

Campus	TSI	Root Cause	Goal	Zone/Group	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
D2	N		RISE ELA, Math, Science	3, 4, 5, 6	Megan Davis & Angie Lawrence	Grade-Level District Leads	>=70% of the students receive a passing score	District leads will allocate at least 15 minutes every month during DTMs to RISE training and/or demos
D2	N		RISE ELA, Math, Science	3, 4, 5, 6	Megan Davis & Angie Lawrence	3rd-6th Teachers	>=70% of the students receive a passing score	Admin will review the RISE benchmark progress trackers for any D2 teachers where there is a reasonable concern that they are not giving benchmarks or recording benchmark data and will meet with those teachers quarterly. Teacher training will be provided at DI Training Week on the tools available in the RISE testing system.
D2	N		RISE ELA, Math, Science	3, 4, 5, 6	Megan Davis & Angie Lawrence	3rd-6th Teachers	>= 70% of students achieve a passing score	To increase parent involvement and awareness of student proficiency on state assessments, admin will require 100% of teachers to send home a fun-family-based reward pledge sheet to incentivize their student's individual proficiency on RISE tests. The pledge sheet will include information on the school's academic incentives for RISE performance. Teachers will send home information immediately following the assessment so that parents can see whether
D2	N		CK ELA, Math, History	2	Megan Davis	2nd Grade Teachers	Average score is >= 80%	Increased teacher training and support for the 2nd grade teachers through monthly academic director classroom visits. Additionally, teachers (2 years or fewer with APA) will meet with district leads for additional time after District Team Meetings each month.
D2	N		CK Math	2	Megan Davis	2nd Grade Teachers	Average score is >= 80%	15 minutes of each monthly DTM will be dedicated to demonstration teaching and training specific to conceptual math.
D2	N		CK History, Science, LA	1, 2, 3, 4, 5, 6	Megan Davis & Angie Lawrence	1st-6th Grade Teachers	Average score is >= 80%	Demonstration teaching and analysis will be done at monthly District Team Meetings to demonstrate and incorporate standard practices from our most experienced teachers to our new teachers. During a campus team meeting in Term 4, train teachers on CK reviews and and provide demos on specific CK
D2	N		CK ELA & History	3	Megan Davis	3rd Grade Teachers	Average score is >= 80%	Monthly, during DTMs, higher level question flow will be implemented into data review each month to analyze accountability elements using the Power Minds structure and use analysis to drive instruction and any necessary curriculum adjustments.
D2	N		Parent Involvement/Communication	Community	Cindy/Cathie	Cindy/Cathie	Increase parent involvement to 40% as measured by the year-end parent survey question: "I have contributed many volunteer hours."	Promote school-wide parent volunteer opportunities with at least one-week notice via newsletter and reminders via text, moving the secretary location to provide additional space for volunteers to work and feel welcome, create a binder with daily volunteer opportunities that is readily available at the reception desk.

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D2	N		Parent Involvement/School Culture	Community	Cindy/Cathie	Cindy/Cathie/District CDD Team	Increase parent involvement to 40% as measured by the year-end parent survey question: "I have contributed many volunteer hours."	CDD team will roll out their Parent Bridgae Initiative
D2	N		Parent Involvement/School Culture	Community	Cindy/Cathie	Cindy/Cathie	Ensure 100% of homeroom classes have an AST leader.	Communicate the importance of AST leaders with the staff during pre service training. Help staff understand their role in developing relationships with parents to help staff obtain their own AST. Training to help teachers to understand the critical role parent involvement plays in the philosophy of APA.
D2	N		SPED - PIP	SPED	SETs	SETs	100% compliant Notice of Meetings with internal file review	Five SET-selected files will be reviewed during each Thursday SERT meeting.
D2	N		ALL	Students At Risk	Admin	Teachers, Character Development Team	90% of teachers/instructors will have 90% compliance in showing required chew time videos	Ensure teachers/instructors are showing chew-time videos by checking the Chew Time Tracker by the end of each term and making strategic intervention plans with teachers/instructors who are not compliant to showing the videos.
D2	N		TSSA	K, 1, 2, 3, 4, 5, 6	Megan Davis & Angie Lawrence	Academic Directors	Provide MTSS instruction for all students at their achievement level throughout the school year adapting as student need changes.	Hire enough paraeducators to ensure that we have multiple class offerings in reading, math and spelling instruction in every grade level.
D2	N		SPED - PIP	SPED	SETs	SETs	95% 4th-grade SpEd students will participate in RISE testing by the 2024-25 academic year, as indicated on the APR-RDA data collected in the Spring of 2024 and 2025.	During Term 1 of the year, ensure testing accommodations are reviewed at all annual review IEP meetings. Send information to all SpEd student parents in Term 3 on the process and importance of RISE testing.
D2	N		SPED - PIP	SPED	SETs	SETs	100% Indicator 11: By the end of SY2024-25, 100% of Child Find Initial Evaluations Timelines will be completed within 45 school days.	Weekly SERT meeting updates on the progress and timeline of initial evaluations
D2	N		Enhancement - GT	5th-6th (SED)	Angie Lawrence	4th-6th Academic Director	Increase GT participation of students experiencing Socioeconomic Disadvantage by 1.5%	In 23-24, the percentage of Saxon 8/7 or higher students who participated in free and reduced lunch was XX. This will be increased by providing advanced, differentiated math curriculum and instruction for 5th- and 6th-grade students in small GT group settings.
D3			TSSA	TSSA	Academic Coordinators	Academic Coordinators	Improve student behavior and academic proficiency, as well as instructor quality, by decreasing the number of instructors on purple (Level 1) and increase the number of instructors on pink (Level 2) or higher	Additional academic support for student and teacher needs in regards to instructor training, coaching, assessment training, new student assessments, behavior interventions, etc.