

K-8 Redesign School AAP Template

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

- Ensure that the entire AAP document is complete. Incomplete documents will be returned.
- [Click HERE](#) to submit an electronic copy of the completed **FINAL AAP** document via Smartsheet. *Make sure you upload your AAP doc and **include signature pages**.*
 - *Signed AAP Approval page 3 by each member of the core planning team;*
 - *The Building Principal and Building Chair have signed the following areas:*
 - *AAP Approval page-3 and*
 - *Waiver(s); Budget; Title I page-8*
- District Approval- Chief Academic Office will review or reject the Spring *draft* or Fall *final* AAP within **10 days** of submission.
- 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.
- Once revisions are made [Click HERE](#) to send the revised/re-voted if necessary/ AAP document.
- 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.
- 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: Sunbeam

SUBMISSION TYPE

DATE SUBMITTED

Spring "Draft" SY2020

Fall "FINAL" SY2020

Academic Achievement Planning Team

| | |
|------------------|-----------------------------|
| Jessica Humphrey | Principal (no designee) |
| April Nagorski | Chapter Chair (no designee) |
| Nakita Boyd | Bargaining Unit Member |
| Katie Egan | Bargaining Unit Member |
| Natalie Swol | Bargaining Unit Member |
| Mickey Moses | Bargaining Unit Member |
| D. Diaz | Parent |
| Josiah Burrell | Student Leader |
| | Other |

| Signatures Required | Signatures Required |
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SCHOOL FACULTY APPROVAL

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)

| SPRING DRAFT SY2020 | FALL FINAL SY2020 |
|---------------------|-------------------|
| 72 | 43 |
| 49 | 40 |
| 40 | 3 |
| 81% | 93% |
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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)

FACTORS INFLUENCING ACHIEVEMENT

FOUNDATIONAL - District & State Data

- Safe and Respectful Climate
- Academic Challenge
- Adult Support for Students
- Social and Emotional Learning
- Chronic Absenteeism
- Parent-Teacher Conference Rate

PROGRESS-State Data

- Value Added Grade
- Value Add Reading All
- Value Add Math All

ACHIEVEMENT - State Data

- Performance Index points earned out of 120 pts
- Performance Indicator **Grade Earned**
- K-3 Literacy **Grade Earned**
 - TGRG Passage Rate %
 - K-3 Literacy earned %

| | SY2019 Fall 2018 EOY Target (adjust after Fall NWEA) | SY2019 Winter Mid-Point Target (NWEA Benchmark) | SY2019 EOY GOAL (ODE & District Data) |
|--|---|--|--|
| | 57.21 | 55.11 | 70% |
| | 83.17 | 83.43 | 90% |
| | 77.88 | 78.48 | 82% |
| | 78.37 | 78.47 | 83% |
| | 30.98 | 30.95 | 20% |
| | | 70.80% | % |
| | F | F | Choose an item. |
| | -1.29 | -1.29 | |
| | -5.63 | | |
| | 50.3 | 50.3 | 55.3 |
| | F | F | D |
| | F | F | D |
| | 67.9% | 67.9% | 72% |
| | 20.5% | 20.5% | 25% |

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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| • Redesign Model Implementation (Year Two) | 2. K-3 Literacy |
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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:

We are Sunbeam, we S.H.I.N.E.
 S – Set the standards for success, starting with respecting self and others.
 H – Help each other grow into responsible citizens.
 I – Independent, innovative, critical thinkers and learners.
 N – Never give up...we never lose, we either WIN or we LEARN!
 E – Excel to be a better human every day!

School Mission:

The mission of Sunbeam School is to change the approach of teaching and learning. To facilitate/guide student growth and learning, enabling them to THRIVE in the modern world. To foster the development of intellectually curious, confident, critical thinkers who are socio-emotionally competent and academically prepared to meet the challenges of a global community.

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.

| Commitments associated with this model | | |
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| Design Option | Teacher Commitments | Teacher Supports |
| <ul style="list-style-type: none"> • Triggers students' curiosity • Problem statement-question • Research • Presentation • Reflection and self-assessment | <ul style="list-style-type: none"> • Support the school's vision, mission and inquiry-based teaching and learning 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. • Teacher facilitates student learning- important for teachers to model curiosity and questioning. | <ul style="list-style-type: none"> • The school will have a four year phase-in schedule to allow design options to be implemented and grown. • Provided professional development and in-school coaching in support of developing and enhancing teacher commitments. • Provide opportunities for teachers to visit inquiry model-based classrooms and schools. • Time during the day for collaboration, planning, observation and reflection. |

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| | <ul style="list-style-type: none"> ● Use a range of strategies to reach diverse learners and create environments that support differentiated teaching and learning: <ul style="list-style-type: none"> ○ Teacher will allow opportunities for student voice and choice; Honor kids' own questions. ○ Turn curriculum into questions students want to investigate; build curriculum from kids' wonders and then back-map projects to the relevant standards. ○ Carefully set up learning targets based on student inquiry. ○ Collaborative work. ○ Strategic thinking. ○ Authentic investigations. ○ Student responsibility. ○ Student as knowledge creator; interaction and student talk. ○ Teacher as model and coach. ○ Cross-disciplinary studies. ○ Multiple resources and multimodal learning. ○ Engaging in a discipline. ○ Caring and taking action. ○ Performance and self-assessments. | <ul style="list-style-type: none"> ● Lead teacher/coach with dedicated time to support inquiry-based teaching and learning in regular education and special education. |
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| <p><i>*-This page will be pre-populated for schools based on the vision, mission, and design commitments presented as part of Teacher Opt-In</i></p> | | |
| <p>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.</p> <p>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</p> | | |

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:

3-5- In all subject areas.

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

K-2- In all subject areas.

Redesign Model Implementation Plan

| Core Practice/ Commitment #1 | Category | Year One: Semester 1 <i>What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?</i> | Year One: Semester 2 <i>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?</i> | Year Two: Semester 1 <i>What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?</i> | Year Two: Semester 2 <i>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?</i> |
|--|-----------------------|--|---|---|--|
| Students asking questions about topics driven by their own Inquiry. | Students will: | <p>Students will utilize questioning strategies to develop their own questions.</p> <p>Students will use their own curiosities to form questions.</p> <p>Students use accountable talk to attend to, respond to, and ask questions of others about their learning.</p> | <p>Engage in the QFT or other questioning strategies with teachers to produce quality questions.</p> <p>Use a variety of digital and print resources to pursue their own inquiry.</p> <p>Display the ability to take calculated risks and display confidence in the learning process</p> <p>Collaborate on learning with peers and teachers to answer questions</p> | <p>Students will use a variety of questioning techniques around topics of their own interest.</p> <p>students will synthesize information from multiple sources.</p> <p>Collaborate on learning with peers and teachers to solve problems</p> <p>Students will take ownership of their learning</p> <p>Students engage in an exploration process.</p> | <p>Students will choose a questioning technique of choice around their own topic of interest.</p> <p>Continued collaboration with teacher and peers in authentic learning experiences.</p> <p>Students communicate their learning through a variety of end products, such as writing, reports, graphing, data, demonstrations, display, etc.</p> |
| | Teachers will: | <p>Honor students' own questions through the use of a variety of questioning techniques.</p> <p>Use student questions to set up curricular topics.</p> <p>Explicit planning to use a variety of questions based on Bloom's taxonomy.</p> | <p>Questions engage divergent thinking and lead to more questions and enhances student inquiry. (Why?, How do you?, What is the evidence?)</p> <p>Provide the largest possible degree of student voice and choice.</p> <p>Facilitate student ownership of questioning strategies.</p> | <p>Teacher will facilitate the use of a menu of questioning techniques</p> <p>Teacher will provide information around student topics in a variety of formats ex:websites, articles,books and experts.</p> <p>Teacher will plan for small group learning experiences</p> | <p>Teacher will provide student choice in desired questioning technique to begin an inquiry.</p> <p>collaboration between student and teacher to seek resources</p> <p>Engage all students in experiential learning.</p> |

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| | | Set up learning targets based on student inquiry. Model the use of accountable talk stems to guide student accountability | Providing opportunities for authentic collaborative work. | Teacher will provide options for student learning path via end product menu choice | Connect ideas and seize opportunities to guide students through their inquiry. Co-create meaningful, authentic learning tasks and activities with direction they want to go with that topic. |
| | Evidence: | Lessons include QFT and other questioning strategies with students. Questions displayed around the room. Observation soft starts, wonderwalls, anchor charts, accountable talk stems and physical structures for collaboration. | Teachers provide a variety of digital and print resources for students to use Evidence of students managing their own structures for collaboration | Variety of questioning techniques evidence located on walls, journals, notebooks etc.. Variety of visible resources ex: digital, print, experts students are managing structures of collaboration Ex: seating, anchor charts, accountable talk Menu offering a variety of end product choices | Students can communicate the questioning process that began their inquiry. Students are using resources provided and/or seeking new resources to answer their own questions. Students show a variety of ways to demonstrate their mastery |

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

| Core Practice/ Commitment #2 | Category | Year One: Semester 1 <i>What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?</i> | Year One: Semester 2 <i>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?</i> | Year Two: Semester 1 <i>What will students and teachers be doing each day/week if they are implementing this practice with fidelity? How will we know?</i> | Year Two: Semester 2 <i>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?</i> |
|---|-----------------------|--|--|--|--|
| Students are developing research strategies to effectively develop | Students will: | Students are using provided resources to research topics | Students are exploring multiple resources that are filtered through the teacher to answer their questions beyond what the teacher provided | Students are independently seeking resources to locate information. | students are independently seeking their own resources and are able to justify choices. Students are citing resources within the end products. |

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| explanations. | | | | | |
| | Teachers will: | Teachers are helping students find resources to answer their questions | Teacher will model and demonstrate how and where to find viable resources. | Teacher will differentiate research instruction based on student need. | Teacher will serve as a coach for research and citations. |
| | Evidence: | Teachers have collected a variety of digital and print resources for students to use | a variety of digital and print resources have been collected, Teacher lead conferences | Students can show you their end goals and explain them Student seek help when needed Students know how to provide feedback | Self-assessment is evident through task neutral rubrics Student reflection is evident and is best practice Student lead conferences |

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

| Core Practice/ Commitment | Category | Year One: | Year One: | Year Two: | Year Two: |
|--------------------------------------|-----------------|--|---|--|---|
| | | Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| | | <i>What will students and teachers be doing each day/week if they are implementing</i> | <i>What will students and teachers be doing each day/week if they are implementing this</i> | <i>What will students and teachers be doing each day/week if they are implementing</i> | <i>What will students and teachers be doing each day/week if they are implementing this practice with</i> |

| #3 | | <i>this practice with fidelity? How will we know?</i> | <i>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?</i> | <i>this practice with fidelity? How will we know?</i> | <i>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?</i> |
|---------------------------------------|-----------------------|--|--|--|--|
| Students setting and monitoring goals | Students will: | Grades 3-5 Students will learn how to set and monitor personal goals. | Grades 3-5 Students will learn how to communicate their goals with peers and educators. | Grades K-2 Students will learn how to set and monitor goals on benchmarks assessments (i.e. NWEA or AIMSweb). | Grades K-2 Students set and monitor formative goals related to standards. |
| | Teachers will: | Teacher will model goal setting to students. There will be evidence of data collection available in classroom. | Teacher will facilitate and model communication of goal progress. There will be evidence of data collection available in classroom. | Teacher facilitate goal-setting related to the benchmarks assessments. Teacher will focus on student self-assessment strategies. | Teacher will model setting formative goals based on standards. Teachers will monitor student goal setting progress. |
| | Evidence: | Student created goal setting evidence in classroom with each teacher (i.e. notebook, portfolio, folder). | Student led conferences anecdotal notes from peer and educator conferences. | Student led conferences anecdotal notes referencing benchmark assessments. | Student led conferences anecdotal notes referencing formative goals. Students plan and deliver a student-led parent conference. |

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

| Core Practice/ Commitment | Category | Year One: Semester 1 <i>What will students and teachers be doing each day/week if they are</i> | Year One: Semester 2 <i>What will students and teachers be doing each day/week if they are implementing</i> | Year Two: Semester 1 <i>What will students and teachers be doing each day/week if they are</i> | Year Two: Semester 2 <i>What will students and teachers be doing each day/week if they are implementing this practice</i> |
|------------------------------|----------|--|---|--|---|
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| #4 | | <i>implementing this practice with fidelity? How will we know?</i> | <i>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?</i> | <i>implementing this practice with fidelity? How will we know?</i> | <i>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?</i> |
|--|-----------------------|--|---|--|--|
| Students present their learning in an effective way. Students have opportunities for self and peer evaluations/feed back | Students will: | not applicable for Year One Implementers | not applicable for Year One Implementers | Students critique their learning practices and make adjustments to their own learning. Students self-assess their own learning against the standards, goals, questions, and learning targets. | Students communicate their learning using a variety of methods. Students show the ability to use writing, reports, graphing, data, etc. to inform an authentic audience. Students are able to communicate their strengths and needs. Students provide peers valuable feedback. |
| | Teachers will: | not applicable for Year One Implementers | not applicable for Year One Implementers | Teachers will model and facilitate best practices in public presentation of learning. Teachers will model and facilitate self and peer evaluations protocol. Teachers will structure time for student and teacher reflection throughout a learning experience. | Teachers will model and facilitate best practices in public presentation of learning with an increasing progression of students independently evaluating self and peers. |
| | Evidence: | not applicable for Year One Implementers | not applicable for Year One Implementers | Student lead conferences, data talks and learning notebooks. Students are reflecting through writing about their learning. Self-assessment is evident through task neutral rubrics. | Students demonstrate mastery through capstone projects. Peer evaluations and/or rubrics for capstone projects. |

* **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.

The plan is to take a topic every other month and use all PD days to work on the topic. We will also review previous topics, but not go forward in topics.

August/September-

- Teacher Syllabus Creating review
- Review and introduction for returning and new staff. (Off-site)
- Individualized PD for New staff members.

1. Session A- New to the building/First year implementers.

Introduction to Inquiry.

Question techniques.

Student constructed questions/Research techniques.

2. Session B- All staff

Goal Setting (Class and student)

Research techniques and websites review.

1c. New questioning technique PD

- The 5 Why's
- How Might We

- 10 Questions in 10 Minutes
- Fun with Interviews

1d. Review of Inquiry for new staff

October/November-

1st Year

- Introduction To Unit Planning

2nd Year

- Thematic Units
 - Grade Levels
 - Subject

December/January-

All Staff

- Investigations/Research
 - What it looks like from K-8
- Final Products
 - Capstone
 - Options for final products
 - Technology Projects

February/March-

1st Year

- Accountable Talk/ Collaboration
- Invitation to Learn
 - Fail Forward

2nd Year

- Support for teachers in facilitating a variety of ways to demonstrate and understanding of what students learn why/how.

April/May-

- Self-Assess (Student/Teacher)
 - Peer
 - Individual
 - Own Learning

- Investigations and Research PD
 - Websites
 - Strategies
 - Graphic Organizers
 - Experiences
- Staff Survey

End of May-

- Planning for Next Year (What worked what didn't)

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?

We will monitor our model progress by continuing to complete Learning Walks using our Look-for document. Inquiry team made up of Administrators, consultant, Model lead teacher, Inquiry Integration/collaboration Teacher, and an educator will conduct learning walks so every teacher in school is seen at least once a month. The inquiry team will meet with BLT and review the data. Every teacher will get learning walks mailed to them by the administrators and conversation with MLT and a group feedback through PD meetings once a month. We will also be able to monitor our progress by the final products completed by the students. We will be able to see classroom and individual goals set in each classroom.

If the plan is not working we will have to have individual or group conversations on what Teachers will need to better implement the Inquiry Model. This may include school based professional development, coaching by our MLT, Inquiry Integration/collaboration Teacher, outside professional development, or site visits to observe other teachers effectively implementing the model.

Evidence will be collected utilizing our Implementation Level scale on our look for documents. Also, through learning walks with our MLT that will include verbal feedback to each teacher and learning walks from the administrators that will provide written feedback.

| 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. | | |
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| 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? |
| <ul style="list-style-type: none"> • Parent Teacher and Student led Conferences • Family Engagement Nights • Parent Academies • Curriculum nights • Student Showcases/ Exhibitions • Parent Newsletter • School Website/Social Media Platforms | <ul style="list-style-type: none"> • Meeting Agendas • Sign-in Logs • Student Products • Parent Newsletter • Family/Community surveys | <ul style="list-style-type: none"> • Quarterly to start • Identification and analysis of the problem, set goals, create action/intervention plans • Monitor the integrity of the implementation of the action plan. • Celebrations and acknowledgements! Next steps, |
| | | |
| Resources: <ul style="list-style-type: none"> • Inquiry Consultant • Site Visits • Conferences • Model Lead Teacher • Inquiry Integration/collaboration Teacher • Curriculum Instruction Specialist • Inquiry Materials • Research Labs • STEAM Materials • Community Outreach Programs | | |

- Horticulture/Agricultural Labs

| Priority TWO: Choose an item. * Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority | | |
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| <p>Strategic Statement(s) Clarity on how a team is going to achieve measurable improvement using evidence-based practices.</p> <ul style="list-style-type: none"> • 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. <p>Make sure each teacher/staff strategy connects back to the measurable priority</p> | <p>Evidence: What type(s) of evidence will you collect to show progress? Types of evidence can include:</p> <ul style="list-style-type: none"> • Observations of behavior (staff/student) • Products/Protocols created • Perceptions (staff/students) | <p>Monitor: (see guidance doc for help)</p> <ul style="list-style-type: none"> • 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? <p>How will your team respond if it is moving?</p> |
| <ul style="list-style-type: none"> • Teachers in Grades K-3 will implement the learning continuum during literacy block using a balance of direct instruction, whole group strategies, interactive read alouds, paired and independent work using Journeys and Foundations to facilitate learning of the five big ideas of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension for grades K-3. • | <p>The following type of evidence will be collected to show progress:</p> <ul style="list-style-type: none"> • RIMP percentage of "on-track" students as measured by state | <ul style="list-style-type: none"> • PLC's with funding support of SIG grant will be used once a month to go over benchmark and progress monitoring |

TIER 1

- Teacher/Staff's (K-3) daily, weekly, monthly and yearly plans will focus on setting some standard based content learning goals in a conceptual framework, and will focus on utilizing KRA, AIMSweb and NWEA data to inform their teaching.
- K-3 teachers will primarily use Journeys, Foundations and Think central for core instruction using daily components of literacy continuum to design instruction that leads students in shared practice and move them towards independent work.
- K-3 teachers will use grant based scholastic levelled libraries using fountas and pinnell levels for guided reading during the literacy block.
- K-2 teachers will also stress development of foundational skills using Foundations lessons at least three times a week during the literacy block.
- Teachers/Staff will utilize effective question techniques which encourage divergent thinking and leads to more questions and enhances student inquiry and ownership of learning.
- Teacher/Staff establish a writing protocol utilizing the rubrics created through Vermont Collaborative and standards based Rubrics prepared by Sunbeam staff for cross curricular extensions.

Tier 2

- K-3 teachers will consistently use Imagine learning, LLI (levelled readers) and reading A-Z as supplemental tools for groups of students during I/E period along with differentiated instruction of small groups on a rotational basis in general classroom and through reading intervention support by the reading specialist for at risk students and through intervention specialist for special education students.
- REading specialist will support K-3 teachers in providing strategic support to identified at-risk students.
- K-2 teachers will be trained in using Foundations effectively through coaching support and 3rd grade teachers will be trained in using an online program "Read Naturally" as a supplemental reading program.
- Teacher/Staff will prepare the classroom environment with the necessary learning tools, materials, and resources to create learning stations and easy access to classroom libraries.
- Teachers/Staff will utilize common language (in literacy) to build consistency in practice to increase student understanding and learning.
- Teachers with support from administrators hold family literacy nights to enhance practice, transfer and generalization of foundational skills of reading.
- Model lead teacher will work with teachers to complete Inquiry based research projects for students.

diagnostic will increase every year

- Assessment and student performance data from KRA, NWEA, AIMSweb, Imagine learning, and OST will show a connection between Screening, Diagnostic, Progress monitoring, Summative assessment profiles of students showing systematic improvement at each grade level.
- Teachers will show stronger teaching practices using Foundations and making effective use of literacy block with support from Foundations coaching.
- Teachers and students will show stronger and clearer grasp of Inquiry based instruction on the look for document.
- Learning walks during literacy block will show better implementation of various components of literacy continuum.
- progress monitoring data from AIMSweb will show trend line moving towards individual goals for all students.
- Scholar usage in Imagine Language & Literacy, reading A to Z will increase

data with grade level teachers.

- Data teams will analyze benchmark and progress monitoring data with the CIS/MLT and grade band teachers
- CIS/MLT/administrators will hold Learning walks to monitor the implementation of literacy continuum and inquiry.
- BLT will monitor TBT progress on standard driven interpretation of student data and interventions.
- Data review of off track/on track for Third grade reading guarantee, NWEA, OST, and Aims Web will be done by PLC.
- TGRG RIMP Monitoring plan will be carefully written for each child and followed.
- PLC will review Data and collaborate with grade band teachers.
- Goal Setting will be done with MLT for teachers and with teachers for students.
- Provide teacher job embedded feedback using coaching from Wilson's Foundations

- *K-3 teachers will collaborate with community partners to introduce inquiry based projects and experiential learning through museum visits, virtual tours and other real life experiences.*
- *The Model lead teacher will develop a student based inquiry project to non-implementing classes to start a true inquiry experience for grades 3-5.*
- *Teachers can incorporate Imagine Language & Literacy into their classroom schedule (before, during, or after school) to accelerate scholar literacy achievement.*
- *All scholars will receive 20–30 minutes of computer-adaptive instruction (Imagine learning or Read naturally) on a daily basis. Teachers will utilize the data from assessments and online and offline instructional resources to provide targeted instruction in key areas for each scholar.*

Tier 3

- *Special education students will be provided with IEP services and tier 3 reading support by their Intervention specialists.*
- *CSU tutors and community volunteers will work with at-risk students on foundational skills in grades K-3.*
- *Students not on track will be placed on a Reading Intervention Monitoring plan developed with their parents.*
- *Students with a RIMP will be provided with information about summer reading program throughout the school year.*
- *Teachers will get job embedded coaching on teaching strategies.*

and show integrity and consistency with usage.

- *Teacher plans of interventions will be available.*
- *Feedback from teachers will be collected on online and offline resources.*

coach and from Scholastic for levelled guided reading through the SIQ grant.

- *PLC will support creation of new goals (post trend analysis).*
- *Quarterly celebrations for grade bands for improving student performance.*

Team will know scholars are making progress through monitoring the following:

- *progress monitoring data from AIMSweb will show trend line moving towards individual goals for students. Students will monitor their own progress as evidenced by student led conferences.*
- *Scholar usage in Imagine Language & Literacy, reading A to Z will increase in minutes.*
- *Teacher plans of I/E period and intervention tools will be monitored via learning walks.*
- *Teachers will provide feedback on online and offline resources via surveys and discussion boards..*
- *An Imagine Learning Customer Success Manager will be assigned to our team.*

| | | |
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| | | <ul style="list-style-type: none"> If we are not seeing progress, PLC will meet biweekly to discuss steps for improvement and change interventions or instruction. |
| <p>Resources:</p> <ul style="list-style-type: none"> Analysis of data PD. PD on best practices of writing and utilization of rubrics/checklist. Foundations Coach Levelled Libraries Materials for inquiry learning centers. Posters Professional Library Technology for K-2 (Ipads) Inquiry Integration/collaboration Teacher MLT CIS | | |
| <p>Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority?</p> | | |
| <p>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.</p> | | |
| <p>Strategic Statement for identified subgroup: Describe how you will modify each strategy to engage identified subgroup? Be specific using guidance above for developing a strategy(s).</p> | <p>Evidence: What type(s) of evidence will you collect to show progress? Types of evidence can include:</p> <ul style="list-style-type: none"> Observations of behavior (staff/student) Products/Protocols created Perceptions (staff/students) | <p>Monitor: (see guidance doc for help)</p> <ul style="list-style-type: none"> How will you monitor forward progress? How will your team respond if it isn't work? <p>What/how will evidence/data be collected towards meeting the priority?</p> |
| <ul style="list-style-type: none"> We will offer a continuum of services to students that are at risk due to the attendance, health concerns, social emotional needs, and/or academic needs and challenges by working directly with the Dean of Engagement. We will continue an I/E period into our daily schedule. We will provide intervention and enrichment research-based strategies to our identified sub-groups. <p>1. We will provide wrap around services to our identified students.</p> | <ul style="list-style-type: none"> Test Scores/Progress Monitoring Attendance Data Discipline Data Student work Samples IEP Progress reports | <p>1.</p> <ul style="list-style-type: none"> BLT/TBT analyzing benchmark and progress monitoring |

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| | <ul style="list-style-type: none"> • <i>Special Ed programming</i> | <ul style="list-style-type: none"> • T.I.T data review of off track/on track, NWEA, OST, Aims Web <p>3-4</p> <ul style="list-style-type: none"> • PLC review of Data and collaboration • Goal Setting • Provide teacher feedback using coaching. • Creation of new goals (trend analysis) • Celebrations |
| <p>Resources:</p> <ul style="list-style-type: none"> • Wrap around coordinator. • K-2 Resource Staff • 3-5 Resource Staff • 6-8 Resource Staff • Coaching/PD for Para's/Teachers. • Training for deescalation and Therapeutic crisis intervention. • Materials for quiet space. • Materials for sensory room. | | |
| <p>Resources: Don't forget to identify what resources (<i>people, materials, coaching, professional development, etc.</i>) will be utilized to support this priority?</p> | | |
| <p>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.</p> | | |
| <p>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.</p> | <p>Evidence: What type(s) of evidence will you collect to show progress? Types of evidence can include:</p> <ul style="list-style-type: none"> • Observations of behavior (staff/student) • Products/Protocols created • Perceptions (staff/students) | <p>Monitor: (see guidance doc for help)</p> <ul style="list-style-type: none"> • How will you monitor forward progress? • How will your team respond if it isn't work? <p>What/how will evidence/data be collected towards meeting the priority?</p> |

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| <ul style="list-style-type: none"> • We will utilize the Sunbeam district website to update all parents of happenings at Sunbeam. • Monthly Newsletter • Chat and Chew • Parent Night • Math/ELA Night • Daily, weekly, and monthly communication for at risk students. • Community Engagement | <ul style="list-style-type: none"> • Letter from resource room documenting tardiness, or time out from classroom. • Participation of teachers input to newsletter. | <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Monthly Strategic planning meetings for all events. • Monthly Newsletter collection and monthly publication to be distributed. • Sunbeam Calendar of Activities to be sent home yearly and monthly. 2. <ul style="list-style-type: none"> • Review the plan from FACE to determine procedures to implement the quarterly family events. 3. <ul style="list-style-type: none"> • Letter from resource room to parents. |
| | | |
| <p>Resources: Don't forget to identify what resources (<i>people, materials, coaching, professional development, etc.</i>) will be utilized to support this priority:</p> <ul style="list-style-type: none"> • Website training • Color printer and Ink • Materials for all engagement nights • Celebration Prizes • Supplemental resources for parents • Dean of Engagement • Wrap around | | |

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.

CMSD/CTU Agreement

Board Policy

Choose an item.

Our school's 200 minutes will follow the CBA (select yes or no) **YES**

*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

Wednesday 50 Minutes

Principal

Thursday 50 minutes

Principal

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

| | |
|------------------------------------|-------------------|
| One day before school starts | Start of the year |
| One day at the end of school year. | End of year. |

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: YES

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) = | 1743.30 |
| Summary from – Priority One | 5000.00 |
| Summary from – Priority Two | 5000.00 |
| TOTAL BUDGET allocated to support AAP: | 11743.30 |

TITLE I COMPLIANCE ASSURANCES

REQUIREMENT

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

Priorities (check all that apply)

- | | |
|-----------------------------|--|
| I. <input type="checkbox"/> | II. <input type="checkbox"/> |
| | I. <input type="checkbox"/> II. <input type="checkbox"/> |
| I. <input type="checkbox"/> | II. <input type="checkbox"/> |
| I. <input type="checkbox"/> | II. <input type="checkbox"/> |
| I. <input type="checkbox"/> | II. <input type="checkbox"/> |
| I. <input type="checkbox"/> | II. <input type="checkbox"/> |

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: _____