10th Grade	Admin	Teachers/Mckelvey	>= 70% of students achieve a passing score	The Novels curriculum and 180 day plan is complete with adjustments to focus on higher level analysis of short texts to be implemented daily.

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WW3	ELL/SWD		Not all students feel intrinsically motivated to achieve academically.	RISE/UAP ELA	7th-10th Grade	Admin	English Teachers	>= 70% of students achieve a passing score	100% of English teachers will providing instruction for and ensuring mastery of the MATS process for all of their students, quarterly, during their English class time. In this meeting they will analysis student progress and have students update their MAT.
WW3			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/UAP Science	7th-10th Grade	Admin	Science Teachers	>= 70% of students achieve a passing score	100% of teachers will pull released RISE/ASPIRE test questions to be used in bell ringers throughout the year
WW3	ELL/SWD		Not all students feel intrinsically motivated to achieve academically.	RISE/UAP Science	7th-10th Grade	Admin	Science Teachers	>= 70% of students achieve a passing score	100% of Science teachers will be providing instruction for and ensuring mastery of the MATS process for all of their students, quarterly, during their Science class time. In this meeting they will analysis student progress and have students update their MAT.
WW3	ELL/SWD		Struggling students need extra teacher support in academic subjects	RISE/UAP ELA	7th-10th Grade	Admin	Counselors and Administration	>= 70% of students achieve a passing score	During Winterim, 100% students in remedial English classes (Novels) will take a Literature course as assigned by counselors/admin
WW3	ELL/SWD		Not all students feel intrinsically motivated to achieve academically.	WIDA	7th-12th Grade	Admin	Test Coordinator	>= .15 Average Growth Point from WIDA 2024 Proficiency Level to WIDA 2025 Proficiency Level	Administration will meet with all individual students taking the WIDA to establish goals and incentives
WW3	ELL		Students learning English need additional academic language support	WIDA	7th-12th Grade	Admin	Test Coordinator	>= .15 Average Growth Point from WIDA 2024 Proficiency Level to WIDA 2025 Proficiency Level	During Winterim, 100% students in remedial English classes (Novels) will take a Literature course
WW3	ELL/SWD		Not all students feel intrinsically motivated to achieve academically.	WIDA	7th-12th Grade	Admin	Teachers	>= .15 Average Growth Point from WIDA 2024 Proficiency Level to WIDA 2025 Proficiency Level	100% of Leadership teachers/teachers completing the ILPs will be meeting with all of their students during their class time. In this meeting they will analyze student progress and have students update their MAT.
WW3	ELL		Internal experience suggests that students may perform better on the speaking portion when that part of the assessment is conducted individually.	WIDA	7th-12th Grade	Admin	Test Coordinator	>= .15 Average Growth Point from WIDA 2024 Proficiency Level to WIDA 2025 Proficiency Level	Increase staffing to allow smaller group testing for the speaking portion of WIDA
WW3	ELL		Not all students feel intrinsically motivated to achieve academically.	WIDA	7th-12th Grade	Admin	Admin	>= .15 Average Growth Point from WIDA 2024 Proficiency Level to WIDA 2025 Proficiency Level	One full grade bump incentive for students who score 1 point higher as guided by the coordinator and counselors/admin

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WW3	ELL/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.	PreACT	10th Grade	Admin	Teachers/Counselors/Sarah Olsen	Predicted average ACT score of >= 20	Utilize practice sessions three times between January and March during 4th period. Sarah Olsen will build it into the 4th period schedule.
WW3	ELL/SWD		Students lack sufficient, intentional practice on taking the ACT.	ACT	11th Grade	Admin	Teachers/Counselors	Average composite score of >= 20	95% of 11th graders will take the ACT prep course during Winterm.
WW3			Not all students feel intrinsically motivated to achieve academically.	AP	7th-12th	Admin	Teachers	>= 70% of students achieve a passing score	100% of AP teachers will be meeting with all of their students, quarterly, during their AP class time. In this meeting they will analyze student progress and have students update their MAT.
WW3			Some students are not prepared to take AP Literature and Language Arts classes	AP	7th-12th	Admin	Teachers/Counselors	>= 70% of students achieve a passing score	Offer Advanced Lit 9, Advanced LA 10 and Advanced Chemistry to help prepare students for the AP Lit, AP Lang and AP Chemistry tests as placed by the teachers and counselors
WW3		Title I	Some parents are in need of additional information regarding preventative and pro-social topics to ensure student success	Parent Engagement	7th-12th	Admin	Admin/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...
WW3		MASTER TSSA	Teacher skills vary in delivering curriculum clearly and effectively.	Teacher Improvement	Secondary Teachers	Admin/Secondary Coaches	Secondary Coaches	Have 80% of teachers move to "advanced" or "expert" level on coaching sheet	Provide at least one coaching visit per quarter for each teacher by Irena Golon or Annaka Nay. Patti Hatton will provide intensive coaching targeting first year teachers for the first term only.
WW3	ELL/SWD	TSSA	Students do not have the skills to ask deep questions, analyze arguments and think clearly and logically about complex issues.	College Readiness	12th	Admin	Admin/Counselors	>= 90% of seniors enrolled in a Philosophy course	We will adopt the full-year Philosophy course from Draper 3 and offer it to all seniors.
WW3	ELL/SWD		Students' knowledge of economics was not sufficient in preparing them for college.	College Readiness	12th	Admin	Admin/Counselors	>= 90% of seniors enrolled in economics course	We will incorporate economic concepts into our current year-long Government class that all 12th graders take.
WW3	ELL/SWD		Desire to understand our parents' satisfaction with all school activities requires strong survey participation.	Survey	7th-12th	Admin	Admin	>= 75% of parents will participate in taking the parent survey.	Have survey available for parent teacher conferences in the spring. Admin will also have an incentive for students whose parents complete the survey.
WW3	ELL/SWD		Staff skills vary with upholding student behavior standards	TSI - ELL & SWDs	7th-12th	Admin	After School Staff, Mikey Unsworth, Jonathan Campbell, Jacob Winegar	Perform >5% of subgroup in UT on School Accountability	Reestablish Collegium Hall expectation and create policies and procedures for after school staff to implement. Training will be offered during professional development days
WW3	ELL/SWD		Students need a timely response for interventions.	At Risk	7th-12th	Admin/Character Development	Teachers	100% of at-risk students offered one or more interventions	Implement more effective use of the new learning plan with a focus on doing Power Mind critical thinking exercises in all classes. We will continue to have teachers do virtue lessons and daily directed journaling.

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WW3	ELL		Not all students know about the AP offerings or feel they can take them.	Enhancement-AP	9-12th (ELL)	Admin	Counselors and Administration	Reduce the gap in ELL participation % to 18.0%	Hold AP Parent Night, send emails with accompanying videos, and hold enrollment for AP by March 31, 2025. Ensure information is available in multiple languages.
WW3	SED (F/R Lunch)		Communicating the value of CE classes to parents may encourage students of all demographics to participate.	Enhancement - CE	7th-12th	Admin	Latin Teachers	Reduce the gap in F/R Lunch participation % to 3.0%	Increase awareness and value to parents and students through Parent Orientation, Celebration of Excellence meeting, AP Night, and Latin CE meeting as well as individual conferences with Ms. Nielson-Brown
WW3		CE/TSSA	Successful completion of rigorous courses while in high school is an indicator of postsecondary educational success.		9-12	Admin	Latin Dept	Maintain enrollment within +/- 10% of FY24	Maintain both CE 1010 and CE 1020
WW3	ELL/SWD	Title I	Students are missing credits; not on track for graduation.	Graduation rate	9th-12th	Admin	Admin/counselor	>= 90% of students graduate on time with their cohort	To maintain our high graduation rate, we will provide a credit recovery program during Winterim and Summer for students who are not on track for grade level promotion annually.
WW3	ELL/SWD	Title I	Students are missing credits; not on track for graduation.	Graduation rate	12th Grade	Admin	College Access Advisor	>= 90% of students graduate on time with their cohort	To maintain our high graduation rate, we will enroll 100% of our senior students in a Senior Seminar class (College Access).
WW3	7-12 SWD		Special Education students are performing in the bottom 5% of students in the state.	TSI - SWDs	7th-12th	Admin	Special Ed Teachers	Perform >5% of subgroup in UT on School Accountability	SETs will establish and implement a schedule for doing push-ins for special education students each term. They will track pushins/visits on a spreadsheet shared with admin during SERT
WW3	SWD		Some SPED students were not taking the End of Year state assessments.	SpEd-PIP	9th-10th	Admin/SpEd team	SpEd	95% Assessment Participation	SETs will ensure all students are participating in RISE and Aspire+ throughout the year.
WW3	SWD		Students need a timely response for interventions.	SpEd-PIP	All	Admin/SpEd team	SpEd	100% Indicator 11	By the end of SY2025-26, 100% of Child Find Initial Evaluations Timelines will be completed within 45 school days.
WW3	SWD		SPED staff skills vary when it comes to compliance and Post Secondary goals.	SpEd-PIP	9th-12th	Admin/SpEd team	SpEd	Transition Plans - - Outside Agency Involvement	By the end of SY2025-26, APA will increase post-secondary transition plan and outside agency resource awareness for APA staff, students, and families by increasing trainings and outside agency participation in transition plan meetings.
WW3	ELL/SWD	TSSA/Title I	Students and parents not being able to be helped efficiently in the morning at HS office.	Parent Engagement	9th-12th	Admin/Support Staff	Admin	Increase parent survey results regarding being able to get help at the office by 5%	Provide a part-time support person in the HS office for periods 1-3 (approximately 7:45am to 10:15am) daily.
WW3	ELL/SWD	TSSA	Loss of effective instructional time when trying to fill substitute teaching positions. Demand for more support in core classrooms to respond to student needs.		7th-12th	Admin	Admin	The number of teacher covered class periods will be reduced by at least 25% (approximately 300 periods were covered by staff in the 2024-25 school year).	Provide 1 FTE for a full-time secondary substitute, and provide APA training to FTE sub, schedule the FTE sub to support instruction in core classes when not assigned to sub for a teacher.

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ALL	ELL/SWD	TSSA	Students are in need of school counseling and specifically for college and career planning. Students who are struggling academically or with attendance are particularly at risk and need particular attention.	At Risk and Parent Engagement	7th-12th	Admin/Counseling	Admin/Counseling	Staff needed to support demand for CCR meetings, planning, and College Counseling. Students are in need of academic counseling and specifically for college and career planning. Students who are struggling academically or with attendance are particularly at risk and need particular attention.	Staffing a full-time position to work with school counselor. *This position replaces a former school counselor position.
		At Risk							Counseling
		At Risk							Character Development
		Title I							Parent Engagement
		Title I							Teacher Training
WV3	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
WV3	N/A	NA	Parents are not receiving all the communication available.	Parent Satisfaction	Communication			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.	We will target the families who are not getting communication according to the reports in School Messenger and utilize other means (students contacting on cell phone, alert when they come in, physical letters, etc) to contact parents and ensure that they are getting to communication. We will contact 95% of families found on the communication report.

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WV3	N/A	N/A		Parent Satisfaction	Academics			<p>Goal Targeted: By end of 2025-26 school year, increase the amount of parent High Satisfaction in the Academic section of the parent survey by 3% by developing and implanting at least three new personalized learning initiatives (e.g., differentiated scheduling options, learning pathways, personalized homework loads or enrichment programs).</p>	<p>Example Action Item: For some students, particularly those with executive functioning challenges (e.g., ADD or ADHD), will launch a homework feedback system using test grades to tailor math homework. In the pilot year, personalized homework would be available to students meeting specific criteria, including parent collaboration on a tailored plan. Admin will provide BOY, MOY and EOY reports to Superintendent team on amount of students using the personalized homework program and the impact on the students participating.</p> <p>Example Action Item: School will provide a Scholar Academy, a program teaching essential academic skills for all 7th grade students. Students will learn organizational tools, how to track assignments and grades, prioritize tasks, and independently manage work. Admin will do quarterly monitoring visits to all those teaching 4th period to 7th graders to ensure the scholar academy is being efficiently implemented.</p> <p>Example Action Item: For students who are on grade level in English school will not require 2 English classes for 9th grade students freeing up a class section for an elective course. Admin will provide BOY, MOY and EOY reports to Superintendent team on amount of students in 2 LA courses and those in 1 LA course.</p> <p>Example Action Item: For some students who are interested in engaging in multiple</p>
WV3	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Ensure all students are proficient with the American Ideals.	We will embed American Ideals slides into the daily journaling powerpoints. Staff and students will get daily reminder in morning announcements to go over the American Ideals as a class
WV3	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.
WV3	N/A	NA	New Initiatives	New Initiatives	New Initiatives			Wise Words and Truth and Beauty Shared with Parents	We will include the Wise Words in the newsletter and send an email with Truth and Beauty.