K-8 Redesign School AAP Template

Submission Process: <u>To submit the Academic Achievement Plan for approval</u>:

1. Ensure that the entire AAP document is complete. Incomplete documents will be returned.

2. [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.***

   a)Signed AAP Approval page 3 by each member of the core planning team;
   b)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](#) 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: Oliver H. Perry

SUBMISSION TYPE	DATE SUBMITTED

Spring "Draft" SY2020   Fall "FINAL" SY2020

Academic Achievement Planning Team	Signatures Required	Signatures Required
Principal (no designee)		
Chapter Chair (no designee)		
Bargaining Unit Member		
Bargaining Unit Member		
Bargaining Unit Member		
Bargaining Unit Member		
Parent		
Student Leader		
Other		

SCHOOL FACULTY APPROVAL

	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)

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			
o Safe and Respectful Climate			
o Academic Challenge			
o Adult Support for Students			
o Social and Emotional Learning			
o Chronic Absenteeism			
o Parent-Teacher Conference Rate			
PROGRESS-State Data			
o **Value Added Grade**	F.	Choose an item.	Choose an item.
o Value Add Reading All			
o Value Add Math All			
ACHIEVEMENT - State Data			
o Performance Index points earned out of 120 pts	**41.51**		
o Performance Indicator **Grade Earned**	F.	Choose an item.	Choose an item.
o K-3 Literacy **Grade Earned**		Choose an item.	Choose an item.
● TGRG Passage Rate %	**13**		
● K-3 Literacy earned %	**36.4%**		

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.

1. Redesign Model Implementation (Year Two)	2. Select a Priority Safe & Respectful Climate

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:

Oliver H. Perry scholars will be the future innovators, caring citizens, creative thinkers, and problem-solvers of their communities.

School Mission:

The Oliver H. Perry team is focused on ensuring our scholars are the future innovators, caring citizens, creative thinkers, and problem-solvers of their communities. O.H. Perry students ask questions, investigate problems and make connections through inquiry, arts integrated learning, mini-courses, and technology.

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		
Design Option	**Teacher Commitments**	**Teacher Supports**
- Triggers student's 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. - Implement 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. - Teacher as model and coach - Grades K-3 will continue progress monitoring using AIMSWEB and RIMPS	- The school will have a five 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 / schools. - Provide professional development and coaching in support of Professional Learning Communities.

	- Grades 4-8 will create rubrics for self-assessments. - Collaborative work - PreK-8 will provide structured Inquiry which gives the teacher control of the essential question. In structured inquiry, the teacher also controls specific learning activities, the resources students will use to create understanding, and the summative assessment learners will complete to demonstrate their understanding. - Teachers will turn the required curriculum into questions kids can't resist investigating. Students will generate questions based on their interests and within curricular topics. - Embrace failure and risk-taking as an essential component of learning - Structure time for student and teacher reflection throughout a learning experience and in consideration of final products	

-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:

Teachers will utilize effective questioning techniques throughout the student instructional experience. Teachers will use questioning strategies to engage students in their learning. Teachers will utilize the ACE writing strategy to support constructed writing responses in all subjects. Grades 4-5 will participate in experiential learning through community-partner mini courses. Grades 4-5 will participate in weekly advisory to manage classroom expectations, peer pressure, conflict resolution and the transition from elementary to middle to high school.

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

Teachers will continue to utilize effective questioning techniques throughout the student instructional experience. Teachers will continue to use questioning strategies to engage students in their learning. Teachers will continue to utilize the ACE writing strategy to support constructed writing responses in all subjects. Teacher will implement student reflection in learning. Teachers will implement student collaborative protocols to support whole group and small group learning. Grades 5-8 will participate in experiential learning through community-partner mini courses. Grades 5-8 will participate in weekly advisory to manage classroom expectations, peer pressure, conflict resolution and the transition from elementary to middle to high school. In advisory, teachers and students will learn strategies for relationship building, social skill building, safe community, cultural responsiveness, and intrinsic motivation to connect to advisory, content area classes, and across the school, throughout the day

Redesign Model Implementation Plan

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?*

Effective Questioning	Students will:	• Learn how to effectively ask questions through wonder walls and I See, I think, I wonders. • Respond in writing and verbally to a variety of DOK leveled questions. • Practice using question stems to formulate questions.	• Engaged in the QFT, wonder walls, and other question-generating activities with teachers to produce quality questions.	• Ask questions about the topics of interest using QFT and wonder walls. • Conduct research which will allow for further inquiry leading to more open ended questions and ideas to be explored .	• Use questioning techniques to respond to previous questions • Research a relevant topic with guidance and support to demonstrate student learning.
	Teachers will:	• With support from the MLT, new to the building will learn the QFT process and questioning strategies • Explicitly plan to use a variety of questions based on DOK. • Utilize questioning protocols during lessons. • Teach and model the use of question stems. • Implement the QFT formula of questioning. • Utilize a wonder wall for students to post their questions.	• Develop essential questions related to content. • Provide multiple opportunities within lessons for students to generate and share their own questions. • Implement the ACE writing strategy for constructed responses.	• Create lessons and unit plans that create opportunities for students to connect their learning to the world outside of school. • Co-developing with students the "what" of their learning (based on standards) and slowly releasing this to students. • Help lead their class through an inquiry project from beginning to end, providing the support, materials, research, etc. so that the class completes a final product.	• Adjust lessons/units based on the needs of the students interests and questions. • Lead their students through an inquiry project from beginning to end with support and materials so that every student/group turns in a final product.
	Evidence	• Lesson plans, wonder walls, student work,	• Student work (ACE responses), teachers use	• Lesson plans, wonder walls, student work,	• Lesson plans, wonder walls, student work,

	:	student questions displayed	questions, prompts and cues for students to arrive at their own answers	student questions displayed, ACE usage, QFT protocols, essential questions, see-think-wonders, prioritizing questions	student questions displayed, ACE usage, QFT protocols, essential questions, see-think-wonders, prioritizing questions and using previous knowledge and planning to develop answers to their own questions.

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

	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?*
Core Practice/ Commitment **#2**					

Collaboration	Students will:	• Collaborate by creating opportunities for team work (active listening, conflict,and decision making skills). • Use accountable talk, and work in groups.	• Collaborate and discuss their learning with peers • Use reflection questioning to determine their level of collaborative success through feedback and support.	• Students provide peers valuable feedback. • Students are developing creative ways to convey their learning to others. • Seek collaboration with peers and teachers to solve problems. • Students will use collaborative group roles.	• Select and demonstrate understanding of the group work roles. • Students will collaborate using a sequential checklist to monitor progress.
	Teachers will:	• Teach collaboration and roles by teaching and modeling what it sounds life, feels like, and looks like • Establish verbal cue routines and create accountable talk anchor charts	• Use accountable talk stems to guide student accountability. • Guide students through discussions instead of instructing.	• Implement and utilize cooperative teaching protocols (ie: gallery walks, graffiti walls, jigsaw, etc) • Use accountable talk stems for student accountability. • Utilize instructional rounds to observe and support one another's practice through data collection	• Implement checklists for students to self-assess progress • Facilitate learning through collaborative structures and by providing a variety of materials, information, and resources so the learner connects their learning to relevant experiences (field trips, speakers, virtual explorations, etc).
	Evidence:	• Student grouping • When students need verbal cues, teachers will suggest accountable talk charts	• Accountable talk stems are used and modeled with both verbal and visual reminders. • Monthly instructional	• Collaboration norms have been co-created and teacher provides explicit time and	• Using discussion protocols, such as math talk, think-pair-share, partners, etc.,

or ask "Do you need time or help?" ● Monthly instructional rounds	rounds	support for working collaboratively. ● Monthly instructional rounds	students are guided rather than instructed. ● Monthly instructional rounds

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

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?*
Monitoring Learning	**Students will:**	● Articulate goals based on learning reflections ● Use rubrics and checklists to self-reflect and self assess. ● Use grades and teachers feedback to understand academic achievement.	● Explain what they are learning and can relate it back to co-created questions. ● Be placed in small intervention groups (during intervention periods) based on data collected from formative assessments.	● Begin to examine their learning against the standards, goals, questions, and learning targets. ● Students can reflect and make adjustments to their own learning	● Communicate their goals to others and explain the process of meeting their goals or what else needs to happen. ● Students can self-assess their own learning against the standards, goals,

				● questions, and learning targets.
Teachers will:	● Have learning targets and essential questions displayed and referred to throughout instruction. ● Provide feedback of targeted student performance through progress monitoring, conferencing with students (and families), descriptive feedback, and/or rubrics.	● Provide time to the students to reflect on student learning. ● Uses student reflection to ensure learning is moving forward and addressing standards	● Adjust instructional practices as informed by formative assessment results and student questions.	● Plan multi-model opportunities for students to show progress and mastery of a learning objective.
Evidence:	● Graded assessments, verbal and written feedback ● Students can discuss learning targets ● Monthly instructional rounds	● Verbally, physically, and in writing, students demonstrate their understandings of learning ● ACE rubrics ● Monthly instructional rounds	● Students are able to articulate what they would like to learn regarding a given topic or subject. ● Students articulate possible pathways to following their learning when asked. ● Monthly instructional rounds	● Students are writing and documenting their learning. ● Students show perseverance in their work and can explain goals and progress to others. ● Monthly instructional rounds

* <u>NOTE</u>: 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.

Professional Learning Goals	
Support for new teachers: Professional development for Inquiry-Based teaching and learning strategies will begin during the summer institute. MLT will provide an orientation to new teachers to core commitments for school-wide IBL. Grades 7/8 teachers will receive professional development for advisory during quarter one. Grades 5/6 teachers will support 7/8 teachers during the advisory process. Resources: Our MLT and Dean can provide PD for new teachers based on IBL Commitments, or teachers who would like to strengthen their own practices, on year 1 strategies as needed.	
July	During the Inquiry Institute, teachers will create unit plans utilizing inquiry-based instructional strategies. This will occur for three days in affinity groups within the Redesign Network.
August	Teachers will review new curriculum and unpack daily lessons to ensure inquiry-based instructional strategies (For example, Turn & Talk, I wonder, QFT, DOK Question Stems, Accountable Talk Stems, Formative Assessments etc.) are embedded into quarter one unit plans. Teachers will learn about the five SEL core competencies and how to set goals with students based on CFL data and/or Origins CPR assessment tool.
Monthly Professional Development	Teachers will learn and develop restorative practices in connection to SEL core competencies. Teachers in grades 7, and 8 will have an introductory level professional learning on advisory. During administration time further professional learning for PATHS will be provided to support classroom morning meetings. Grades 5 and 6 will have a second tier professional learning on year two advisory implementation. Professional learning communities will meet to discuss students at-risk for tier 2 and tier 3 support. Professional learning for all staff will be focused on collaborative learning, resources, documentation, and making learning visible through IBL instructional strategies and protocols. There will be a professional learning for year two teachers on inquiry-based project development. There will be a professional learning provided for creating common rubrics for inquiry-based projects. Professional learning time will be given to teachers to create inquiry unit plans per quarter aligned to the Ohio Learning Standards. Professional development will be given to sustain and refine the QFT model (question formulation technique). Teachers will be given time to reflect and collaborate on the priority 1 and 2 strategies in the AAP during monthly professional development and weekly admin time.
Weekly 100	Teacher teams will meet on a weekly basis to analyze student work and monitor student learning through formative

minutes	assessments. The Professional learning community (teacher teams) will also meet to discuss students at-risk for tier 2 and tier 3 support and utilize the Student Support Team for additional support.

The APT will provide resources and feedback for the development of teacher teams through the student work protocols. The state support (V. Lewis) will support the APT and school leadership team to ensure feedback to teacher teams is actionable and aligned to the AAP priorities.

We would like to continue our work with Campus International and William R. Harper to share practices that each school has implemented to collaborate and refine best practices.

We can use the MLT, Dean, and Inquiry Partners consultant to provide constructive feedback and to offer suggestions to better our inquiry-based strategies and practices.

**Summer Inquiry Institute - July 22-24 at Barbara H. Booker. This will be available for all staff to attend.
Developmental Designs for Middle School Advisory- ORIGINS
Peer Schools- William R. Harper and Campus International

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?

The professional learning community will meet weekly to review student work samples in teacher teams. Student work will be submitted and monitored by the academic progress team and the APT will provide feedback to teacher teams on a monthly basis.

CFL data will be used to monitor progress of our goal, each indicator (Safety, Rigor, SEL, Support) will have an individual goal based on Spring 2019 data.

The network leader team will review model implementation with the MLT, Dean and principal on a monthly basis using the look for document. The MLT, Dean and principal will review with the building leadership team the results of the visits using the look for document. If the implementation level is not progressing the team will meet with the teacher or content area to create a plan during coaching time. In addition, the school leadership team will provide professional learning for areas school-wide that need to be developed.

Non-evaluative walkthroughs will be utilized to provide constructive feedback and actionable steps of support. The non-evaluative walkthroughs will use a form aligned to the 19-20 AAP.

The MLT, BLT, principal and Dean will conduct instructional rounds to provide descriptive feedback as teachers will collaborate and provide insight to best practices and implementation strategies through the professional learning community.

Other monitoring tools include: Look for document, non-evaluative instructional rounds, student surveys, professional development exit tickets and staff feedback

Evidence will be collected through student work protocols, formative and summative assessments, rubrics, checklists, teacher observation of student progress, anecdotal notes, and non-evaluative instructional rounds. The professional learning community will work together to review evidence.

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?*
Parents and families will receive an O.H.Perry handbook, commitment letter that outlines parent expectations, and responsibilities for the inquiry model.

Parents will make commitments to attend one or more monthly Parent & Community breakfast.

Parents and families will be offered 2 (one per semester) inquiry-based engagement nights.

Community-based organizations will be utilized for mini-courses for grades 5-8.

Cub scouts will be offered during the school day for boys and girls grades 1-8. | Parent sign-in sheets, parent surveys, PAC forms, culminating event performances, products from mini-courses, and student surveys.

Weekly meetings with the cub scout leaders for the boys and girls in Scouts.

Once a month, the FACE committee meets and provides notes from the meeting.

Parents and community members can share their jobs or hobbies with various classes or grades | Determine participation after each event and target parents and families that did not attend.

The Dean and F.A.C.E. (Family and Community Engagement) Committee will meet monthly to review the strategic statement and ensure parent participation is on track.

If things are not progressing satisfactorily, then the Parent Advisory Committee and F.A.C.E. committee will problem solve based on parent-feedback. |

Club Invention, DIVAS, Boys II Men, Communication Club "Share Your Work and Hobby" visits Mini Courses (grades 5-8)	Mini courses will be taught by invited community members	If things are progressing satisfactorily, then more engagement opportunities will be created for parents and families based on parent and student feedback.
Understand families hopes, concerns and suggestions ● conduct needs assessments and surveys of what parents expect of the school community ● home visits Keep families apprised of services offered by the school ● send weekly/monthly newsletters informing parents of school activities ● host family nights at school to introduce parents to concepts and ideas children are learning in their classes ● invite guest speakers from various linguistic communities to share traditions, celebrations, or slices of daily life ● attend public events in your students' communities ● host an event at your school where students and families can contribute food and/or music ● advertise events from your cultural community that students/families might enjoy	Monthly newsletter sent from office Parent Community Nights (one per semester) IVR's, Peach Jar, Class Dojo Stories Parent Surveys	Parent sign-in sheet Parent survey/s If parent attendance is low or not increasing, the FACE committee will meet with PAC to brainstorm and support ways to increase parent participation.
Resources: Inquiry books for parents, refreshments, raffle prizes, poster makers, school supplies, make it take it supplies		

Priority TWO*:* Safe and Respectful Climate * 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 lead students through CPR (Circle of Power and Respect) practices for relationship building, social skill-building, safe community, cultural responsiveness, and intrinsic motivation to advisory, content area classes, and across the school, throughout the day in grades 5-8. Teachers and staff will use Developmental Designs resources to effectively manage and provide positive behavior interventions and supports for students in grades 5-8. All students PreK-4 will use a daily classroom management tool (for example: a clip chart, class Dojo, etc) and have a daily classroom meeting to address social and emotional learning skills, progress, and achievements. Second year advisory students will continue to develop interpersonal skills, quality of peer and adult relationships, self-control, problem solving, cognitive competencies, self-efficacy, commitment to schooling, and academic achievement will improve for daily life, college, careers, and beyond through the ongoing model of advisee and advisor mentoring/education. Teachers and staff will participate in a monthly book study using a restorative practice resource. Teachers and staff will learn the procedures for restorative circles and conversations. Teachers will encourage participation in Advisory sessions. Teachers will	Students will develop SEL by learning about their emotions and thoughts and the influence on their behavior using a self-monitoring system. All students will create weekly trackers (behavior checklist) to monitor and reflect upon targeted goal areas to foster personal achievement. Students grades (5-8) will participate in advisory at least three times a week beginning 2nd quarter. They will build relationships, play games, learn self-control techniques, and practice vocabulary for identified social skills: cooperation,	Behavior trackers will be collected, monitored, and recorded on an ongoing basis to assist students' social emotional learning and identify progress. Office referrals, SEL referrals, and suspensions will be monitored quarterly by the Discipline Committee. Quarterly review of the CPR assessment tool and student progress. Quarterly self-assessment of behavior goals.

support the use of leadership qualities within the classroom. Teachers will implement lessons that support the SEL Standards: self-management, relationship skills, social-awareness, self-awareness, and responsible decision making. Teachers will implement strategies and/or practices modeled from school-level professional development with administrator support. Dean and Principal will teach monthly lessons, modeling and supporting social and emotional curriculum through inquiry instructional strategies.	assertion, responsibility, engagement, empathy, and self-control. During the 1st quarter, MLT, Dean, and second year advisory teachers will lead first year advisory teachers through training, supportive collaboration, and professional development using Origins Advisory book. Students will learn about the five core competencies of social-emotional learning· The MLT and Dean will guide and support first year advisory teachers to ensure observable growth of relationship building, social skill-building, safe community, cultural responsiveness. Second year advisory teachers will model advisory lessons, and will mentor first year teachers as needed, in addition to partner second year teachers. Teachers will use a daily classroom management tool (for example: a clip chart, class Dojo, etc.)	A quarterly incentive will be given to all tier-one students (prek-4 and 5-8) For quarter one, students will track 6/9 weekly goal sheets., and demonstrate 75% proficiency of SEL competencies. For quarter two, students will track 7/9 weekly goal sheets, and demonstrate 81% proficiency of SEL competencies. For quarter three, students will track 7/9 weekly goal sheets, and demonstrate 81% proficiency of SEL competencies. For quarter four, students will track 8/9 weekly goal sheets and demonstrate 88% proficiency of SEL competencies

Resources: Don't forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority?* Dean of Engagement, Origins Advisory books for 5-8, Teaching artists for Mini-courses grades 5-8 (at least five), Restorative Justice PD, Trauma-Informed PD, CASEL SEL PD, PBIS PD, CPI PD, Advisory Training, curriculum and resources that support SEL and advisory		
Priority TWO *SUBGROUP(s):* *Meeting the Needs of at-risk/special population students (English Language Learners, Special Education, chronic absences, gifted education, Academic Challenge, etc.) * remember use SPPF data guide to develop targets for special populations.*		
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).*	***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?*
As tier-two and tier-three students are identified, the Dean, PCIA and MLT will work with the teachers to develop action plans for students. Tier 2 and Tier 3 students will receive additional support and interventions from teachers and support staff (PCIA) throughout the school year. The Dean, PCIA and MLT will offer strategies and techniques to help the student's social-emotional needs in the classroom. Teachers will implement identified strategies and techniques to support tier 2 and tier 3 students. Tier-two and tier-three students will be given a more frequent incentive per their behavior plan as they work towards the quarterly incentive.	Weekly trackers connected to Class Dojo or some other management tool Check-in + check-out process (CICO) Student Goal Sheets Behavior reflections (from Buddy Room or Planning Center) SEL Intervention Referral Behavior Intervention Plans	Weekly walkthroughs of advisory by MLT, Dean and principal Behavior trackers will be collected, monitored, and recorded on an ongoing basis to assist students' social emotional learning and identify progress. Office referrals, SEL referrals, and suspensions will be monitored quarterly by the Discipline Committee If tier 2 and tier 3 students are progressing, we will respond to all progress by celebrating

		student achievements and assessing students' data to determine future actions. If tier 2 and tier 3 students are not progressing, Guidestone and SST weekly meetings will review referrals, discuss/gather data plans, and conduct meetings with families to address both teachers and families concerns.

Resources: Don't forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority?*
Dean of Engagement, PCIA, MLT and Dr. Randy Sprick's Teacher's Encyclopedia of Behavior Management for teacher teams, Pre-Referral Intervention Manual for teacher teams, professional development for advisory, PBIS, restorative justice, social-emotional learning

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?*
Teachers may elect to use Class Dojo by awarding when students are on-track and parents will be able to monitor classroom behavior through Class Dojo. Teachers that do not wish to utilize Class Dojo will identify another form of communicating information to parents and families as it relates to priority two (for example, weekly behavior reports, etc.) Teachers may elect to use Class Dojo by sending classroom stories to parents, communicating directly to individual parents and sharing photos and videos.	Parent Log Class Dojo Data- Messages to families, stories shared, etc. Class Dojo- Positive feedback percentage	Parent-Teacher conference participation data Class Dojo parent participation data

SEL will be integrated into the daily curriculum and activities outside of the classroom such as assemblies, contests, and announcements that are shared and highlighted within the community . Teachers and staff will recognize students who display good character traits and offer SEL materials on a monthly basis.	Attendance at Parent & Family engagement events Parent surveys Tools for families through monthly meetings and take home tools. F.A.C.E. committee and P.A.C. committee agendas and minutes Establish partnerships with parents, local businesses, community, and city agencies to help promote positive relationships.	Monthly participation in PAC community breakfasts and/or events If things are not progressing satisfactorily, then the Parent Advisory Committee and F.A.C.E. committee will problem solve based on parent-feedback If things are progressing satisfactorily, then teachers and staff will continue to utilize communication tools for parents and families based on parent and student feedback

Resources: Don't forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority*:
Dean of Engagement, PCIA, MLT, SST, Guidestone, Class Dojo, Late, Lost, and Unprepared book for parents, Community speakers for parent & family engagement event, Parent Guides for targeted topics

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.
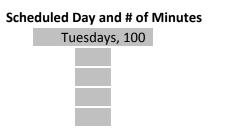
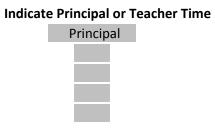Choose an item.

Choose an item.
Choose an item.

Our school's 200 minutes will follow the CBA (select yes or no) No, Admin time 100 minutes every Tuesday

*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
Tuesdays, 100	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*
Summer Inquiry Institute July 22nd-24th	**July 2019**
Staff Training	**August 2019**
Community Inquiry Day	**September 2019**

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: No

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	AAP Team-$1,294.20 Spring, $797.76 Fall
Summary from – Priority Two	$44,000
TOTAL BUDGET allocated to support AAP:	$12,000

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: _____**