K-8 Redesign School AAP Template

**Submission Process: To submit the Academic Achievement Plan for approval:**

1. Ensure that the entire AAP document is complete. Incomplete documents will be returned.
2. [Click HERE](https://app.smartsheet.com/b/form/43e87bf233384c9d8d7a0bc21b7c8cb1) to submit an electronic copy of the completed **FINAL AAP** document via Smartsheet. *Make sure you upload your AAP doc and* ***include signature pages.*** 
   * 1. *Signed AAP Approval page 3 by each member of the core planning team;*
     2. *The Building Principal and Building Chair have signed the following areas:*
        1. *AAP Approval page-3 and*
        2. *Waiver(s); Budget; Title I page-8*
3. District Approval- Chief Academic Office will review or reject the Spring *draft* or Fall *final* AAP within **10 days** of submission**.**
4. If rejected the AAP, with written reasons for the rejection will be returned by the CAO to the school’s Planning Team for review and revisions.
5. Once revisions are made [Click HERE](https://app.smartsheet.com/b/form/43e87bf233384c9d8d7a0bc21b7c8cb1) to send the revised/re-voted if necessary/ AAP document.
6. In the event a school fails to approve an AAP, or further fails to present a revised AAP that is satisfactory to the CAO, then the District and CTU will follow article 5 guidelines to ensure schools have an approved AAP Spring *draft* and Fall *final AAP*.
7. Submit a Core Team payroll request form to the Chief Academic Office (Attn: Mercedes Bell) for approval.

Note: Bargaining Unit Members (max 6 members including CC) x # of hrs. (5 hrs. spring @ 43.14 and 3 hrs. fall @ 44.32)

School Name:

**Submission Type** **Date Submitted**

Spring “Draft” SY2020 Fall “FINAL” SY2020

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| Academic Achievement Planning Team | | Signatures Required | Signatures Required |
|  | Principal (no designee) | Kevin L. Payton |  |
|  | Chapter Chair (no designee) | Shalom Norton |  |
|  | Bargaining Unit Member | Amanda Poracky |  |
|  | Bargaining Unit Member | Britney Crosby |  |
|  | Bargaining Unit Member | Chante Spencer |  |
|  | Bargaining Unit Member | GiGi Elder |  |
|  | Parent |  |  |
|  | Student Leader | Jordan Smith |  |
|  | Other | Nicole Bentkowski |  |

**SCHOOL FACULTY APPROVAL**

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|  | **SPRING DRAFT SY2020** | **FALL FINAL SY2020** |
| Total # of CTU Bargaining Unit Members: |  |  |
| Total #of CTU Bargaining Unit Members voted: |  |  |
| Total # of CTU Bargaining Unit Members voted Yes- AAP |  |  |
| % of CTU Bargaining Members vote (min. 70% required) |  |  |
|  |  |  |
| Signature of Building Principal: |  |  |
| Signature of Chapter Chair: |  |  |

* The SY2019 Fall, Midyear and EOY data will be completed utilizing your school state report card and SPPF target setting guidance tools.
* The “Final” target section will be completed prior to the September Check-In.
* New this year all schools will have a midyear target (Winter Benchmark)

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| **FACTORS INFLUENCING ACHIEVEMENT** | **SY2019**  **Fall**  **2018 EOY Target**  **(adjust after Fall NWEA)** | **SY2019**  **Winter**  **Mid-Point Target**  **(NWEA Benchmark)** | **SY2019**  **EOY**  **GOAL**  **(ODE & District Data)** |
| **FOUNDATIONAL - District & State Data** |  |  |  |
| * Safe and Respectful Climate * Academic Challenge * Adult Support for Students * Social and Emotional Learning * Chronic Absenteeism * Parent-Teacher Conference Rate | **64%**  **93%**  **90%**  **62%**    **62%** |  |  |
| **PROGRESS-State Data**   * **Value Added Grade** * Value Add Reading All * Value Add Math All | Choose an item. | Choose an item. | Choose an item. |
| **ACHIEVEMENT - State Data** |  |  |  |
| * Performance Index points earned out of 120 pts | **50.9** |  |  |
| * Performance Indicator **Grade Earned** | **F** | Choose an item. | Choose an item. |
| * K-3 Literacy **Grade Earned** | D | Choose an item. | Choose an item. |
| * TGRG Passage Rate % * K-3 Literacy earned % | **87.5%**  **27.3%** |  |  |

**2019-20 School Year Priority Goals**

Your first priority is locked (implementing your Redesign model; your second priority should align with either the district’s PI goal or the K-3 goal.

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| 1. **Redesign Model Implementation (Year Two)** | **2. Select a Priority**  **Reading Proficiency** |

**K-8 Redesign School Foundation Document (Mission, Vision, and Design Commitments):**

The MOU between the Cleveland Metropolitan School District and the Cleveland Teachers Union signed March 5, 2018 noted that the redesign effort “will require members of the school community to agree to changes in their work at each of these schools in the curriculum or programming that would result in a significant change to pedagogy.”

All teachers were provided with a copy of the draft Design Plan – which included the school’s revised mission statement, vision and commitments specific to the design model selected (personalized learning, inquiry or youth leadership) in the spring of 2018, and offered an opportunity to “opt out” of the building prior to the scheduled start of voting on the 2018-19 AAP. Bargaining unit members who did not complete an opt-out form will be considered to have “opted-in” to the school and are expected to follow both the school’s AAP and Design Plan.

**School Mission and Commitments (Commitments made as part of opt-in, not for AAP approval)\***

**School Vision:**

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| The Fullerton school community will collaborate to build positive relationships which will continually inspire scholars to be innovative thinkers which will prepare scholars for high school and beyond. |

**School Mission:**

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| In order to be innovative thinkers all stakeholders will ensure every member of the Fullerton community will:   * Create a safe, nurturing environment where scholars are allowed to make mistakes. * Provide challenging and relevant lessons to prepare our scholars to be college and career bound. * Effectively communicate and build positive relationships with scholars, parents and community. * Hold all scholars to high expectations while providing continuous support and encouragement for their success. |

**Design Model Selected**: Inquiry-Based Teaching and Learning

**Design Model Description:** Inquiry-based learning is an approach where students explore academic content by posing, investigating and answering questions. They are then able to present their solutions in a credible and persuasive manner to their peers. This approach puts students’ questions at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content.

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| **Commitments associated with this model** | | |
| **Design Option** | **Teacher Commitments** | **Teacher Supports** |
| * Triggers students’ curiosity * Problem statement-question * Research * Presentation * Reflection and self-assessment | * Support the school’s vision, mission and design option. * Engage in professional development focused on the school’s redesign * Engage in grade level and/or cross-grade level team collaboration and planning. * Balance direct instruction strategically with inquiry-focused teaching methods. * Use a range of strategies such as formative assessments to reach diverse students and create environments that support differentiated teaching and learning. * Continuously assess progress of each scholar as they work through their inquiries. * Relinquish control and facilitate learning by providing resources and rich experiences that provoke scholar thinking and curiosity. * Clear vision of learning outcomes * Pose open-ended questions for scholars to investigate * Increase collaborative learning experiences through project-based questioning and learning. * Increase scholar research opportunities, hands-on learning, and use of multiple intelligences. | * The school will have a four year phase-in schedule to allow design options to be implemented and grow. * Provided professional development and in-school coaching in support of developing and enhancing teacher commitments. * Provide opportunities for teachers to visit classrooms and schools. |
| \*-*This page will be pre-populated for schools based on the vision, mission, and design commitments presented as part of Teacher Opt-In* | | |
| **Priority ONE *Instructional Model*  \*** The Academic Achievement Plan for your instructional model should include several components. It should identify the grade levels and subject areas expected to implement the model in 2019-20, and identify the core elements that staff members will implement in their daily practice (sequenced over time to reflect the expected growth and learning that will take place). It should also identify the professional learning needed to implement the plan effectively and how families will be engaged in the work. The goal of this plan is to establish consistent expectations for what your redesign model will look like in the building, and to provide a framework for coaching and professional development.  To build this plan, your team should first identify the staff members (grades and subject areas) who will be starting to use the selected Redesign Model in 2019-20 (Year One) and those teachers who are continuing the work in 2019-20 (Year Two). Next, use the design elements and teacher commitments identified by your Redesign Team in the spring of 2018 (see page 5) to establish the core practices that should be evident in all implementation. Think about what students and teachers will be doing on a daily and weekly basis if they are implementing the design element with fidelity, and list those shifts in instructional practice that should be occurring in connection with this strategy. Remember that there should be increased mastery of the strategy (and nuance in application) as we move into the second semester, and try to limit the “look fors” to no more than 4-5 elements of practice. Finally, consider the evidence and artifacts that should be visible in classrooms if the work is happening at a high level.  Once this work is complete, follow a similar process for teachers in Year Two of implementation. Remember that the baseline for teachers in year two of implementation should be higher, and that it should build on the skills and strategies learned in 2018-19.  While the plan should be created at the building level, you have several resources to help you complete the work. All schools worked with a “Look For” document in 2018-19 that connected to the commitments identified in your AAP. In many schools, you could use the “look fors,” “elements” and “evidence” to complete the Year One implementation plan (keeping in mind that you may want to eliminate certain elements or re-sequence expectations based on your experience this year). CMSD and CTU have also agreed that teams should be able to use their model consultants (Inquiry-Based Learning, Building Blocks and Leader In Me) for feedback and advice on the implementation plans. This might be especially helpful in defining what Year Two implementation should look like in schools. |

**Year One Implementation (Grades/Subject Areas Implementing the Redesign Model for the First Time in 2019-20:**

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| **New Teachers/paraprofessionals** |

**Year Two Implementation (Grades/Subject Areas Continuing the Redesign Model in 2019-20:**

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| **Entry Point Teachers/ Returning Staff** |

**Redesign Model Implementation Plan**

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| **Core Practice/ Commitment**  **#1** | **Category** | **Year One:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year One:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* | **Year Two:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year Two:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* |
| **Scholars are learning how to effectively ask questions** | **Students will:** | * Scholars are generating questions (both content and non-content related) which are displayed in the classroom | * Scholars are able to recognize and articulate the benefits (pros and cons) of the types of question asked. * Scholars use new knowledge to guide them to ask more questions. | * Scholars are learning how to prioritize their own questions. * Scholars are following the steps outlined in the QFT Anchor Chart with fidelity when generating and prioritizing questions. | * Scholars are able to effectively prioritize their own questions. * Scholars are able to prioritize questions collaboratively and plan investigations into topics of interest. |
| **Teachers will:** | * Teachers are using wonder walls (content / non content related) to honor student curiosity * Strategically using questioning strategies (QFT, QAR) | * Teachers will begin to teach scholars how to create rigorous open ended questions using how and why question words. * Teachers will instruct scholars on the differences between open and close ended questions. | * Teachers are guiding scholars as they begin to prioritize their own questions through peer to peer collaboration. * Teachers will serve as a facilitator of learning and question development. | * Teachers will serve as a facilitator of learning and question development * Teachers will utilize the gradual release model to monitor student work as they prioritize their own questions through peer to peer collaboration. |
| **Evidence:** | * Procedural Anchor Chart for QFT * Wonder Wall | * Scholars are asking rigorous open ended questions observable on the classroom Wonder Wall. * Scholars are identifying open and close ended questions by writing a C or an O on their post note that is added to the Wonder Wall. | * Peer collaboration is observable throughout the QFT process * Teacher will be mobile around the classroom observing groups. | * Teacher will be mobile around the classroom observing groups and collecting in the moment data. * Students present their findings in order to convey their learning to peers, teachers, parents, and stakeholders. |

\* NOTE: Each phase generally contains the student and teacher actions of the Previous level(s).

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| **Core Practice/ Commitment**  **#2** | **Category** | **Year One:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year One:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* | **Year Two:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year Two:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* |
| **Scholars develop research strategies and can explain what they are learning and relate it back to co-created questions.** | **Students will:** | * Scholars are learning research skills for content and non-content related topics. * Scholars are failing forward as they research and find answers. | * Scholars are researching for content and non-content related topics. * Scholars are engaging in creative ways to convey their learning to others. | * Scholars are utilizing student voice and choice to select their own creative ways of conveying their learning to others. * Scholars are engaging in creative ways to convey their learning to others through the use of technology. | * Scholars are engaging in creative ways to convey their learning to others in collaboration with peers through the use of technology. * Scholars are generating research questions and conducting research using resources and age appropriate search engines. |
| **Teachers will:** | * Teachers are guiding scholars through research and instructing on particular research strategies. * Teachers are supporting scholars through inquiry and allowing them to self-correct and learn as they reflect on errors within research. | * Teachers will provide engaging and creative tasks for scholars to convey their learning to others. * Teachers are providing scholars with a variety of resources for inquiry exploration. | * Teachers are guiding scholars to find resources for their inquiry explorations. * Teachers will provide time for scholars to research their inquiries. * Teachers assess learning through rubrics and other forms of data collections. | * Teachers are facilitating scholars as they explore a variety of resource for research inquiries. * Teachers and scholars assess learning through rubrics and other forms of data collection. |
| **Evidence:** | * Student research will be displayed in the classroom. * Students will use classroom resources to conduct a simple investigation. | * Students will use technology to support their learning. * Teachers have collected a variety of resources for scholars. | * Technology is included as a resource and form of presentation. * Data Collection | * Technology is included as a resource and form of presentation. * Kid friendly search engines are utilized such as, Info Ohio, Epic books, Waky Safe, Kid Rex, Safe Search Kids, and Kiddle. |

\* NOTE: Each phase generally contains the student and teacher actions of the previous level(s).

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| **Core Practice/ Commitment**  **#3** | **Category** | **Year One:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year One:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* | **Year Two:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year Two:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* |
| **Scholars are developing questions of interest, articulate explanations and arguments and understand how to observe for learning** | **Students will:** | * Scholars are asking questions about the topics of interest. * Scholars are beginning to use accountable talk when dialoguing with peers. | * Scholars questions are driving the learning and researching evidenced by displayed questions. * Scholars can demonstrate the process of asking questions by utilizing resources in the room. | * Scholars research and inquiry leads to more questions and ideas in order to convey learning. * Scholars are connecting prior knowledge to current lessons and ideas. | * Scholars are submerged in a positive productive culture evident through collaboration. * Engaging in group and individual projects to expand and explore phases of in the inquiry model. |
| **Teachers will:** | * Model Accountable Talk (“Agree, disagree, add on, I notice, I wonder..ect..”) * Co-create questions and anchor charts with scholars. * Honoring student’s questions, while setting them up to ask questions based on curricular topics. | * Turn the required curriculum into questions kids can’t resist investigating. * Teachers will assess for and incorporate student interest in inquiry lessons. | * Teachers will relinquish control and begin to facilitate vs direct learning. * Teachers pose an engaging essential question at the beginning of the inquiry phase on the topic to spark scholar curiosity and investment. | * Facilitate student collaboration. * Students pose an engaging essential question at the beginning of the inquiry phase on the topic to spark peer curiosity and investment. |
| **Evidence:** | * Wonder Wall * Accountable talk Stems * Anchor Charts | * An engaging essential question is displayed in the room. * Scholar questions are displayed throughout the room. * Questions Creation Chart resource posted. | * Scholars use Journals to record questions. When asked scholars are able to communicate what they are learning vs. what they are doing. * Scholars are beginning to collaborate with peers to co-create questions and topics of interest for future lessons. | * Groups and individual projects to expand on the inquiry and explore phases of in the inquiry model. * Research Based projects |

\* NOTE: Each phase generally contains the student and teacher actions of the previous level(s).

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| **Core Practice/ Commitment**  **#4** | **Category** | **Year One:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year One:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* | **Year Two:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year Two:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* |
| **Scholars communicate their learning in an effective way** | **Students will:** | * Scholars are writing about their curiosities and interest (content and non-content related.) * Scholars are talking about their curiosities and interest (content and non-content related) with peers. | * Scholars can identify areas of weakness and co-create learning goals. * Scholars are are able to develop an opinion/argument based on what they have learned. | * Scholars are able to develop an argument that they can support with evidence gathered from research. * Scholars will show the ability to use writing via reports, graphing, data, etc. to inform an authentic audience. | * Scholars show a variety of ways to demonstrate their mastery of inquiry procedures and academic content. * Scholars can communicate their goals to others and explain the process of meeting their goals or what else needs to happen. |
| **Teachers will:** | * Teachers will model Accountable Talk (“Agree, disagree, add on, I notice, I wonder..ect..”) * Teachers will model content specific academic vocabulary with the use of “No-Opt Out” Strategy when conversing to support building dialogue. | * Teachers will use sentence frames to support appropriate academic vocabulary, sentence structure and grammar. * Pose an essential question at the beginning of each unit in order to spark the students’ curiosity. | * Teachers will require scholars to develop an argument. * Teachers will require scholars to complete group or individual projects to expand on the Inquiry Model. * Teachers will provide in the moment feedback for scholars conveying their findings through reports, graphs, data, etc. | * Teachers will serve as a facilitator for scholars developing an argument while supporting it with relevant research. * Teachers will meet with scholars for teacher-student 1-on-1 conferences to create new goals and reflect on previous ones. |
| **Evidence:** | * Accountable talk * Think pair share * Wonder Wall * Three part I can Statement | * Talk moves * Cold call * Sentence Frames | * Student led discussions * Unprompted accountable talk * Think pair share opportunities | * Student led discussions * Unprompted accountable talk * Daily think pair share opportunities |

\* NOTE: Each phase generally contains the student and teacher actions of the previous level(s).

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| **Core Practice/ Commitment**  **#5** | **Category** | **Year One:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year One:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* | **Year Two:**  **Semester 1**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?* | **Year Two:**  **Semester 2**  *What will students and teachers be doing each day/week if they are implementing this practice with fidelity? What will look different as we become more familiar with this practice? What evidence will demonstrate that this work is happening at a high level?* |
| **Scholars readily engage in the inquiry process** | **Students will:** | * Scholars are engaged in the QFT with teachers to produce quality questions. * Scholars and teachers are collaborating to solve problems. | * Scholars engage in QFT to produce quality questions. * Scholars are actively learning rather than passive. * Scholars are seeking collaboration with peers and teachers to solve problems and challenges. | * Scholars are moving around the classroom to actively research, engage in discussions about the topic, and find answers. * Scholars are seeking collaboration with peers to solve problems. | * Scholars are working to either independently or in collaboration with peers to solve problems. * Scholars are collaborating with other grade bands, moving around the building to actively research, and engage in discussions about the topic, and find answers, or conveying their learning with one another. |
| **Teachers will:** | * Promote positive and productive class culture through creating collaborative norm setting. * Provide rich experiences to provoke scholar thinking and curiosity. | * Responds to the moment of curiosity of scholars in the classroom. * Co-creates rich experiences that provoke scholar thinking and curiosity | * Continuously assesses the progress of scholars as they work through their inquiries. * Pose open-ended questions for scholars to brainstorm and develop ideas to explore their curiosities. | * Teachers are collaborating with other teachers to provide rich experiences for their scholars to actively engage amongst grade bands in research, discussions, or conveying their learning with one another. * Pose a topic for scholars to generate their own questions, which will allow them to develop ideas for their own exploration experiences. |
| **Evidence:** | * Question Creation Chart Displayed * Co-created anchor charts * Collaborative Norm Setting Anchor Chart | * Field experiences * Technology is used as a resource * Essential questions located in teacher lesson and unit plans. * Engagement Hook is within teacher unit plan. | * Essential Question Posted from the beginning of the unit to the end. * Field Experiences * Engagement Hook is within teacher unit plan | * Building-Wide inquiry activities during and after school semesterly. * Student- led exploration experiences |

\* NOTE: Each phase generally contains the student and teacher actions of the previous level(s).

**Model Professional Development**

Identify the professional development opportunities that might be needed to help Year One and Year Two teachers meet the expectations identified in your implementation plan. Consider how professional development should be sequenced (what learning needs to take place in August to help teachers introduce the new learning model to students? In September? How should PD days be used to support the whole staff?). Also consider how your building might use its resources (Model-Lead Teachers, consultants) and peer schools (intervisitations) to bolster support for the model.

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| |  |  | | --- | --- | | **Year One Implementation:**  August: Three Part I can Statement / Essential Questions  September: Wonder Wall  October: QFT  November: Accountable Talk  January: Think Pair Share/ Co-created Anchor Charts  February: Cold Call/ No-Opt Out  March: Collecting in the Moment Data  April: Project-Based Learning  May: Assessment Reflection | **Year Two Implementation:**  August: Essential Question & backward design in unit planning  September: Research Strategies  October: Research Resources  November: Strategies for Conveying Learning  January: Goal Setting / Teacher-Student  February: Developing Student Leaders  March: Collecting in the Moment Data  April: Project Based Collaboration  May: Assessment Reflection | |

**Monitoring Plan**

How will you monitor – as a building – your model progress? How will your team respond if it isn’t working? What/how will evidence/data be collected toward meeting the priority?

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| Administration will monitor the progress of the model within the building by collecting evidence using TDES/Look Fors crosswalk, classroom walkthroughs, classroom observations, classroom on-task percentages, Inquiry look for rubric, Instructional Strategies look for rubric, and assessment data. Teachers will monitor the progress of the model within their classroom by participating in ongoing self-assessment, tracking classroom look-fors, peer observations, teacher reflection, data collection, honoring student questions, and releasing control to scholars.  The team will respond to data through the use of the coaching cycle and support of the Curriculum Instructional Specialist and the Model Lead Teacher. Administration will support and strengthen teachers in the areas of need that were identified through coaching cycle through providing teachers with Action Steps and deliverables |

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| **Priority One (Model Implementation)** FAMILY AND COMMUNITY ENGAGEMENT: Establishing effective school-to-home and home-to-school communication, strengthen families’ knowledge and skills to support and extend their children’s learning and connect students and families to community resource. \* remember use SPPF data guide to develop targets for CFL/SEL/engagement areas. | | |
| ***Strategic Statement(s):*** *Based on the goal and strategies you outlined above, identify how you will provide families information related to their child’s development and creating a supportive learning environment, establish effective communication with families, and strengthen families’ knowledge and skills to support their students’ learning through your Redesign model?* | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*  *Observations of behavior (staff/student)*  *Products/Protocols created*  *Perceptions (staff/students)* | ***Monitor****: How will you monitor progress? How will your team respond if it isn’t working?*  *What/how will evidence/data be collected towards meeting the priority?* |
| Teachers and staff in collaboration with our SPO and SPO president plan to provide families information related to their child’s development by hosting inquiry nights, reading literacy nights, and modeling the Inquiry process during any and all school events. Sending IVR calls with important information as well as reminders and holding student led parent conferences. | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * Quarterly Newsletter * Agendas from Events * Monthly SPO Meetings * P-16 Meetings * Parent Teacher Conferences * Inquiry Nights | **Progress Monitoring:**   * Attendance Data for SPO Meetings, P-16 Meetings, Conferences, and Inquiry nights. * Track Family Involvement |
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| **Resources:** Fullerton Website; Classroom Parent Newsletters; Remind, Class Dojo, and Community Stakeholders. | | |

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| **Priority TWO*:*** Reading Proficiency. \* Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority | | |
| ***Strategic Statement(s)*** *Clarity on how a team is going to achieve measurable improvement using evidence-based practices.*   * *Begin each statement with “Teachers/Staff will...” (specific group of teachers and staff).* * *Use an action verb of observable behavior which must be done.* * *Write clear, concise statement(s) that describe what you intend to accomplish.*   *Make sure each teacher/staff strategy connects back to the measurable priority* | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *Observations of behavior (staff/student)* * *Products/Protocols created*   *Perceptions (staff/students)* | ***Monitor: (see guidance doc for help)***   * *How will your team know that you're making progress?* * *How and what evidence/data be will be collected to measure growth towards meeting the priority?* * *How will your team respond if it isn’t moving?*   *How will your team respond if it is moving?* |
| *Teachers and Staff will*   |  | | --- | | K-8 Teachers/Staff will implement Reading Proficiency Plan…  1. Align the standards to the skills/strategy for each grade level in Inquiry Model in mind  2. Calendar when specific skills/strategy will be taught (school wide) and what standards can be aligned together to support more Inquiry Driven Unit Plans  3. Utilize bi-weekly formative assessments and analyze data at TBT meetings (TBT meetings occur once a week during collaborative teacher planning time). During TBT time teachers identify strengths and weakness areas based on bi-weekly data then collaborate around agreed upon strategies to respond to scholar needs during intervention time. This could include but is not limited to flexible grouping with a grade level teacher team member. Teachers will then reassess after a week of explicite interventions and compare and analyze data.  4. Create flexible groups for Intervention (differentiated instruction) | | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *TBT data* * *NWEA data* * *Response to Intervention Grouping* * *Teacher Created Action Plans* * *K-3 Data Plans* * *Reading Work Samples* * *Reading Performance Assessments- Reading Recovery Data, Reading A-Z, Study Island, Compass Learning, Flocabulary, Brainpop* * *Differentiated Assessments- Differentiated Reading for Comprehension* * *Dolch Sight Word Assessments* * *Leveled Literacy Instruction (LLI), Work Centers/Reading Stations* | |  | | --- | | Monitor Progress…  1. If we are making progress our Reading Proficiency target will increase by 16.0 to 33.0 based on the data in the SPPF  2. NWEA, teacher feedback, administrative rounds look fors for TDQ, and formative assessment data will be collected and analyzed to determine flexible groups |   3. The team will respond if data shows we are not moving by reevaluating the Reading Proficiency Plan |
| |  | | --- | | K-8 Teacher/Staff will collaborate with Curriculum Instruction Specialist to deepen their knowledge on research-based Instructional Strategies/Skills through Professional Development and supported through Coaching  CT3 Instructional Strategies  1. During first quarter teachers will implements Do Nows/Exit Tickets, Think Pair Share and Focused Instruction ( I DO of gradual release model) (through differentiated instruction based on biweekly and Do Now/ Exit Ticket data)  2. During second quarter teachers will implement Cold Call/Wait Time w/ no opt out, 60 Second Check-ins, and Maximizing Independent Learning Time( through differentiated instruction based on bi-weekly and Do Now/ Exit Ticket data)  3. During third quarter teachers will implement Anchor Charts, Break -It-Down, Name the Steps |   4. During fourth quarter teachers will implement small guided groups. Through the use of the gradual release model teachers will tie together instructional strategies to allow for scholar to become independent learners | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *Do Now Data Tracker* * *On task instructional rounds* * *CT3 Coaching Data* * *Observations & Post Conferences* * *Gradual Release Model used within Lesson Plan* | |  | | --- | | Monitor Progress…  1. Teacher sign-in sheet  2. Professional Development  Calendar  3. Do Nows and Exit Tickets  will determine if additional  PD is required |   4. Teachers receive feedback on Instructional Strategies included in Lesson Plans and during walkthroughs |
| Reading Recovery Teacher meets with at risk 1st grade scholars to implement scripted research based reading recovery lessons to bring the up to grade level. Along with implementing reading recovery to 1st grade scholars; Reading Recovery Teacher will assist 3rd grade teacher with LLI implementation to 3rd grade scholars | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *Running Record Data* * *Formative Assessments* * *Observation Summary- Letter R*   + *Letter Identification*   + *Writing Vocabulary*   + *Ohio Word Test*   + *Hearing and Recording Sounds*   + *Concepts about Print* | |  | | --- | | **Monitor Progress…**  1. Reading recovery reports and progress monitoring is monitored by administration and district level administration. |   2. LLI running record will be turned into Administration team to review and make sure that scholars are progressing as they should be. If progress is not being made further discussions of SST, attendance, behavior, etc. will take place to reevaluate the situation. |
| **Resources:** Don’t forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority?*  Leveled Literacy Intervention, Center for Transformative Teacher Training, Student Assessment Data, Model Lead Teacher, Professional Development, Saturday School, Action Plans, Tutoring, America Scores. | | |
| **Priority TWO *SUBGROUP(s):*** *Meeting the Needs of at-risk/special population students (English Language Learners, Special Education, chronic absentees, gifted education, Academic Challenge, etc.) \** remember use SPPF data guide to develop targets for special populations. | | |
|  |  | ***Monitor: (see guidance doc for help)***   * *How will you monitor forward progress?* * *How will your team respond if it isn’t work?*   *What/how will evidence/data be collected towards meeting the priority?* |
| K-8 Teachers/Staff will implement Reading Proficiency Plan…  1. Align the standards to the skills/strategy for each grade level in Inquiry Model in mind  2. Calendar when specific skills/strategy will be taught (school wide) and what standards can be aligned together to support more Inquiry Driven Unit Plans  3. Utilize bi-weekly formative assessments and analyze data at TBT meetings (TBT meetings occur once a week during collaborative teacher planning time). During TBT time teachers identify strengths and weakness areas based on bi-weekly data then collaborate around agreed upon strategies to respond to scholar needs during intervention time. This could include but is not limited to flexible grouping with a grade level teacher team member. Teachers will then reassess after a week of explicite interventions and compare and analyze data.  4. Create flexible groups for Intervention (differentiated instruction) | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *TBT data* * *NWEA data* * *Response to Intervention Grouping* * *Teacher Created Action Plans* * *K-3 Data Plans* * *Reading Work Samples* * *Reading Performance Assessments- Reading Recovery Data, Reading A-Z, Study Island, Compass Learning, Flocabulary, Brainpop* * *Differentiated Assessments- Differentiated Reading for Comprehension* * *Dolch Sight Word Assessments* * *Leveled Literacy Instruction (LLI), Work Centers/Reading Stations* | |  | | --- | | Monitor Progress…  1. If we are making progress our Reading Proficiency target will increase by 16.0 to 33.0 based on the data in the SPPF  2. NWEA, teacher feedback, administrative rounds look fors for TDQ, and formative assessment data will be collected and analyzed to determine flexible groups |   3. The team will respond if data shows we are not moving by reevaluating the Reading Proficiency Plan |
|  |  |  |
| **Resources:** Don’t forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority?*  Leveled Literacy Intervention, Center for Transformative Teacher Training, Student Assessment Data, Model Lead Teacher, Professional Development, Saturday School, Action Plans, Tutoring, America Scores. | | |
| **Priority TWO *FAMILY AND COMMUNITY ENGAGEMENT:*** *Establishing effective school-to-home and home-to-school communication, strengthen families’ knowledge and skills to support and extend their children’s learning and connect students and families to community resource. \* remember use SPPF data guide to develop targets for CFL/SEL/engagement areas.* | | |
| ***Strategic Statement(s):*** *Based on the goal and strategies you outlined above, identify how you will provide families information related to their child’s development and creating a supportive learning environment, establish effective communication with families, and strengthen families’ knowledge and skills to support their students’ learning at home.* | ***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:*   * *Observations of behavior (staff/student)* * *Products/Protocols created*   *Perceptions (staff/students)* | ***Monitor:*** *(****see guidance doc for help)***   * *How will you monitor forward progress?* * *How will your team respond if it isn’t work?*   *What/how will evidence/data be collected towards meeting the priority?* |
| In order to inform families of our goals toward reading proficiency, parents are provided quarterly newsletters,support from the Wrap Around Service Site Coordinator, monthly SPO meetings, monthly family events, which unpack ELA standards and goals.  Utilize Monthly Family Night centered around Standards/Skills providing parents with Strategies to connect learning at home  Site Coordinator collaborates with community partners to provide resources | * Agendas * Newsletters * IVR reports * Sign In sheets * Quarterly Newsletter * Agendas from events * Monthly SPO meetings * P-16 meetings * parent teacher conferences | Team will determine the success based on attendance and parent availability.  Team will look at the evidence to determine the success and adjust which components.  Evidence and reports will be viewed, summarized, and tweaked as needed. |
|  |  |  |
| **Resources:** Don’t forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority*:  FACE Committee, FACE Data tool, Progress Monitoring, Wrap Around Coordinator | | |

**DESCRIBE BOARD POLICY, DISTRICT PROCEDURE, OR COLLECTIVE BARGAINING AGREEMENT EXEMPTIONS - Requested to more effectively implement planned activities referenced in priorities, or want to modify contractual time.**

|  |  |  |
| --- | --- | --- |
| Choose an item. |  |  |
| Choose an item. |  |  |
| Choose an item. |  |  |

**Our school’s 200 minutes will follow the CBA (select yes or no)** Choose an item.

**\*The language of the CBA regarding 200 minutes default language is 50 minutes a day, Monday through Thursday, directly after or before the student day.**  Any changes to this must appear in the waiver section of the AAP. Effective with the 2017-18 school year, this professional time will be scheduled immediately before or after the student school day, Monday through Thursday in fifty (50) minute increments unless a different time frame is approved via the Academic Achievement Plan (AAP). Through the AAP process, schools may also schedule the professional time within an extended student day. The AAP will outline which days are reserved for teacher self-designed professional activities and which are administrative professional time. This professional time will be reflected in the school’s master schedule.

**If you selected No above, please describe how your school will schedule the 200 minutes in the requested change below:**

**Scheduled Day and # of Minutes Indicate Principal or Teacher Time**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**TWO VOLUNTARY FLEXIBLE DAYS FOR PROFESSIONAL DEVELOPMENT and/or COMMUNITY ENGAGEMENT:**

|  |  |  |  |
| --- | --- | --- | --- |
| Plan listed below for the two voluntary flexible days. Indicate focus of professional development and/or community focus:  ***Type of engagement (i.e. community day, staff training, etc.)***   ***Date*** | | | |
|  | | |  |
|  | | |  |
|  |  |  | |

**SAY YES TO EDUCATION – SYTE**

Our school will be applying for year one of the SYTE Core Services roll-out and understand we must submit the SYTE application: Choose an item.

**Being part of year one SYTE core service roll-out means**

**Schools will receive:**

* Programming opportunities for students outside the regular school day and/or school year
* Additional Health/Mental Services
* A Family Support Specialist
* Access to legal clinics and services for families

**Schools will commit to:**

* Completing student survey annually, which builds the core service need
* Working collaboratively with District, SYTE partners and CTU leadership on first year implementation of services

**AAP BUDGET: This section ensures team has identified and allocated funding to support SY2019 AAP activities and strategies**

Bargaining Unit Members (max 6 members including CC) x # of hrs. (5 hrs. spring @ 43.14 and 3 hrs. fall @ 44.32) =

Summary from – Priority One

Summary from – Priority Two

**TOTAL BUDGET allocated to support AAP**:      

**TITLE I COMPLIANCE ASSURANCES**

**REQUIREMENT Priorities** (check all that apply)

1. Conducted a comprehensive needs assessment and analyze data to support plan (i.e. SDD/SBB and decision framework data) I. ☐ II. ☐
2. Use scientifically research-based strategies to support plan I. ☐ II. ☐
3. Plan for aligned, high quality, sustained, professional development through TBT/BLT/APT/District supports. I. ☐ II. ☐
4. Conduct strategies to attract and retain high quality, qualified professional staff I. ☐ II. ☐
5. Address strategies to Increase parent/community involvement and support your Parent Engagement Plan I. ☐ II. ☐
6. Conduct activities to assist with school transitions (preschool, middle, high school, college) I. ☐ II. ☐
7. Provide additional assistance activities/student services I. ☐ II. ☐

***For any requirement not clearly met within the AAP, describe how Title I Compliance is being met in the box below.***

**Signature of Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Chapter Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**