West Valley 1 – APA Achievement Measurements SYE 2026

Academic Assessment	*Metric*	*K*	*1st*	*2nd*	*3rd*	*4th*	*5th*	*6th*
CK ELA	Average score is >= 80%	Y	N	N	N	N	N	N
CK SCI	Average score is >= 80%	Y	Y	N	N	N	Y	N
CK MATH	Average score is >= 80%	Y	N	N				
CK HISTORY	Average score is >= 80%	Y	N	N	N	N	N	Y
RISE ELA	>= 70% of students achieve a passing score				N	N	N	N
RISE Math	>= 70% of students achieve a passing score				N	N	N	N
RISE SCI	>= 70% of students achieve a passing score					N	N	N
Grade Level Progression ELA	>= 90% of students accomplish a years worth of growth from BOY to EOY (Reading)	Y	Y	Y	Y	Y	Y	N
Grade Level Progression MATH	>= 90% of students accomplish a years worth of growth from BOY to EOY (Math)	Y	N	N	N	Y	Y	Y
Reading (Acad/DIBEL)	>= 80% of students achieve benchmark on State Composite score	Y	N	N	N	N	N	N
Math (Acadience)	>= 70% of students achieve benchmark on State Composite score	Y	Y	N	N			

Parent Feedback	*Metric*	*Met?*
Academic	<= 10% of surveyed parents are dissatisfied	Y
Climate	<= 10% of surveyed parents are dissatisfied	Y
Communication	<= 10% of surveyed parents are dissatisfied	Y
General	<= 10% of surveyed parents are dissatisfied	N
Leadership	<= 10% of surveyed parents are dissatisfied	Y
Support Staff	<= 10% of surveyed parents are dissatisfied	Y
Overall School Performance	<= 10% of surveyed parents are dissatisfied	Y
Survey Participation	<= 10% of surveyed parents are dissatisfied	N

Targeted Academics			
Measurement	*Group*	*Metric*	*Met?*
Charter - Acadience ELA	3rd grade	75% of students on benchmark on composite EOY	N
Charter - Effective Teachers	Returning Teachers	>=95% Effective or Highly Effective	Y

SPED - PIP	SETS	100% compliant Notice of Meetings with internal file review	Y
WIDA	K-6	>= .25 Average Growth Points from WIDA 2025 proficiency level to WIDA 2026 proficiency level	Y
TSI, ATSI, CSI?	Not Applicable	Exceeded Original Cut Score & Exit Target Score	NA

New/Continued LEA Initiatives	***In SIP***	***Complete***	***Roll Over***
Building Elem Virtue Lessons	**Y**		
New Grammar lessons - Powerful Sentences	**Y**		
Change Grading for Conceptual Math	**N**		
Standing Accountable	**Y**		
Speak Loudly so All can hear	**Y**		
Listen Intently, Think Hard, Speak Precisely	**Y**		
Minimize Tech/Maximize Happiness	**Y**		
Power Minds/MATS	**Y**		
American Ideals	**Y**		
Wonder, Enthusiasm, Curiosity	**Y**		

West Valley 1 - School Improvement Goals SYE 2027

#	***Categories***	***Measurement***	***Grades/ Departments***	***Subgroup Focus***	***Who is Accountable***	***Who will Implement***	***Goal Targeted***	***Action/Task***
WV1-1	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Teachers	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	Using SYE26 end-of-year Core Knowledge assessment averages as the baseline, each grade-level subject area currently below 80% will increase its average score by at least five percentage points or reach an average of 80%, whichever occurs first. Grade-level subject areas currently at or above 80% will maintain an average of at least 80%. Kindergarten will maintain an average of at least 85% in ELA, Math, Science, and History.

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WV1-2	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Teachers	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	The Academic Director and grade-level teams will meet monthly to analyze Accountability Element and unit assessment data, compare performance across classrooms and standards, identify instructional strengths and areas of need, and establish action steps for improving curriculum delivery and student mastery. Progress on identified action steps will be reviewed at subsequent monthly meetings.
WV1-3	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Admin Coaches	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	The Academic Director will provide differentiated coaching based on teacher effectiveness data. New teachers and teachers identified as Purple or Pink will participate in monthly coaching cycles. Teachers identified as Yellow or Green who do not meet the 80% student achievement goal will participate in at least one coaching cycle per term. Coaching cycles will include a classroom observation, written feedback, and documented action steps for improvement.
WV1-4	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Admin Coaches	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	The Academic Director will monitor curriculum pacing and Accountability Element completion by term to ensure all required Core Knowledge standards are taught, assessed, and reviewed prior to end-of-year assessments.

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WV1-5	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Teachers, Admin	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	Teachers will review Accountability Element and unit assessment data during weekly grade-level team meetings, identify standards below the 80% mastery goal, and collaboratively develop and implement reteaching plans to address learning gaps before moving to subsequent standards whenever possible. The Academic Director will monitor implementation and student progress during monthly grade-level data meetings through review of assessment results, intervention plans, and subsequent mastery data.
WV1-6	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Teachers	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	Teachers will implement MATs at least monthly using Accountability Element or unit assessment data. Students will record assessment results, reflect on their performance, identify areas for improvement, and establish goals for future assessments. The Academic Director will monitor implementation during monthly grade-level meetings through review of completed MATs and assessment data.

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WV1-7	Core Academic	CORE Knowledge, ELA, Math, Science, History	K-6	All	WV 1 Admin: Hancock	Teachers, Admin	Increase average Core Knowledge assessment scores toward the long-term goal of at least 80% in each grade-level subject area.	District Team Meetings will include at least one demonstration lesson or video teaching analysis each month focused on curriculum delivery, student engagement, questioning techniques, or standards-based instruction. Teachers will identify instructional strategies for implementation, and the Academic Director will monitor implementation through classroom observations and coaching documentation.
WV1-8	Core Academic	Rise ELA, Math, Science	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	Using SYE26 RISE results as the baseline, each tested grade and subject will increase the percentage of students earning a passing score by at least five percentage points. The 2026–27 targets are: ELA—Grade 3: 30%, Grade 4: 30%, Grade 5: 44%, and Grade 6: 43%; Math—Grade 3: 30%, Grade 4: 40%, Grade 5: 42%, and Grade 6: 41%; Science—Grade 4: 40%, Grade 5: 46%, and Grade 6: 57%.
WV1-9	Core Academic	Rise ELA, Math, Science	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	Using SYE26 RISE results as the baseline, each tested grade and subject will reduce the number of students earning a Level 1 by at least 15% relative to its SYE26 baseline by the end of SYE27. This represents approximately four to seven students moving out of the Level 1 category in each grade-level subject area.

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WV1-10	Core Academic	Rise ELA, Math, Science	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	By the end of November, teachers will confirm that all students have working RISE practice logins and provide at least one opportunity for students to practice logging in and navigating the testing platform. Beginning in December, teachers will provide at least one RISE-aligned digital practice opportunity each month, including explicit instruction and modeling of grade-appropriate item formats, testing tools, and response expectations.
WV1-11	Core Academic	Rise ELA, Math, Science	3, 4, 5, 6	All	Grade Level District Lead: Hancock	Admin, Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	As the Grade 6 District Lead, the Academic Director will ensure that at least 15 minutes of one Grade 6 District Team Meeting each month is used to demonstrate an upcoming lesson, analyze effective instructional practices, and provide teacher feedback. At West Valley 1, the Academic Director will also monitor implementation of monthly demonstration teaching or lesson analysis in Grades 3–5 through District Team Meeting agendas, teacher follow-up, and classroom observations. Identified strategies and next steps will be documented and monitored for implementation.
WV1-12	Core Academic	RISE ELA	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	ELA: Teachers in grades 3–6 will submit a monthly report documenting the literary analysis minutes completed each week. The Academic Director will review the reports monthly to monitor progress toward grade-level minute requirements and address patterns or missed

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								instructional time with grade-level teams.
WV1-13	Core Academic	RISE ELA	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	ELA: Teachers in grades 3–6 will use a common grade-level rubric to analyze one shared literary analysis assignment each month. Grade-level teams will determine the percentage of students demonstrating proficiency in each of the following areas: Text comprehension: The student accurately understands the text and answers the question. Evidence selection: The student selects relevant evidence from the text. Explanation and reasoning: The student explains how the evidence supports the response. Written communication: The response is complete, organized, and understandable. The team will identify the area with the lowest percentage of students demonstrating proficiency and select at least one related instructional focus or strategy for the following month. The Academic Director will review the results, identified instructional focus, and subsequent student progress during monthly grade-level meetings.

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WV1-14	Core Academic	RISE Math	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers, Coaches	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	Math: Teachers in grades 4–6 will implement Illustrative Mathematics according to the agreed-upon grade-level pacing guide, with all RISE-assessed units completed prior to testing and the full program completed by the end of the instructional year. Grade-level teams will report unit and lesson completion monthly. The Academic Director will review pacing during monthly grade-level meetings, identify classes that are falling behind, and provide planning, coaching, or scheduling support to help teachers return to the expected pace.
WV1-15	Core Academic	RISE Math	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	Math: Teachers in grades 4–6 will provide 5–10 minutes of weekly practice using the campus math reference sheet. Teachers will model strategies for memorizing and independently recreating the reference sheet, and students will practice producing and using their own reference sheet during math assessments and RISE-aligned practice. Grade-level teams will report implementation monthly, and the Academic Director will monitor use during monthly grade-level meetings.

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WV1-16	Core Academic	Rise Science	4, 5, 6	All	WV 1 Admin: Hancock	Teachers, Coaches	Increase the percentage of students earning a passing score on RISE ELA, Math & Science toward the long-term goal of at least 70%.	Science: Each grade 4–6 teacher will observe a science lesson taught by one of the campus's highest-performing science teachers (Chandler Beebe, Olivia Marlowe or K'leena Furniss) at least twice during the school year: once during Terms 1–2 and once during Terms 3–4. Following each observation, teachers will document at least one effective instructional strategy they observed and identify how they will implement it in their own science instruction. The Academic Director will coordinate and track completion of the observations and review implementation during grade-level meetings or coaching follow-up.
WV1-17	Core Academic	Charter - RISE ELA	3, 4, 5, 6	All	WV 1 Admin: Hancock	Teachers	"mgp >50% or >= 80% proficiency"	At the beginning of SYE27, the Academic Director and teachers in RISE-tested grades will review available prior-year RISE ELA results, grade-level proficiency data, student growth trends, and other beginning-of-year classroom data to determine areas of strength and need. Grade levels, standards, and student groups requiring additional support will be identified, and instructional or intervention adjustments will be documented as part of beginning-of-year planning. Progress will be monitored throughout the year using classroom assessments, unit assessments, and teacher data review. Final attainment will be determined

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								using SYE27 RISE ELA results, with a goal of achieving 80% proficiency.
WV1-18	Core Academic	Grade Level Progression Math	K-6	All	WV 1 Admin: Hancock	Admin, Teachers, Instructors	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Math: Teachers and instructors will submit weekly Lesson Progress Charts documenting student and group progression. The Academic Director will review LPC data and meet at least twice monthly during Terms 1 and 2 with any teacher or instructor whose groups are averaging fewer than one lesson per instructional day. During these meetings, the Academic Director and staff member will review lesson progression, student movement, pacing barriers, and students or groups who are not on track to achieve a year of growth. Specific instructional, grouping, scheduling, or attendance-related adjustments will be identified and documented. Beginning in Term 3, progress will be reviewed at least monthly, with more frequent follow-up continuing for groups that remain below expected pacing.

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WV1-19	Core Academic	Grade Level Progression ELA	K-6	All	WV 1 Admin: Hancock	Admin, Teachers, Instructors	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	ELA: Teachers and instructors will submit weekly Lesson Progress Charts documenting student and group progression. The Academic Director will review LPC data and meet at least twice monthly during Terms 1 and 2 with any teacher or instructor whose groups are averaging fewer than one lesson per instructional day. During these meetings, the Academic Director and staff member will review lesson progression, student movement, pacing barriers, and students or groups who are not on track to achieve a year of growth. Specific instructional, grouping, scheduling, or attendance-related adjustments will be identified and documented. Beginning in Term 3, progress will be reviewed at least monthly, with more frequent follow-up continuing for groups that remain below expected pacing.

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WV1-20	Core Academic	Grade Level Progression Math	K-6	All	WV 1 Admin: Hancock	Admin, Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Math: Beginning during preservice, all teachers and instructors responsible for ELA or math groups will be trained on the expectation that groups average at least one lesson per instructional day, the purpose and accurate completion of Lesson Progress Charts, and strategies for maintaining appropriate progression while responding to student needs. During Terms 1 and 2, QIP meetings will include a brief mini-lesson at least once each month focused on maintaining appropriate lesson progression. Topics will be selected based on trends identified through weekly LPC data and may include efficient lesson preparation, transitions, grouping, time management, instructional momentum, and addressing barriers without unnecessarily delaying progression. Additional pacing support will be provided during Terms 3–5 based on identified needs.

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WV1-21	Core Academic	Grade Level Progression ELA	K-6	All	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	ELA: Beginning during preservice, all teachers and instructors responsible for ELA or math groups will be trained on the expectation that groups average at least one lesson per instructional day, the purpose and accurate completion of Lesson Progress Charts, and strategies for maintaining appropriate progression while responding to student needs. During Terms 1 and 2, QIP meetings will include a brief mini-lesson at least once each month focused on maintaining appropriate lesson progression. Topics will be selected based on trends identified through weekly LPC data and may include efficient lesson preparation, transitions, grouping, time management, instructional momentum, and addressing barriers without unnecessarily delaying progression. Additional pacing support will be provided during Terms 3–5 based on identified needs.

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WV1-22	Core Academic	Grade Level Progression Math	K-6	All	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Math: When assessment, mastery, or progression data indicate that a student needs to move back in lessons or change instructional groups, and the adjustment may prevent the student from achieving a full year of growth, the Academic Office will notify the parent through an in-person meeting or written letter. The communication will explain the reason for the placement change, its potential effect on end-of-year progression, the support being provided at school, and appropriate ways the family can support practice at home. Parent communication will be documented, and the student's progress will be reviewed during subsequent progression meetings.
WV1-23	Core Academic	Grade Level Progression ELA	K-6	All	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	ELA: When assessment, mastery, or progression data indicate that a student needs to move back in lessons or change instructional groups, and the adjustment may prevent the student from achieving a full year of growth, the Academic Office will notify the parent through an in-person meeting or written letter. The communication will explain the reason for the placement change, its potential effect on end-of-year progression, the support being provided at school, and appropriate ways the family can support practice at home. Parent communication will be documented, and the student's progress will be reviewed during subsequent progression meetings.

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WV1-24	Core Academic	Grade Level Progression Math	K-6	All	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Math: The Academic Director will review math assessment, lesson-mastery, and progression data at least monthly to identify students whose performance indicates readiness for increased instructional challenge. For identified students, the Academic Director will collaborate with teachers and instructors to consider movement to a higher math group, instructional level, or an appropriate trial placement. Placement decisions and supporting data will be documented, and student performance will be reviewed within four weeks to determine whether the accelerated placement should continue or be adjusted.
WV1-25	Core Academic	Grade Level Progression ELA	K-6	All	WV 1 Admin: Hancock	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	ELA: Reading Specialists will review Acadience benchmark and progress-monitoring results as new data becomes available to identify students whose performance and rate of growth indicate readiness for increased instructional challenge. For identified students, Reading Specialists will collaborate with teachers and instructors to review lesson mastery and classroom performance and recommend movement to a higher reading group, instructional level, or an appropriate trial placement. Placement decisions and follow-up results will be documented, and student performance will be reviewed within four weeks to determine whether the

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								accelerated placement should continue or be adjusted.
WV1-26	Core Academic	Reading Acadience	K	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 65% of students achieve benchmark on State Composite score	Kindergarten teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least every two weeks. Progress monitoring will be conducted either by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately, and results will be used to make needed instructional adjustments, with a goal of maintaining at least 80% of students at benchmark by EOY.
WV1-27	Core Academic	Reading Acadience	1	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 65% of students achieve benchmark on State Composite score	First-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least every two weeks. Progress monitoring will be conducted either by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately, and results will be used to make needed instructional adjustments, with a goal of increasing the percentage of students at benchmark from 59% to at least 65% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.

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WV1-28	Core Academic	Reading Acadience	2	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 70% of students achieve benchmark on State Composite score	Second-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least every two weeks. Progress monitoring will be conducted either by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately, and results will be used to make needed instructional adjustments, with a goal of increasing the percentage of students at benchmark from 61% to at least 66% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.
WV1-29	Core Academic	Reading Acadience	3	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 75% of students achieve benchmark on State Composite score	Third-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least every two weeks. Progress monitoring will be conducted either by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately, and results will be used to make needed instructional adjustments, with a goal of increasing the percentage of students at benchmark from 62% to at least 67% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.

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WV1-30	Core Academic	Reading Acadience	4	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 80% of students achieve benchmark on State Composite score	Fourth-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least monthly. Progress monitoring will be conducted by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately. Following each Acadience benchmark period, teachers and Reading Specialists will review grade-level and student data and make needed instructional, intervention, or grouping adjustments. The goal is to increase the percentage of students at benchmark from 61% to at least 66% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.

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WV1-31	Core Academic	Reading Acadience	5	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 85% of students achieve benchmark on State Composite score	Fifth-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least monthly. Progress monitoring will be conducted by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately. Following each Acadience benchmark period, teachers and Reading Specialists will review grade-level and student data and make needed instructional, intervention, or grouping adjustments. The goal is to increase the percentage of students at benchmark from 76% to at least 81% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.

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WV1-32	Core Academic	Reading Acadience	6	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 90% of students achieve benchmark on State Composite score	Sixth-grade teachers, with support from Reading Specialists to coordinate and track progress monitoring, will ensure identified students are progress monitored at least monthly. Progress monitoring will be conducted by the classroom teacher or by staff trained by the Reading Specialists to administer it accurately. Following each Acadience benchmark period, teachers and Reading Specialists will review grade-level and student data and make needed instructional, intervention, or grouping adjustments. The goal is to increase the percentage of students at benchmark from 74% to at least 79% by EOY. This increase represents approximately two students moving from the Strategic or Intensive categories to Benchmark.
WV1-33	Core Academic	Reading Acadience	K-6	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade By the end of September, 100% of new teachers, instructors, and staff members responsible for Acadience progress monitoring will complete training and demonstrate accurate administration, scoring, and data entry before independently	By the end of September, Reading Specialists, academic coordinators, or homeroom teachers will train all new teachers, instructors and staff members responsible for Acadience progress monitoring on standardized administration, accurate scoring, data entry, and use of results. Each participant will complete a practice administration or accuracy check before independently conducting progress monitoring. Newly assigned staff will receive training before administering assessments, and Reading Specialists will provide refresher training or

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							conducting progress monitoring.	individual support when data reviews identify a need.
WV1-34	Core Academic	Reading Acadience	K-6	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Using BOY SYE27 Acadience results as the baseline, Kindergarten will reduce the percentage of students scoring in the Intensive category on the State Composite Score by at least 70% relative to its BOY rate by EOY SYE27. Grades 1–6 will reduce the percentage of students scoring in the Intensive category by at least 15% relative to each grade's BOY rate by EOY SYE27.
WV1-35	Core Academic, Parent Involvement, School Climate	Reading Acadience	K-6	All	WV 1 Admin: Hancock	Reading Specialists, Admin, Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Before each BOY, MOY, and EOY Acadience benchmark period, the Academic Office will coordinate a schoolwide Acadience campaign with specific preparation tasks for teachers, students, and families. Teachers will explain the purpose of the assessment, reinforce grade-appropriate reading skills and testing expectations, and encourage strong attendance and effort. Students will review their previous performance when available, set a personal goal, and commit to giving their best effort. Families will receive communication explaining the benchmark period and ways to support their child through regular attendance, reading practice, adequate sleep, and encouragement. The Academic Office will provide common campaign materials and track completion across grade levels.

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WV1-36	Core Academic	Reading Acadience	K-6	All	WV 1 Admin: Hancock	Admin, Reading Specialists, Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Beginning during preservice, teachers and support staff will be trained on expectations for effective use of AED time. Teachers will use Acadience benchmark, progress-monitoring, and classroom data to group students and plan targeted instruction based on identified skill needs. AED plans and student groupings will be reviewed each term by teachers, Reading Specialists, and the Academic Director, and instruction will be adjusted when progress-monitoring data show that students are not making adequate growth.
WV1-37	Core Academic	Reading Acadience	3, 4, 5, 6	All	WV 1 Admin: Hancock	Admin, Reading Specialists, Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	By the end of September, each Grade 3–6 team will develop and submit a MAZE instructional and progress-monitoring plan to the Academic Director. Each plan will identify how MAZE skills will be taught, who will administer progress monitoring, how results will be reviewed, and how instructional adjustments will be made. Beginning in October, each grade level will administer MAZE progress monitoring at least twice each month, with teams permitted to monitor more frequently based on student needs. Grade-level teams will review the results, provide targeted instruction in identified areas of weakness, and report progress and resulting instructional adjustments to the Academic Director each term.

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WV1-38	Core Academic	Reading Acadience	K-6	All	WV 1 Admin: Hancock	Admin, Reading Specialists, Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Prior to each Acadience benchmark period, the Academic Office will implement a schoolwide DYAD reading campaign for all students and families. As part of a broader literacy support effort, the campaign will include strategies and activities that teachers, students, and families can use to strengthen reading skills before benchmark testing. The campaign will provide instruction and resources for using DYAD reading at home and will communicate how to use the strategy, how frequently students should practice, and how families can support attendance, confidence, and effort. The Academic Office will coordinate outreach, provide grade-level guidance and resources, and support implementation throughout each benchmark cycle.
WV1-39	Core Academic	Charter Acadience	3	All	WV 1 Admin: Hancock	Teachers, Reading Specialists	By EOY SYE27, 75% of third-grade students will score at Benchmark on the Acadience State Composite Score.	Following each Acadience benchmark period, the Academic Director and Reading Specialists will calculate the campus-wide percentage of students in Kindergarten through Grade 6 scoring at Benchmark on the State Composite Score. Grade levels and student groups not on track to meet the 75% EOY charter goal will be identified, and needed instructional, intervention, grouping, or progress-monitoring adjustments will be documented and reviewed before the next benchmark period.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-40	Core Academic	Charter Acadience	3	All	WV 1 Admin	Admin, Reading Specialists, Teachers	By EOY SYE27, 75% of third-grade students will score at Benchmark on the Acadience State Composite Score.	Third-grade teachers, with the assistance of Academic Administration and Reading Specialists, will provide ongoing collaboration through QIPs in which staff discuss third-grade students on the watch list and share instructional tips, strategies, and intervention supports with teachers and instructors who work with those students based on Acadience benchmark and progress-monitoring data. Students receiving interventions will be progress monitored twice monthly, and instructional groups will be adjusted based on student performance data. Academic Administration and Reading Specialists will meet regularly with third-grade teachers to review progress-monitoring results, identify students below benchmark, evaluate intervention effectiveness, and document instructional adjustments needed to increase the percentage of students meeting third-grade reading benchmarks.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-41	Core Academic	Acadience	K-6	All	WV 1 Admin: Hancock	Admin, Reading Specialists	Support the schoolwide reading goals by ensuring ABPP-trained Reading Specialists provide ongoing training and coaching that equips teachers to identify and support students performing below benchmark on the reading dashboard through achievement-level MTSS instruction and targeted interventions.	Reading Specialists will facilitate monthly QIP training sessions for teachers and instructors focused on identifying students below benchmark on the reading dashboard, recognizing Alternative Brain Processing Patterns, implementing science-of-reading instructional practices, analyzing Acadience and course-progression data, selecting appropriate interventions, and monitoring student progress through MTSS. Reading Specialists will provide ongoing modeling, coaching, and instructional support throughout the school year, while Academic Administration monitors participation, implementation, and effectiveness through meeting records, classroom observations, instructional planning reviews, and student-data discussions.
WV1-42	Core Academic	WIDA	K-6	ELL	WV 1 Admin: Hancock	ELL Teachers	During SYE27, multilingual learners will maintain strong growth, meeting or exceeding the state expectation of at least 0.15 proficiency points from SYE26 to SYE27, as measured by annual WIDA proficiency levels.	ELL teachers will provide language-development instruction aligned with students' current proficiency levels and regularly review classroom performance, progress-monitoring information, and WIDA data. Instructional supports and student placements will be adjusted when data indicate that students are not making sufficient English-language growth.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-43	Core Academic	Ensure ELL students are identified and provided with appropriate English instruction	K-6	ELL	WV 1 Admin: Hancock	Admin, ELL Teachers	During SYE27, 100% of newly enrolled students whose enrollment information indicates a possible need for English-language services will be reviewed, screened when required, and placed in appropriate English-language instruction within required timelines. All identified multilingual learners will receive services aligned with their current proficiency levels.	The Academic Office will review home-language information for all newly enrolled students and promptly notify the ELL team when further screening is needed. The ELL team will administer the appropriate screening, review the student's English-language skills and instructional needs, and determine which available ELL class or classes will provide the most appropriate support.
WV1-44	Core Academic	Ensure that Intensive Early Learning students are making the gains needed to succeed	K, 1, 2	ELL, All	WV 1 Admin: Hancock	Admin, ELL Teachers, Teachers	By EOY SYE27, 100% of students identified as Intensive in Early Learning will receive regular progress monitoring, and each student will demonstrate measurable growth toward individual skill targets. Students who are not making adequate progress will receive a documented adjustment to instruction, intervention, grouping, or level of support.	Early Learning teachers and support staff will progress monitor students identified as Intensive at least every two weeks. Results will be reviewed regularly by the teacher, Reading Specialists, and Academic Director to identify skill needs, evaluate the effectiveness of current support, and make timely adjustments to instruction or intervention. Student progress and any resulting changes will be documented and reviewed throughout the year.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-45	Core Academic	Charter Effective Teachers	K-6	All	WV 1 Admin: Hancock	Admin, Coaches	By EOY SYE27, at least 95% of teachers will be rated Effective or Highly Effective and will no longer be rated on Purple on coaching forms.	Teachers identified on Purple will participate in monthly coaching cycles led by the Academic Director. Each coaching cycle will include a classroom observation, written feedback, and documented action steps for improvement. Progress will be monitored throughout the year in support of the charter goal that at least 95% of teachers earn an Effective or Highly Effective rating and are off Purple by EOY SYE27.
WV1-46	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD, All	WV 1 Admin: Hancock	Teachers, SPED Team	Students with suspected disabilities will be identified through the SERT process, with 100% of students receiving RTI support discussed during weekly SERT meetings and referrals, reviews, and evaluation decisions completed within required timelines.	Teachers will bring concerns and available student data to the SERT process when a student demonstrates persistent academic, behavioral, or functional needs. The SPED team and Academic Director will review new referrals, evaluation status, required documentation, and upcoming deadlines during weekly SERT meetings. A shared tracker will be maintained to document referrals, assigned responsibilities, parent communication, evaluation steps, and completion dates.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-47	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD	WV 1 Admin: Hancock	SPED Team	100% of required IEP, eligibility, and reevaluation meetings will be held within required timelines, with appropriate notices, documentation, team participation, and parent communication completed.	The SPED secretary, in collaboration with case managers and the SPED team, will maintain an updated calendar and compliance tracker for all annual IEPs, reevaluations, eligibility meetings, and related notices. The SPED secretary will assist with scheduling, organizing documentation, monitoring timelines, and communicating upcoming deadlines. During weekly SERT meetings, the SPED team and Academic Director will review meetings and deadlines occurring within the next 30 days, confirm assigned responsibilities, identify missing documentation, and follow up on any concerns until completion.
WV1-48	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD	WV 1 Admin: Hancock	SPED Team, Reading Specialists	By EOY SYE27, at least 90% of students with IEPs will demonstrate measurable progress toward their annual IEP goals, and 100% of students who are not on track will receive a documented instructional or service adjustment.	Students with disabilities whose reading performance is significantly below grade-level expectations will be invited to participate in Academic Enrichment and Development (AED) reading support supervised by the SPED team and reading specialists. The program will provide targeted small-group reading instruction supported by evidence-based interventions and instructional resources during the AED period at the end of each school day for approximately 25 minutes. Student progress will be monitored regularly and reviewed by the SPED team to inform instructional planning and support continued reading growth.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-49	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD	WV 1 Admin: Hancock	SPED Team	By the end of SYE27, the SPED team will maintain 100% compliance in completing and providing Notice of Meetings at least 24 hours before scheduled meetings.	During weekly SERT meetings, the SPED team will review upcoming meetings and the status of required Notice of Meetings. The SPED secretary and case managers will track completion, identify missing notices, and follow up before deadlines to maintain 100% compliance throughout SYE27.
WV1-50	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD	WV 1 Admin: Hancock	Admin, SPED Team, Jen Walstad	By EOY SYE27, 100% of students with disabilities who are eligible for RISE and do not have a documented parent opt-out will participate in the assessment with the accommodations identified in their IEPs. All parent opt-outs will be appropriately documented.	The SPED team will maintain the assessment participation and coding tracker and participate in weekly audits to confirm each student's testing status. During Term 1, testing accommodations will be reviewed during annual IEP meetings and updated when appropriate. During Term 3, families of students with disabilities will receive information about the purpose of RISE testing, available accommodations, and the parent opt-out process. Before testing, the SPED team and Academic Director will verify that participation status, accommodations, and any official parent opt-outs are accurately documented for every eligible student.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-51	Core Academic	SPED - Ensure students with special needs are identified and provided with appropriate services	K-6	SWD	WV 1 Admin: Hancock	Admin	Attract, place, and retain highly capable ASETs who can provide support across classrooms based on student and program needs throughout SYE27.	Campus administration will collaborate with district administration and HR to identify high-need homerooms, recruit qualified candidates, and place assigned ASETs where their support will have the greatest impact. Where approved, differentiated compensation or other available incentives will be used to strengthen recruitment and retention. Staffing needs, vacancies, and retention concerns will be reviewed throughout the year, with timely recruitment and placement efforts initiated when openings occur.
WV1-52	Core Academic	TSSA	K-6	All	WV 1 Admin: Hancock	Admin, Instructors, HR	Throughout SYE27, the school will maintain full MTSS staffing to ensure students receive reading, math, and spelling instruction at an appropriate achievement level, with instructional placement adjusted as student needs change.	Campus administration will recruit, hire, and retain sufficient paraeducators to support achievement-level instruction in reading, math, and spelling across grade levels. Paraeducators will be assigned based on student and program needs, and staffing, instructional groupings, and student placements will be reviewed regularly to ensure students receive instruction at an appropriate achievement level and can move between groups as their needs change.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-53	Core Academic	TSSA	K-6	All	WV 1 Admin: Hancock	Admin, HR, Teachers	Attract and retain highly skilled, highly effective teachers to provide consistent, high-quality instruction throughout SYE27.	Campus administration will collaborate with district administration and HR to recruit and retain high-performing teachers for West Valley 1. Where approved, differentiated compensation or other available incentives will be used to make positions more competitive. Staffing needs, vacancies, and retention concerns will be reviewed throughout the year, and timely recruitment and retention efforts will be implemented as needed.
WV1-54	Core Academic	Title I-A	K-6	All	WV1 Admin: Leavitt	After School Director	Throughout SYE27, the afterschool program will serve an average of at least 70 students daily while supporting increased homework completion, family participation, and positive academic and behavioral outcomes for regularly attending students.	The afterschool program will provide consistent homework assistance, High Arts enrichment, and activities designed to strengthen academic confidence, self-efficacy, positive relationships, and pro-social behavior. Program staff will track daily attendance, homework completion, and Parent Empowerment participation. Annual teacher surveys and available student data will be reviewed to evaluate the program's effect on academic engagement and behavior and to identify needed program adjustments.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-55	Student Character & Citizenship	Title I-A	K-6	All	Admin: Leavitt	Admin, Instructors, Character Development Department	By EOY SYE27, at least 90% of teachers and instructors will maintain at least 90% compliance in showing and documenting required chew-time videos.	The Character Development Team will create and maintain the required chew-time videos. The administrative team will review the Chew-Time Tracker at least monthly and formally evaluate compliance at the end of each term. Teachers and instructors who are below 90% compliance will receive timely reminders, clarification of expectations, and an individual follow-up plan. Progress will be monitored until the staff member demonstrates consistent completion and documentation of required videos.
WV1-56	School Climate	Title I-A	K-6	All	Admin: Leavitt	Admin, Instructors	During SYE27, the school will maintain implementation of at least five Parent Empowerment Nights and sustain an average attendance of at least 75 participants per event.	Administration and counselors will coordinate at least five Parent Empowerment Nights addressing relevant preventive and pro-social topics, such as internet safety, suicide prevention, mental health, and other identified family needs. Events will be publicized through multiple communication methods with advance notice and reminders. When possible, scheduling, translation, access to materials, and other supports will be considered to reduce barriers to participation. Attendance and family feedback will be reviewed after each event to guide outreach and planning for future Parent Empowerment Nights.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-57	Core Academic	Title I-A	K-6	All	Admin: Leavitt	Admin, Instructors, Character Development Department	By EOY SYE27, at least 95% of teachers and instructors will demonstrate Effective or Highly Effective performance as measured by the Purple Coaching Form and end-of-year evaluations.	District administration will provide preservice training. Campus administration and instructional coaches will provide ongoing professional development throughout the year and differentiated coaching based on teacher effectiveness data. Coaching will include classroom observations, modeling or demonstration lessons, written feedback, and documented action steps. Progress will be reviewed throughout the year, with additional support provided to teachers and instructors who are not yet on track to earn an Effective or Highly Effective rating.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-58	Academic	Title I-A	K-6	All	WV1 Admin: Hancock	Admin	By the end of the first term of SYE27, 100% of new teachers and instructors will successfully exit Purple Coaching and demonstrate Effective performance in classroom culture, behavior management, and character-development practices to support positive student behavior and improve the overall learning environment. Any new staff member who has not exited Purple Coaching by the end of the first term will be placed on a Performance Improvement Plan (PIP) and provided targeted support to make the necessary improvements.	District administration will provide preservice training, and campus administration and the Character Development Department will provide ongoing professional development, coaching, and evaluation support throughout the year. Support will focus on strengthening classroom culture, behavior-management practices, student engagement, and implementation of character-development strategies to improve student behavior and increase positive student responses to classroom expectations. Administrators and instructional leaders will conduct classroom observations using the Purple Coaching Form, provide timely feedback, model effective practices, and develop action plans for continuous improvement. Student behavior data and classroom trends will be reviewed to monitor the impact of instructional and behavior-management practices. Additional coaching and support will be provided to teachers and instructors who are not yet demonstrating Effective or Highly Effective performance.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-59	Core Academic	Professional Learning – District Team Meeting Demonstrations	K-6	All	WV1 Admin: Hancock	Admin	During SYE27, Sixth Grade will document 100% of exemplary and training demonstrations conducted during District Team Meetings in a shared tracker and compile the information into an end-of-year summary report. Demonstrations from other grade levels will be monitored through DTPD agendas and reviewed as part of ongoing instructional support efforts.	Grade-level teams will maintain documentation of each District Team Meeting demonstration, including the date, grade level, subject or instructional focus, presenter, and whether it was an exemplary or training demonstration. The Director will work with grade-level team leads to ensure teachers are collecting and submitting videos of their own instruction for analysis and reflection. Team leads will monitor participation and documentation throughout the year, and a summary of demonstrations, video-analysis activities, and major instructional areas addressed will be compiled and reported during teacher post-service.
WV1-60	Core Academic, Student Character & Citizenship	Professional Learning – Character Development and School Philosophy	K-6	All	WV1 Admin: Hancock	Admin, Team Leads	During SYE27, WV1 Team will review Chew-Time content during QIP meetings to reinforce the school's educational and character-development philosophy.	QIP agendas will include opportunities for teachers and instructors to view selected Chew-Time videos to reinforce understanding of the school's educational and character-development philosophy. QIP leads will document completion in meeting agendas or notes, and campus administration will monitor implementation as needed.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-61	Student Character & Citizenship	Counselor Referral and Support System	K-6	All	WV1 Admin: Hancock	Admin, School Counselor	During SYE27, the school will maintain accurate documentation of all counseling, assessment, social-skills, and crisis-intervention services provided to students and will use counseling-tracker data to identify students who may be at risk, monitor ongoing student needs, ensure appropriate follow-up and support, and identify schoolwide trends requiring additional intervention, prevention efforts, or resources.	Counselors will maintain the existing confidential student-support tracker, documenting each student's grade, type of service, area or areas of concern, service dates, and current status, such as Active Caseload, Monitoring, Closed, One-Time/Check-In, or IEP. Concerns may include anxiety, emotional regulation, peer conflict, family or home concerns, behavioral needs, self-harm, suicidal ideation, abuse, grief, and other identified needs. During weekly SERT meetings, administration, special education staff, and the school counselor will review active and monitored students, confirm appropriate follow-up, coordinate needed supports, and identify concerns requiring additional intervention. Aggregate counseling data and schoolwide trends will also be reviewed to determine whether additional student services, prevention activities, staff training, or family resources are needed.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-62	Student Character & Citizenship	Student Mental Health and Counseling Support	K-6	All	WV1 Admin: Hancock	Admin, School Counselor	During SYE27, 100% of students referred for counseling services will have their referral documented and receive appropriate counseling support, intervention, or follow-up based on identified needs. Counseling services will help students address concerns that may impact their academic success, school engagement, and overall well-being.	Teachers will use the established counselor referral process to document student concerns and relevant classroom information. During weekly SERT meetings, administration, special education staff, and the school counselor will review referrals, determine the appropriate level of support, coordinate interventions, and identify next steps for students. The school counselor will record services and follow-up in the confidential counseling tracker and communicate necessary information to referring staff while maintaining student confidentiality. Immediate safety concerns will be addressed according to established crisis procedures.
WV1-63	Student Character & Citizenship	Student Ownership – Alma Access and Academic Monitoring	5, 6	All	WV1 Administration : Hancock	Admin, Academic Coordinators, Teachers	By the end of Term 1 of SYE27, 100% of fifth- and sixth-grade students will have an active Alma login and demonstrate that they can independently access their account and locate grades, assignments, attendance information, and school communications.	Fifth- and sixth-grade teachers will work with Academic Coordinators to confirm that every student has working Alma login credentials and receives instruction on how to access and navigate the system. Students will practice logging in and locating key academic information during designated class time. Completion will be tracked by classroom, and teachers and Academic Coordinators will provide follow-up assistance to students who have difficulty accessing or using their accounts.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-64	School Climate	School Climate – Student Recognition and Participation	K-6	All	WV1 Admin: Hancock	Admin, Academic Coordinators	Throughout SYE27, the Academic Office will maintain a year-round school-climate board that is updated at least monthly and recognizes student and class participation in identified schoolwide priorities.	The Academic Office will establish and communicate clear criteria for each recognition cycle, collect participation data, and update the school-climate board throughout the year. Recognition areas will be selected based on current school needs, identified areas of concern, or schoolwide priorities for a given period and may include Best Dressed uniform participation, summer-packet participation, attendance, Reading University (number of books read), mastery of assessments, Builder values and character development, academic growth, homework completion, positive behavior, citizenship, service projects, classroom participation, and other identified priorities. Not all recognition areas will be used each year; selections will be determined by campus need. Accomplishments will also be celebrated through announcements, newsletters, assemblies, or other appropriate communication.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-65	School Climate	School Climate - School Attendance	K-6	All	WV1 Admin: Hancock	Admin, Academic Coordinators	During SYE27, 100% of students identified with emerging or ongoing attendance concerns will receive documented family communication and appropriate follow-up. Campus attendance data will be reviewed regularly with the goal of reducing chronic absenteeism from the SYE26 baseline.	Administration and attendance staff will review attendance data during the first two weeks of school and at least monthly thereafter. Families of students with attendance concerns will receive communication explaining expectations, the effect of missed instruction, and available support. In addition to addressing attendance concerns, the school will take a positive approach to improving attendance by recognizing and celebrating students and classes that demonstrate strong, improved, or consistent attendance. Attendance incentives and recognition opportunities may be highlighted through the school-climate board, announcements, assemblies, or other schoolwide celebrations, while individual attendance concerns will remain confidential.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-66	School Climate	School Climate – Uniform Compliance	K-6	All	WV1 Admin: Hancock	Admin, Teachers, Academic Coordinators	Throughout SYE27, the school will maintain a consistent schoolwide system for teaching, reinforcing, and recognizing uniform expectations. Students and classes demonstrating strong or improved uniform compliance will be recognized regularly through the Best Dressed program, with participation and recognition tracked through the school-climate board and monthly class celebrations.	Uniform expectations will be communicated to families before school begins and reinforced throughout the year through newsletters, reminders, and opportunities to receive assistance with uniform questions. Teachers and instructors will conduct regular uniform checks, provide timely corrections, and use OOPS forms and the card-move system consistently when students are out of uniform. The Academic Office will track and celebrate Best Dressed participation through the year-round school-climate board, including individual and class recognition. Administration will review uniform-related card-move data at least once each term, identify patterns of concern, and provide targeted student, family, or staff follow-up as needed.
WV1-67	School Climate	School Climate – Parent Survey Results	K-6	All	WV1 Admin: Hancock	Admin, Teachers, Academic Coordinators	During SYE27, West Valley 1 will maintain at least 95% positive parent-survey results in Academic, Climate, Communication, General, Leadership, Support Staff, and Overall School Performance.	Administration and staff will continue providing timely, clear, and consistent communication through newsletters, direct family outreach, conferences, school events, and individual follow-up. At the conclusion of the annual parent survey, administration will review survey results and comments to identify strengths and areas for continued focus. Survey findings will be used to identify any needed adjustments to school practices and to reinforce successful strategies that support positive parent perceptions.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-68	School Climate	School Climate – Parent Survey Participation	K-6	All	WV1 Admin: Hancock	Admin, Teachers, Academic Coordinators	During SYE27, West Valley 1 will maintain parent-survey participation at or above 87%, with a goal of reaching at least 90%.	The school will provide families with advance notice, clear instructions, and multiple reminders during the parent-survey window. Teachers and office staff will monitor participation by grade level and provide targeted reminders where response rates are lower. Survey access and translation support will be provided when needed, and families will be informed about how previous feedback has influenced school practices.
WV1-69	School Climate	School Climate – Sixth-Grade Transition Readiness	6	All	WV1 Admin: Hancock	Admin	By the end of SYE27, 100% of sixth-grade students will be provided an opportunity to participate in a seventh-grade orientation experience designed to increase their confidence and readiness for the transition to secondary school.	Elementary and secondary administrators will coordinate a sixth-grade visit to the secondary campus during February or March. Students will tour the campus, learn about seventh-grade schedules, routines, academic and behavior expectations, available programs, and opportunities for involvement, and have an opportunity to ask questions of secondary staff or students. Information and follow-up resources will also be shared with families to support a successful transition to seventh grade.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-70	Parent Involvement	School Climate and Parent Involvement – FSO Leadership and Volunteer Participation	K-6	All	WV1 Admin: Hancock	Admin	By the end of Term 1 of SYE27, West Valley 1 will have an active FSO President and Vice President. The Vice President will work alongside the President throughout the year with the intention of being prepared to assume the presidency the following school year. The FSO will hold at least one open meeting each month to plan upcoming events and connect families with volunteer opportunities.	Administration and current FSO representatives will recruit and support an FSO President and Vice President. The FSO will hold a monthly meeting open to all families, during which upcoming school events, projects, and volunteer needs will be shared. Meeting dates and specific opportunities will be communicated in advance through school newsletters and other family communication systems. Attendance, leadership participation, and volunteer commitments will be tracked to support continued growth and a successful leadership transition.
WV1-71	Parent Involvement, School Climate	School Climate and Parent Involvement – Parent Orientation Participation	K-6	All	WV1 Admin: Hancock	Admin, Academic Coordinators	Using the SYE26 parent-orientation participation rate of 72.88% as the baseline, West Valley 1 will increase participation to at least 80% during SYE27.	Administration will maintain a parent-orientation participation tracker organized by grade level and classroom. Teachers and office staff will record family attendance and provide reminders and targeted follow-up to families who have not participated. Families unable to attend the scheduled orientation will be offered access to the information through follow-up materials or another available opportunity. Participation data will be reviewed by classroom and grade level following orientation, and a year-end summary will be presented to teams during teacher post-service to identify trends and improvements for the following year.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-72	Parent Involvement	Parent Communication – Acadience Results	K-6	All	WV1 Admin: Hancock	Admin	By the conclusion of post-service each year, 100% of families of students with completed EOY Acadience assessments will receive their child's Acadience results and information explaining the student's current benchmark status.	As soon as EOY Acadience results are finalized and available, and no later than teacher post-service, the Academic Office will distribute results to families using the established communication process. Information will include the student's scores, benchmark category, and a brief explanation of what the results indicate. All students will receive a summer learning packet designed to help maintain and strengthen academic skills over the summer months.
WV1-73	Parent Involvement	Parent Communication – RISE Results	K-6	All	WV1 Admin: Hancock	Admin, Academic Coordinators	During SYE27, 100% of families of students with completed RISE assessments will receive their child's results after final scores are released and available to the school.	As soon as final RISE results are available, the Academic Office will distribute individual student reports to families using the established communication process. Information will include the student's proficiency level and available subject-area results, along with a brief explanation of how to interpret the report. Families will be reminded that RISE results represent one measure of student performance and should be considered alongside classroom assessments, course progress, and other available academic data. The Academic Office will track distribution and follow up on reports that were not successfully delivered.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-74	Parent Involvement	School Climate and Parent Involvement – New Parent Orientation and Alma Access	K-6	Newly Enrolled Families	WV1 Administration : Hancock	Admin, Academic Coordinators	During SYE27, 100% of newly enrolled families will receive instruction on accessing Alma and understanding key school procedures, including dockets, homework expectations, grades, attendance, and school communication.	During the first month of school, administration and the Academic Office will hold a new-parent meeting each Wednesday following the school assembly. Meetings will include assistance with accessing Alma, an explanation of dockets and homework procedures, information about grades, attendance, communication systems, and time for parent questions. Attendance will be tracked, and families who do not attend will receive follow-up materials, individual support, or another opportunity to review the information. New families enrolling later in the year will receive the same information through an individual or small-group orientation.
WV1-75	Parent Involvement	Parent Involvement – Monthly Show What You Know Performances	K-6	All	WV1 Administration : Hancock	Admin, Teachers	Using the SYE26 completion rate of 78.6% as the baseline, at least 90% of expected monthly Show What You Know performances will be completed during SYE27. Additionally, 100% of grade-level teams will identify and report their planned performance week in advance.	During each monthly grade-level meeting with the Academic Director, every team will identify and document the week of its next Show What You Know performance. Teams will use QIP meetings to select content, assign responsibilities, and monitor readiness. The Academic Office will maintain a shared calendar and follow up with teams whose dates have not been submitted. Once a performance week is confirmed, families will receive at least one weeks' notice whenever possible.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-76	Parent Involvement	School Climate and Parent Involvement – Builder of the Month and Reading University Recognition	K-6	All	WV1 Administration : Hancock	Admin, Teachers, Academic Coordinators	During SYE27, 100% of teachers and instructors will submit their Builder of the Month and Reading University winners by the last Friday of each month so families can receive timely notice of the upcoming recognition.	Teachers and instructors will select and submit the following month's Builder of the Month and Reading University winners by the last Friday of each month using the established process. Office staff will track submissions, follow up promptly on missing information, and notify families as soon as award recipients are confirmed. Administration will monitor monthly completion and provide reminders or follow-up support to staff who do not consistently meet the deadline.
WV1-77	LEA initiative, Student Character & Citizenship, School Culture	LEA Initiative – Speak Loudly for All to Hear	K-6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms will consistently implement the "Speak Loudly for All to Hear" practice by expecting students who address the class to stand, speak clearly, and use a voice that can be heard throughout the room.	Teachers and instructors will explicitly teach, model, and reinforce expectations for standing and speaking clearly when students address the class. Campus administrators will monitor implementation through classroom observations and document evidence in the coaching database. Staff who need additional support will receive feedback, modeling, and follow-up coaching to strengthen consistent implementation.
WV1-78	LEA initiative, Student Character & Citizenship, School Culture	LEA Initiative – Listen Intently, Think Hard, Speak Precisely	K-6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms will consistently implement the "Listen Intently, Think Hard, Speak Precisely" practice to strengthen student attention, reasoning, communication, and participation within a	Teachers and instructors will encourage students to listen attentively, think before responding, and communicate their ideas clearly and precisely during classroom instruction and discussion. Campus administrators will look for evidence of these practices during regular classroom observations and provide feedback or support as needed.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
							classical learning environment.	
WV1-79	LEA initiative, Student Character & Citizenship	LEA Initiative – American Ideals	K-6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms will consistently incorporate American ideals into instruction and classroom culture through age-appropriate discussion, historical examples, literature, civic virtues, and connections to student responsibilities.	Teachers and instructors will use the daily American ideal during homeroom and look for natural opportunities to connect it to other content areas and classroom experiences. Campus administrators will monitor implementation through classroom observations and provide feedback and support as needed.
WV1-80	LEA initiative, Student Character & Citizenship	LEA Initiative – Wonder, Enthusiasm, and Curiosity	K-6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms will demonstrate implementation of practices that encourage wonder, enthusiasm, and curiosity, with evidence documented at least once each term.	Teachers and instructors will provide regular opportunities for students to ask questions, explore ideas, make connections, and demonstrate enthusiasm for learning. Evidence may be gathered through classroom observations, lesson plans, discussion prompts, student work, classroom displays, or brief teacher reflections. Academic Coordinators and campus administrators will document at least one example from each classroom per term in the coaching database and provide ideas or support when additional implementation is needed.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-81	LEA initiative, Student Character & Citizenship, School Culture	LEA Initiative – N.O.T.E. (Not One Thing Ever)	K-6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms will consistently implement the N.O.T.E. expectation by teaching students to leave no items or trash on classroom floors and to help care for shared school spaces.	Teachers and instructors will teach and reinforce the N.O.T.E. expectation by having students check floors, desks, and surrounding areas before transitions and at the end of the day. Campus administrators and Academic Coordinators will look for evidence of clean and orderly learning spaces during regular classroom observations and walkthroughs and provide reminders or support as needed.
WV1-82	LEA initiative, Student Character & Citizenship	LEA Initiative – Standing Accountability	4, 5, 6	All	WV1 Administration : Hancock	Teachers, Instructors, Admin, Academic Coordinators	By EOY SYE27, 100% of classrooms in Grades 4–6 will consistently implement high-quality Standing Accountability practices when reviewing selected assignments and projects, as evidenced by clear expectations, student engagement, and constructive feedback that promotes ownership and improvement.	Teachers in Grades 4–6 will use Standing Accountability with selected assignments and projects to promote responsibility, quality work, and respectful participation. The practice will be implemented consistently and thoughtfully to support student growth and maintain a positive classroom environment.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-83	LEA initiative, Parent Involvement	LEA Initiative – Minimize Tech, Maximize Happiness	K-6	All	WV1 Administration : Hancock	Admin, Academic Coordinators, Teachers, Instructors	During SYE27, 100% of K–6 classrooms will display a “Minimize Tech, Maximize Happiness” poster, and at least three additional posters will be displayed in prominent elementary common areas. The initiative will also be included in key parent-education and onboarding opportunities throughout the year.	Administration and staff will share information and practical strategies related to “Minimize Tech, Maximize Happiness” during Back-to-School Night, Parent Excellence Night, new-parent meetings, and relevant Parent Empowerment Nights. The message will also be reinforced through existing family communications, such as newsletters, school announcements, parent-teacher conferences, or take-home resources when appropriate. Administration will confirm that posters remain visible in classrooms and common areas and will review implementation throughout the school year.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-84	LEA initiative	Professional Learning – Back to Basics Implementation	K-6	All	WV1 Administration : Hancock	Admin, Teachers, Instructors, Academic Coordinators	During SYE27, 100% of teachers and instructors will participate in the WV1 Back to Basics Plan, including a beginning-of-year refresher, ongoing QIP mini-trainings, monthly instructional focus areas, and coaching aligned to identified staff and campus needs.	WV1 Administration will implement the Back to Basics Plan throughout SYE27. The plan will include: a beginning-of-year review of key APA instructional expectations one or two monthly instructional focus areas, feedback, modeling, and coaching. During preservice, returning teachers will be asked to identify one or two personal focus areas based on their end-of-year evaluation or LOU. Strong implementation and growth will be recognized through QIP celebrations, staff communication, and the existing star and lanyard systems. Participation and implementation will be monitored through QIP records, classroom observations, and coaching documentation.

#	Categories	Measurement	Grades/ Departments	Subgroup Focus	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WV1-85	LEA initiative	LEA Initiative – Cognitive Load Theory and "Picking Up the Rocks"	K-6	All	WV1 Administration : Hancock	Admin, Teachers, Instructors	During SYE27, 100% of homeroom teachers rated Purple or Pink will receive at least one coaching visit each month, and 100% of homeroom teachers rated Yellow or Green will receive at least one coaching visit per term using the Classical Education Coaching Form. Coaching will support continued growth in applying cognitive load theory and helping students engage successfully with challenging content.	Campus administrators and Academic Coordinators will conduct coaching visits using the Classical Education Coaching Form. Homeroom teachers rated Purple or Pink will receive at least one visit each month, while teachers rated Yellow or Green will receive at least one visit per term. Feedback will identify effective practices and areas for continued growth related to managing cognitive load and helping students successfully "pick up the rocks." Coaching visits, feedback, and follow-up will be documented in the Elementary Coaching Tracker.