

Campus	TSI	Root Cause	Goal	Zone/Group	Who is Accountable	Who will Implement	Goal Targeted	Action/Task
WW2		Teacher skills vary in delivering curriculum clearly and effectively.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will analyze subject Science and History Accountability Elements and make plans to reteach and ensure that students are reaching 80% mastery
WW2	ALL	Not all students feel intrinsically motivated to achieve academically.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will utilize new My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each Science and History unit throughout the year. Progress will be reviewed at DTMs.
WW2		Some teachers are more practiced and effective at teaching our curriculum.	CK ELA, SCI, HIS	K, 1, 2, 3, 4, 5, 6	WW2 Admin	Grade level District Lead	Average score is >= 80%	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE/Conceptual Math practice.
WW2		Not all skills/content are being taught to mastery.	CK MATH	K, 1, 2	WW2 Admin	Teachers by campus grade level teams	Average score is >= 80%	100% of teachers will analyze AE and make plans to reteach to ensure that students are reaching 80% mastery.
WW2		Teacher skills vary in delivering curriculum clearly and effectively.	CK MATH	1	WW2 Admin	Admin	Average score is >= 80%	After first Conceptual unit is completed academic director will train teachers in using and implementing Math Test Array
WW2		Teacher skills vary in delivering curriculum clearly and effectively.	RISE ELA	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Weekly academic schedules for 3-6 grades will be adjusted to include 50 minutes of literary analysis class each week. Teachers will be trained during pre-service and monthly DTMs throughout the year on how to deliver literary analysis content to students.
WW2		Curriculum insufficient in preparing students for End of Year state assessments.	RISE ELA	4th, 5th, 6th	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Include further training on the Writing Rhetoric Book 3 (4th grade), book 5 (5th grade) and book 6 (6th grade) in the 4-6 writing curriculum
WW2	ALL	Not all students feel intrinsically motivated to achieve academically.	RISE Math	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	100% of teachers will utilize the newly updated new My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each conceptual math unit throughout the year.
WW2		Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	RISE ELA, Math	3, 4, 5, 6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Ensure that RISE benchmark modules, housed in the RISE portal, are being modeled, led, and test with coaching before individually testing. Admin will check this for any teachers where there is a reasonable concern that compliance is not being met.
WW2		Some teachers are more practiced and effective at teaching our curriculum.	RISE ELA, Math	3, 4, 5, 6	WW2 Admin	Grade level District Lead	>= 70% of students achieve a passing score	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE Critical thinking/Conceptual Math practice.

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WW2		Parents may not feel empowered or sufficiently informed to support their students' academic achievement.	RISE ELA, Math	3, 4, 5, 6	WW2 Admin	Grade level District Lead	>= 70% of students achieve a passing score	To increase parent involvement and awareness of student proficiency on state assessments, admin will rerequire 100% of teachers to send home a fun-family-based reward pledge sheet to incentivize their student's individual proficiency on RISE tests. The pledge sheet will include information on the school's academic incentives for RISE performance. Teachers will send home information immediately following the assessment so that parents can see whether their student met or progressed toward their pledge goals.
WW2	ALL	Not all students feel intrinsically motivated to achieve academically.	RISE SCI	4-6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	100% of teachers will utilize new My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack. Students will use MAT to track progress and incentivize Plan of Attacks to mastery for each Science unit throughout the year. Progress will be reviewed at DTMs.
WW2		Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	RISE SCI	4-6	WW2 Admin	Teachers by campus grade level teams	>= 70% of students achieve a passing score	Ensure that RISE benchmark modules, housed in the RISE portal, are being modeled, led, and test with coaching before individually testing. Admin will check this for any teachers where there is a reasonable concern that compliance is not being met.
WW2		Some teachers are more practiced and effective at teaching our curriculum.	RISE SCI	4-6	Jen Walstad	Grade level District Lead	>= 70% of students achieve a passing score	District leads will assign monthly trainings at DTMs for Demo teaching and discussion of standard practices regarding RISE/Science practice.
WW2		Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression ELA and MATH	K, 2nd, 4th, 5th, 6th	WW2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Train 100% of teachers during QIP weekly meetings on appropriate academic pacing and benchmarks in accordance to the APA curriculum scope and sequence which is 100 lessons in the assigned programs - or 1 lesson per school day when subject is taught. Each term Academic Coordinators will provide a report to academic director of groups that are at-risk for not achieving a years worth of progress. Academic director will meet with teacher/ instructor in question to make a strategic plan for improvement.
WW2	ALL	Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Grade Level Progression ELA and MATH	K, 2nd, 4th, 5th, 6th	WW2 Admin	homeroom teachers	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	100% of teachers will communicate through email with mandated response, or phone call, with parents each term if a student is not on track to reach meet grade level progress goals.

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WW2		Teacher skills vary in delivering curriculum clearly and effectively.	Grade Level Progression ELA and MATH	K, 2nd, 4th, 5th, 6th	WW2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Ensure all 100% MTSS Teachers that are on purple and pink coaching levels receive bi-weekly coaching visits in their MTSS reading and math groups by reviewing the district coaching schedule and database, additional schedules for on campus administration will be made by school academic director to supplement
WW2		Struggling students need extra teacher support.	Grade Level Progression ELA and MATH	K-6	WW2 Admin	Admin	>= 90% of students accomplish a years worth of growth from BOY to EOY in their Math level group	Place instructors/associate teachers in all Elementary classrooms to be able to increase the instructional staff:student ratio.
WW2	ALL	Struggling students need extra teacher support.	Reading (Acad/DIBEL),	1st, 2nd, 3rd	WW2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	Implement mentor program. Train older students to mentor younger struggling readers during Academic Extended Day, which is mandatory for any student below grade level. Teachers gather Acadience data for 1st grade students. We prioritize students that are Intensive for WPM APA Bench and Well below for Acadience Composite. Looking at the score breakdown for Acadience reading, students are grouped by category, prioritizing their lowest skill set (NFW, Fluency, etc.). Create activities and lessons to target the skill deficit, pair with reading (teachers can reach out to D2 teachers for ideas) decodable books
WW2		Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	3rd-6th	WW2 Admin'	homeroom teachers	>= 65% to 90% depnding on grade of students achieve benchmark on State Composite score	100% of teachers will study and utilize the tools found in the Acadience reading program guide and will in turn teach students how to implement strategies for success on the MAZE by using tools found in the Acadience reading program.
WW2	ALL	Struggling students need extra teacher support.	Reading (Acad/DIBEL)	1st-3rd	WW2 Admin	homeroom teachers	>= 65% to 90% depnding on grade of students achieve benchmark on State Composite score	95% of Students placing Well Below or Below benchmark will receive bi-weekly progress monitoring reading assessments 95% of time, by teacher to monitor and track their progress.
WW2		Struggling students need extra teacher support.	Reading (Acad/DIBEL)	1st-6th	WW2 Admin	homeroom teachers	>= 65% to 90% depnding on grade of students achieve benchmark on State Composite score	100% of teachers will teach 90% parents of Intensive and Strategic students how to DYAD read by 1st parent teacher conference. Parents will practice DYAD reading with their student as individually directed by teacher in accordance to students acadience scores
WW2	ALL	Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	3rd-6th	WW2 Admin	homeroom teachers	>= 65% to 90% depnding on grade of students achieve benchmark on State Composite score	100% of teachers will utilize new My Achievement Trackers (MATs) for their students to track their individual goals/Plans of Attack, beginning with RU logs. Students will use MAT to track their RU logs with assistance and regular checkins from teachers. Progress will be reviewed at DTMs.

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WW2	ALL	Not all skills are being taught to mastery.	Reading (Acad/DIBEL)	3rd-6th	WW2 Admin	homeroom teachers	>= 65% to 90% depending on grade of students achieve benchmark on State Composite score	Teachers will make BOY, MOY and EOY goals and intervention plans for students who scored well below or below grade level on state reading acadience test to reach benchmark in Acadience reading, individualized by student need.
WW2	ALL	Early learning students benefit from opportunities to practice reading skills from their peers	Early Literacy	1st	WW2 Admin	Admin and teachers	Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 45%	Implement mentor program. Train older students to mentor younger struggling readers during Academic Extended Day, which is mandatory for any student below grade level.
WW2	ALL	Early learning students benefit from opportunities to practice reading skills from their peers	Early Literacy	2nd	WW2 Admin	Admin and teachers	Reduce the % of students who are scoring well below benchmark on Acadience Reading composite from BOY to EOY by 22%.	Implement mentor program. Train older students to mentor younger struggling readers during Academic Extended Day, which is mandatory for any student below grade level.
WW2		Parents may not feel empowered or sufficiently informed to support their students' academic achievement	Math (Acad)	1st, 6th	WW2 Admin	homeroom teachers	>= 70% of students achieve benchmark on State Composite score	100% of teachers will review Math Accountability Elements and use data to reteach and retest students who are not reaching benchmarks in conceptual math.
WW2	ALL	Early learning students benefit from opportunities to practice reading skills from their peers	Charter - Acadience ELA	3rd grade	Admin	Admin and teachers	75% of students on benchmark on composite EOY	Implement mentor program. Train older students to mentor younger struggling readers during Academic Extended Day, which is mandatory for any student below grade level.
WW2	ELL	Students learning English need additional academic language support	TSI	3rd-6th ELL	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	100% of teachers will use science and history flash cards to review concepts in core knowledge subjects for added practice of English words and definitions for any student with a WIDA designation and a score below a 5.
WW2	ELL	Students learning English need additional academic language support	TSI	3rd-6th ELL	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	80% of 3rd through 6th grade students scoring below ELL Benchmark will remain at school for an ELL class during Academic Extended Day for additional instruction.
WW2	ALL	Teacher skills vary in delivering curriculum clearly and effectively.	TSI	3rd-6th ELL, BL, PI, SWD	Jen Walstad	Admin and teachers	Perform >5% of subgroup in UT on School Accountability	Provide week-long MTSS training in August prior to school year for all instructional staff. With any midyear instructional staff hires, admin will provide onboarding to supplement for the lack of attendance for August training.
WW2	ALL	Students are not always placed correctly in intensive, small group classes	TSI	3rd-6th ELL, BL, PI, SWD	WW2 Admin	Admin	Perform >5% of subgroup in UT on School Accountability	Once each term, admin will specifically pull sub group data sets and consider changes of group placements based off mastery levels. .
WW2	ALL	Struggling students need extra teacher support.	TSI	3rd-6th ELL, BL, PI, SWD	WW2 Admin	Teachers by campus grade level teams	Perform >5% of subgroup in UT on School Accountability	80% of students in TSI subgroups will participate in an academic extended day, 25 minutes each day, for ELA practice in reading, speaking, and writing.

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WW2	ALL	Struggling students need extra teacher support.	TSI	2nd-6th SWD	WW2 Admin	Melissa Young and Steph Stock	Perform >5% of subgroup in UT on School Accountability	80% SWD participate in targeted RISE practice during AED with SPED teachers- focusing on repetition with platform and identifying specific areas of skills needing improvement where SPED teachers are designing instruction based on 3 year tracker of individualized performance including subgroup scores.
WW2		Students could benefit from situational conflict resolution practice.	Title 1A	All K-6 Students	Admin	Academic Coordinator	Decrease number of students who receive more than 3 behavior infractions.	Improve student behavior by advising students to make amends and make different choices.
WW2		Teacher skills vary in delivering curriculum clearly and effectively.	Title 1A	All K-6 Students	Admin	Academic Coordinator	For coaching, decrease the number of instructors on purple (level 1) and increase the number of instructors on pink (level 2) or higher.	Help for admin for instructor training due to 31% of new instructors
WW2	ELL	Parents may not feel sufficiently informed to support their students' academic achievement	Title 1A	All K-6 Students	Admin	Academic Coordinator	>=90% parent satisfaction with school communication	Translate documents, Spanish phone calls home, translated meeting to accommodate the >41% ELL families
WW2		Desire to understand our parents' satisfaction with all school activities requires strong survey participation.	Title 1A	K-6	Admin	Heather Guastella	We will have 70% or above of the parents fill out the end of year parent survey	Improve Community Outreach & Parent Involvement with the Administrative Director Heather Guastella
WW2	ALL	Students lack sufficient, intentional practice on taking RISE assessments. Teachers need support implementing and modeling benchmark modules prior to End of Year state assessments.	TSSA	K-6	Admin	Teachers	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 dspeklng instruction in every grade level.
WW2	SWD	Students with disabilities need additional academic support	TSI	2, 3, 4, 5, 6	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).
WW2	ALL	Teachers may be more effective in supporting their students if data tools more easily identify those students' needs.	RISE-ELA,MA,SCI; WIDA	All K-6 Students	Admin	School Directors/Teachers	>= 70% of students achieve a passing score >= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level Perform >5% of subgroup in UT on School Accountability	Create flags in Skyward and Master Academic spreadsheets for all TSI students (SWD, ELL, BL, H) so that academic directors and teachers may easily monitor TSI student progress.

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WV2		SPED staff have varying knowledge of compliance	SPED	K-6	Michelle Flynn; Campus Admin	SETs	100% compliant Notice of Meetings with internal file review	Train SPED secretaries to monitor these forms, complete the checklist and ensure Notice of Meetings are sent with the invitation to the meeting. Review a sample of Notice of Meeting forms completed by each special education teacher by December 2023 and provide additional training for any Notice of Meetings forms that were not compliant.
WV2	ALL		Title IA	Afterschool	Trina Christensen, Eryn Woolston	Trina Christensen, Eryn Woolston	ADA of 100 or more students.	Support our Title 1 students and families by providing high quality afterschool program that includes homework support, healthy snack and opportunities for parent engagement.
WV2	ELL	Teachers may be more effective in supporting their ELL students if data tools more easily identify those students' needs.	WIDA	K-6 ELL students	Admin	Admin and teachers	>= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	Administration will ensure that WIDA scores are on the MA before school starts and will train teachers in pre-service to analyze WIDA data on the MA. Administration will require Teachers to create intervention plans for all WIDA students scoring below a 5.
WV2	ELL	Many students are not as familiar with computers, compared to touchscreens	WIDA	K-6 ELL students	Admin	Admin and teachers	>= .25 Average Growth Point from WIDA 2022 Proficiency Level to WIDA 2023 Proficiency Level	Ensure 100% of the students have access to take the WIDA exam on an IPAD device.
WV2/3			Title 1A	K-12	Admin	Admin and Counselors	>100 participants per parent empowerment night	School will hold at least 5 parent empowerment nights that offer classes and lessons on relevant preventative and pro-social topics. i.e. internet safety, suicide prevention, mental health, etc... Here are the dates- Sept 10th--Internet Safety and Bullying Oct 8th--Suicide Prevention Nov 12th--Mental Wellness Jan 14th--Communication Feb 11th--Substance Abuse Mar 11th--Child Safety
WV2			GT	5th, 6th (SED)	Admin	Elementary Director	Increase GT participation of students	In 23-24, the percentage of Saxon 8/7 or higher students who participated in free and reduced lunch was 33.3%. This will be increased by providing advanced, differentiated math curriculum and instruction for 5th and 6th grade students in small GT group settings.
WV2	ALL		At Risk	K-6	Admin	Teachers, Instructors, Character Development Team	90% of teachers/instructors will have 90% compliance in showing required chew time videos	Ensure teachers/instructors are showing chew-time videos by checking the Chew Time Tracker by the end of each term and making strategic intervention plans with teachers/instructors who are not compliant to showing the videos.

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WW2			SPED PIP.	SWD	SETS/Admin	/SETS/Admin/Jen Walsta	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.	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.
WW2			SPED PIP, Indicator 11	SWD	Admin	SPED teachers	By the end of SY 2024-25, 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
WW2	SWD		TSI - SWD	2, 3, 4, 5, 6		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).