

<b>Campus</b>	<b>TSI</b>	<b>Root Cause</b>	<b>Goal</b>	<b>Zone/Group</b>	<b>Who is Accountable</b>	<b>Who will Implement</b>	<b>Goal Targeted</b>	<b>Action/Task</b>
WV 1	ALL	Not all students feel intrinsically motivated to achieve academically.	CORE Knowledge SCI, HIS	K, 1, 2, 3, 4, 5, 6	District/ WV 1 Admin	Teachers	Average score is >= 80%	District is working to align My Achievement Trackers (MATs) for each grade. The updated MATs will be used with fidelity with 100% of the teachers throughout the school year to teach students how to analyze and make a plan of attack for themselves to raise their scores.
WV 1		Teacher skills vary in delivering curriculum clearly and effectively.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	Average score is >= 80%	Teachers will begin to prepare curriculum earlier to ensure teacher mastery of subject material. Curriculum delivery & effectiveness will be reviewed in grade-level team meetings on Thursdays as well administration ensure that 100% of teachers have passed to the pink homeroom coaching form in the category of Teacher preparedness by end of November and then working to increase all other teachers by one proficiency level of coaching by end of year.
WV 1		Not all skills/content are being taught to mastery.	CORE Knowledge ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	Average score is >= 80%	Teachers on purple coaching level will report and analyze subject Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.
WV 1		Some teachers are more practiced and effective at teaching our curriculum.	CORE Knowledge ELA, SCI, HIS, Math	K, 1, 2, 3, 4, 5, 6	WV 1 Teachers	Teachers	Average score is >= 80%	Utilize at least 15 min of time during District Team Meetings monthly, to demo teach upcoming lessons and provide feedback to encourage best practices.
WV 1		Not all skills/content are being taught to mastery.	CORE Knowledge Math	1	WV 1 Admin	Admin/Teachers	Average score is >= 80%	After first Conceptual Math unit is completed academic director will train teachers in using and implementing the data from the Math Test Array to inform instructional changes. Teachers will use the math test array to analyze and review concepts not at mastery, monitoring if progress towards mastery is obtained in future lessons on concepts in which mastery was not previously attained.
WV 1		Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Admin will ensure all purple (teaching level 1) MTSS Teachers receive coaching visits weekly for the first two months of school and pink (teaching level 2) MTSS Teachers will receive two coaching visits in each of the subjects they teach before the end of the year.

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WV 1	ALL	Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	Teacher will communicate with parents via a phone call or face-to-face meeting each term to create a plan of attack for students who are not on track to achieve grade level progress goals, with the intention of closing the achievement gap. Plans of attack will include school, parent, and student responsibilities.
WV 1		Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression MATH and ELA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading level group	During preservice, campus admin will train all teachers on appropriate academic pacing and benchmarks in accordance to the APA curriculum scope and sequence (100 lessons in the assigned programs - or 1 lesson per school day when subject is taught). Use the weekly Lesson Progress Chart to review lesson progression during weekly QIP meetings. Address strategies (such as coaching) individually with teachers when appropriate progression is not meeting the APA 1 lesson a day standard.
WV 1		Not all skills/content are being taught to mastery.	Math (Acad)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve benchmark on State Composite score	Teachers will report and analyze Conceptual Math Accountability Elements within the week that they are delivered and scored, and then make plans to reteach material as needed to ensure that 80% of students are reaching 80% mastery. Admin will monitor the Accountability Tracker monthly and review with teachers during district meetings.
WV 1	ALL	Not all skills/content are being taught to mastery.	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Students placing Well Below or Below benchmark will receive bi-weekly progress monitoring reading assessments by teacher to monitor and track their progress. Teachers will be able to implement the new recording software with immediate access to analyze their students' progress.
WV 1	ALL	Early learning students benefit from opportunities to practice reading skills from their peers	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Students who score below benchmark on the state acadience reading assessment will be placed in an academic extended day (AED) reading mentor program by the end of the 2nd week of school. Student attendance is tracked with the AED tracker. Student progress is tracked with the Acadience Progress Monitors.
WV 1	ALL	Not all students feel intrinsically motivated to achieve academically.	Reading (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	100% of teachers will Implement then new My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make plan of attack for themselves to raise their scores.

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WV 1	ALL	Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	Reading/Math (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teachers will be trained on the new recording software for Acadience tracking during preservice week as well as the Waterford reading software that can be implemented in a home based program.
WV 1	ALL	Teacher support for struggling students	Reading/Math (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	100% of teachers will implement the use of the new recording software for Acadience tracking for BOY, MOY and EOY Acadience testing.
WV 1	ALL	Teacher support for struggling students	Reading (Acad/DIBEL)	1, 2, 3	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Based on BOY, MOY, and EOY Acadience Reading performance, teachers will make individualized intervention plans with students who scored well-below or below grade level to help them reach benchmark. Teachers will work with students following each assessment to determine progress and track individual performance.
WV 1	ALL	Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	Reading (Acad/DIBEL)	1, 2, 3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Teachers will teach parents of Intensive and Strategic students how to DYAD read by 1st parent teacher conference. Parents will practice DYAD reading with their student as individually directed by teacher in accordance to student Acadience scores.
WV 1	ALL	Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	3, 4, 5, 6	WV 1 Admin	Teachers	>= 65% - 90% of students achieve benchmark on State Composite score dependent on grade	Using tools found in the Acadience program, teachers will instruct students in implementing strategies for success on the MAZE portion of the Acadience assessment.
WV 1		Curriculum insufficient in preparing students for End of Year state assessments.	RISE ELA	4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Teachers will be trained during Teacher Institute to implement new Writing Rhetoric curriculum that is better aligned to RISE standards and formats of testing.
WV 1		Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Meet weekly with grade level team on campus to create and discuss higher level comprehension questions that will be implemented by teachers during daily instruction.
WV 1	ALL	Not all students feel intrinsically motivated to achieve academically.	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	100% of teachers will Implement updated My Achievement Trackers (MAT) from the first day of school and use them with fidelity throughout the school year to teach students how to analyze and make plan of attack for themselves to raise their scores.

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WV 1	ALL	Students need teacher support and modeling for End of Year state assessments.	RISE ELA and Math	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	100% of Teachers will model how to strategically complete the RISE exam, throughout the first 4 terms on a weekly basis, by breaking down questions in a step-by-step process, guiding students in a plan of attack for each test question.
WV 1		Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA and Math	3, 4, 5, 6	Grade Level District Lead	Teachers and Team	>= 70% of students achieve a passing score	Utilize at least 15 min of time during every monthly DTMs to showcase expert teachers model teaching an upcoming lesson and provide an opportunity for new teachers to improve their teaching skill by practicing the same/similar lesson. DT members will provide constructive feedback.
WV 1		Not all skills/content are being taught to mastery.	RISE MATH	3, 4, 5, 6	WV 1 Admin	Teachers	>= 70% of students achieve a passing score	Improve Conceptual Math program by providing more training on the integrated lesson plans provided by Innovation.
WV 1	ELL	Teacher skills vary in delivering curriculum clearly and effectively.	RISE-ELA,MA,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	ELL Specialist	>= 70% of students achieve a passing score	80% of ELL students who qualify for the DISE program on the DISE internal assessment will remain at school for a triple-dose class during Academic Extended Day.
WV 1	SWD	Students with disabilities need extra teacher support	RISE-ELA,MA,SCI	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	SETS	>= 70% of students achieve a passing score	Add one additional Special Education Teachers (SETS) to be able to provide smaller caseloads and greater individualized attention to their students.
WV1	ALL	Struggling students need extra teacher support; absence of a quality teacher impacts student learning	TSSA	K, 1, 2, 3, 4, 5, 6	WV 1 Admin	All School Instructors	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.
WV1	SWD	Students with disabilities need additional academic support	TSI - SWD	2, 3, 4, 5, 6	WV1 Admin	Summer Teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Reading & Math level groups	Invite SWD students whose proficiency is more than 1 level below their grade level peers to participate in small group instruction supported by video aids, 6 weeks during the summer, 2-3 hours per day, 4 days per week (participation level based on student need and availability).

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WW1	ALL	Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	TSI - All	K, 1, 2, 3, 4, 5, 6	WW1 Admin	School Directors/ Teachers	>= 70% of students achieve a passing score  >= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level  Perform >5% of subgroup in UT on School Accountability	Utilize flags in Skyward to tag students in Master Academic so lanyard lists can be created for teachers to easily identify TSI students (SWD, ELL, H) so that academic directors and teachers may easily monitor TSI student progress.
WW1	ALL	Afterschool homework completion #s. Parent Empowerment participation #s. Annual Teacher Surveys reporting improved behavior for students participating in afterschool.	Title I & ARP-ASP		Admin	Afterschool Director & Staff	Serve an average of 70 students daily in afterschool programs.	Afterschool High Arts participation and homework assistance programs to promote academic success, pro-social preventive factors, self-efficacy, and other positive outcomes for the school community.
WW1			SPED PIP, Indicator 11	SWD	Admin	SPED teachers	By the end of SY2024-25, 100% of Child Find Initial Evaluations Timelines will be completed within 45 school days.	Weekly SERT meeting updates on the progress and timeline of initial evaluations
WW1			SPED PIP	SWD	SETS/Admin	/SETS/Admin/Jen Walstad	95% of 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.	Ensure that all SWDs participate in state assessments unless their parents have officially opted them out of testing. We will do this by implementing the code tracking spreadsheet and participating in the weekly audits of this form. During Term 1 of the year, ensure testing accommodations are reviewed at all annual review IEP meetings. Send information to all SpEd student parents in Term 3 on the process and importance of RISE testing.
WW1			Enhancement - GT	5th-6th (SED)	Admin	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 50%. This will be increased by providing advanced, differentiated math curriculum and instruction for 5th- and 6th-grade students in small GT group settings.

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WV1	ALL		Students At Risk	K-6 At Risk Students	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.
WV1			Title 1A	K-12	Admin	Admin and Counselors	On Average 70 participants per parent empowerment night	School will hold at least 5 parent empowerment nights that offer classes and lessons on relevant preventative and pro-social topics. i.e. internet safety, suicide prevention, mental health, etc... Here are the dates- Sept 10th--Internet Safety and Bullying Oct 8th--Suicide Prevention Nov 12th--Mental Wellness Jan 14th--Communication Feb 11th--Substance Abuse Mar 11th--Child Safety
WV1		Highly Effective teaching is a significant variable impacting student achievement. Coaching on principles of effective teaching is needed in order to improve the effectiveness of our Title I teachers.	Title 1A	Teacher Effectiveness	Academic Coach		95% of Effective or Highly Effective Teachers as measured by end of year teacher evaluations	
WV1			Title 1A	Instructor Quality	Admin	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.
WV1			At Risk	At Risk Students K-6	Admin	Teachers, Character Development Team	90% of teachers will have 90% compliance in showing required chew time videos	Ensure teachers are showing chew-time videos by checking the Chew Time Tracker by the end of each term