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

1. Ensure that the entire AAP document is complete. Incomplete documents will be returned.
2. [Click HERE](https://app.smartsheet.com/b/form/8c0e97c6a5d848b7b9bbce3e889d9fdd) to submit an electronic copy of the completed **FINAL AAP** document via Smartsheet. *Make sure you upload your AAP doc and* ***include signature pages.*** 
   * 1. *Signed AAP Approval page 3 by each member of the core planning team;*
     2. *The Building Principal and Building Chair have signed the following areas:*
        1. *AAP Approval page-3 and*
        2. *Waiver(s); Budget; Title I page-8*
3. District Approval- Chief Academic Office will review or reject the Spring *draft* or Fall *final* AAP within **10 days** of submission**.**
4. If rejected the AAP, with written reasons for the rejection will be returned by the CAO to the school’s Planning Team for review and revisions.
5. Once revisions are made [Click HERE](https://app.smartsheet.com/b/form/8c0e97c6a5d848b7b9bbce3e889d9fdd) to send the revised/re-voted if necessary/ AAP document.
6. In the event a school fails to approve an AAP, or further fails to present a revised AAP that is satisfactory to the CAO, then the District and CTU will follow article 5 guidelines to ensure schools have an approved AAP Spring *draft* and Fall *final AAP*.
7. Submit a Core Team payroll request form to the Chief Academic Office (Attn: Mercedes Bell) for approval.

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

SCHOOL NAME Submission Type Date Submitted

Spring “Draft” SY2020 Fall “FINAL” SY2020

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Achievement Planning Team | | Signatures Required | Signatures Required |
| Maria Dinkins | Principal (no designee) |  |  |
| Nancy Robertson-Petro | Chapter Chair (no designee) |  |  |
| Stephanie Bluffestone | Bargaining Unit Member |  |  |
| Chevae Richardson | Bargaining Unit Member |  |  |
| Kenethia Holton | Bargaining Unit Member |  |  |
| Grace Rodgers | Bargaining Unit Member |  |  |
|  | Parent |  |  |
|  | Student Leader |  |  |
| Jennifer Sullivan | 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** | **SY2020**  **Fall**  **2018 EOY Target**  **(adjust after Fall NWEA)** | **SY2020**  **Winter**  **Mid-Point Target**  **(NWEA Benchmark)** | **SY2020**  **EOY**  **GOAL**  **(ODE & District Data)** |
| **FOUNDATIONAL - District & State Data** |  |  |  |
| * Safe and Respectful Climate * Academic Challenge * Adult Support for Students * Social and Emotional Learning * Chronic Absenteeism * Parent-Teacher Conference Rate | 55%  80%  83.5%  78.5% 38.3%  89% | 65%  85%  88%  80%  33%  95% | 75%  90%  90%  85%  29%  98% |
| **PROGRESS-State Data**   * **Value Added Grade** * Value Add Reading All * Value Add Math All | **B**  -3.32  8.66 | Choose an item. | Choose an item. |
| **ACHIEVEMENT - State Data** |  |  |  |
| * Performance Index points earned out of 120 pts | 56.8 |  |  |
| * Performance Indicator **Grade Earned** | **F** | Choose an item. | Choose an item. |
| * K-3 Literacy **Grade Earned** | **D** | Choose an item. | Choose an item. |
| * TGRG Passage Rate % * K-3 Literacy earned % | 89.7%  17% | 92%  27% | 94%  37% |

**2019-20 School Year Priority Goals**

Select a minimum of one (1) and a maximum of two (2)

|  |  |
| --- | --- |
| **1.VA Reading** | **2. VA Math** |

|  |  |  |
| --- | --- | --- |
| **Priority ONE *Academic:* VA Reading \*** 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/staff will use the following strategies to increase reading proficiency scores on the OST, NWEA, and aimsweb Plus by ten percentage points:  Teachers in K-3 will implement the K-3 Literacy framework for a minimum of 90 minutes each day with an additional 40 minutes each day used for multi-tiered small-group intervention/instruction. Students in grades K-3 will receive daily phonics instruction using an approved phonics curriculum.  To achieve our target, teachers in grades K-8 will provide differentiated instruction for all students during reading instruction.  To achieve our target, teachers in grades K-8 will commit to one approved educational technology-based program from a menu of choices for at least 45 minutes per week for reading practice and test prep to compliment high quality teacher instruction. Beginning in the 3rd quarter, teachers in grade 3-8 will take students into the computer lab or use the laptop cart to practice for the OST weekly.  All teachers will implement D.E.A.R. (Drop Everything And Read) on Monday, Wednesday, and Friday and D.E.A.W. (Drop Everything And Write) on Tuesday and Thursday.  Teachers will implement focus on SEL goals which improve student achievement in reading by providing social-emotional support to keep students in class and focused on learning.  Curriculum and Instruction Specialist will provide coaching for instructional strategies.  Teachers will participate in TBT to focus on specific student needs in reading. | Observations of behaviors, perceptions, and products within Memorial classrooms:  Teachers are using the following strategies:  • high-quality, interactive read-aloud  • small-group instruction  • cooperative learning  • graphic and semantic organizers  • QAR strategy  • highlighting strategy (digital)  • metacognition  • summarizing  • scoring camps  • identifying similarities and differences  • differentiation that may include books on tape, cooperative learning, stations/centers, graphic organizers, visualization, making predictions, anchor charts, manipulatives and hands-on activities, or guided notes  • a daily schedule including DEAR and DEW times will be posted  Students are:  • using grade level vocabulary when responding to depth of knowledge questions written or verbally  • actively listening to teachers, using discussion techniques (turn and talk, fishbowl, think-pair-share, jigsaw), and responding to reading  • DEAR/DEAW time will have students engaged in reading and writing  • participating in PATHs for grades pre-K through 5 and Second Step for grades 6-8  • 8th grade students will take part in True2U to assist in transitions to high school and beyond  • using approved programs that include: Imagine Learning, Study Island, Moby Max, Education.com, Starfall, Khan Academy, Engage NY, Read Works, and Freckle  CIS will:  • provide support through modeling, coaching conversations, instructional rounds, data analysis, and designing professional learning opportunities to support the needs of staff | Student progress will be monitored through one or more of the following:  • curriculum-based assessments,  • teacher created assessments that document student mastery,  • exit tickets,  • documentation of differentiation in instruction in lesson plans,  • aimsWeb benchmarking and progress monitoring reports,  • OST results and NWEA results,  • TBT protocol forms,  • APT monthly review of work samples.  • bi-weekly progress monitoring of comprehension.  • technology-based program data-based program data  If students are not progressing as expected, teachers will:  • adjust the strategies they are using with identified groups of students (RTI)  • deliver intensive, small group targeted interventions aligned to deficit areas  • recommend scholar for after school tutoring  If students are progressing above expectations, teachers will:  • adjust the challenge of the strategies they are using with identified groups of students to provide enrichment  -Non-TDES walkthrough data  -Instructional feedback to staff  The APT will meet monthly to review TBT progress and complete data analysis of building trends in data. |
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| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Curriculum and Instruction Specialist, ThinkCentral, Ready Books, Journeys, SpringBoard, Starfall, aimsWeb, NWEA, LLI, Study Island, Moby Max, Imagine Learning, Education.com, Freckle, Read Works, Pre-Referral Intervention Manual, Reading and Writing books from Fountas and Pinnell, Engage NY, Khan Academy, scoring camp materials, Classroom teachers | | |
| Priority ONE SUBGROUP(s): Meeting the Needs of at-risk/special population students (English Language Learners, Gifted Education Special Education, chronic absentees, 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? |
| Teachers/staff will use a variety of strategies and interventions to increase reading proficiency scores by 10%.  Teachers/staff in K-3 will provide targeted intervention for off track readers in addition to the core instruction in the literacy block. RIMPS will reflect intervention strategies aligned with student needs (eg. 3x per week, 4x per week, etc.)  Teachers will provide students with chronic absenteeism make-up assignments and refer them to SST to be put on an attendance plan per HB410.  Teacher/staff will identify students who need targeted support during an after-school program.  Special education teachers will provide special needs students books to keep at home increasing their home library.  Teachers will provide students in this subgroup additional time to use educational online programs as determined by student need.  Teachers will be selecting students in grades 5-8 to participate in the "I Am More" program provided by the FEB. | - Teachers are facilitating Small Group instruction (no more than 4 students)  -Teachers facilitating small group instruction using leveled text materials and lessons from LLI.  -CIS and SST will create and monitor all attendance plans.  -Students in grades 2-3 will have the opportunity to participate in an after-school program focused on literacy.  -Students will take-home books.  -Students will working independently on various approved online educational programs.  -Students will meet weekly with FEB volunteers. | -RIMPs  -LLI running records and other materials  -aimsWeb benchmarking and progress monitoring  -Running records  -IEP progress reports  -NWEA results  -OST results  -evidence of differentiated strategies within flexible learning groups  -Documentation of after-school program attendance |
|  |  |  |
| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Leveled Literacy Intervention, Starfall, tutoring programs, aimsWeb, books for student home libraries from Cleveland Kids' Book Bank, after-school program, Study Island, Moby Max, Imagine Learning, Freckle, Read Works, Education.com, Pre-Referral Intervention Manual, Reading and Writing books from Fountas and Pinnell, LLI take-home books, CIS, Classroom teachers | | |
| Priority ONE 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 Statemen(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/staff will use a variety of strategies and interventions to increase reading proficiency scores by 10%.  Staff will hold family engagement activities on a quarterly basis supported by the CIS.  Principal will facilitate a monthly "Chat and Chew" with the SPO. | -These activities may include, but are not limited to: literacy night, character day, test prep night, reading challenge night, game night, or other activities focused on Tier 2 instructional strategies.  -Families will be provided resources/strategies during student-parent-teacher conferences, and/or student-led conferences.  -Families will also be provided information and the opportunity to attend events at the local Cleveland library. | -sign in sheets  -Facebook page for Memorial Cardinals  -impromptu photos  -school announcements  -FACE grade  -Monthly newsletter (paper and digital)  -IVR calls |
|  |  |  |
| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? take home bags, books, materials for family engagement activities, games, volunteers, refreshments, PD for family and community engagement, CIS, Classroom teachers | | |

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| --- | --- | --- |
| **Priority TWO*:*** VA: Math \* 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/staff will use a variety of strategies to increase math proficiency scores by 10%.  Teachers in grades K-8 will commit to one approved educational technology-based program from a menu of choices for at least 45 minutes per week for math to compliment high quality teacher instruction.  Staff will also implement PATHs in pre-K through 5 and Second Step for grades 6-8 to focus on SEL goals which improve student achievement in math. Students in 8th grade will also participate in True2U to assist in transitions to high school and beyond.  Curriculum and Instruction Specialist will provide instructional support.  Teachers in grades 4-8 will participate in TBT to focus on specific student needs in math. The CIS will assist with data analysis for all TBTs. The APT will meet monthly to review TBT progress. | Students will participate in cooperative learning, stations/centers, graphic organizers, visualization, problem solving, critical thinking, manipulatives, connecting, inferring, questioning, scoring camp, timed tests, or guided notes to achieve our target.  -Students will use approved online programs.  -Differentiation will also be provided for all students during math instruction. Options for differentiation may include, but not limited to: cooperative learning, stations/centers, graphic organizers, visualization, problem solving, critical thinking, manipulatives, or guided notes. Instruction will be designed to improve students' math fluency rates.  -CIS will provide support through modeling, coaching conversations, instructional rounds, data analysis, and designing professional learning opportunities to support the needs of staff. | -Bi-weekly progress monitoring through teacher created quizzes, Ready Math, Engage NY/Eureka Math assessments, timed tests  -TBT data  -NWEA results for all windows  -Online program data  -OST data  - TBT protocol forms and BLT monthly review.  -Curriculum-based assessments  -teacher created exit tickets  -documentation of differentiation in instruction  -bi-weekly progress monitoring |
|  |  |  |
|  |  |  |
| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Do the Math, Ready Books, Starfall, NWEA, OST, Study Island, Engage NY/Eureka Math, Khan Academy, Moby Max Freckle, Curriculum and Instruction Specialist, Classroom teachers | | |
| Priority TWO SUBGROUP(s): Meeting the Needs of at-risk/special population students (English Language Learners, Special Education, chronic absentees, gifted education, Academic Challenge, etc.) \* remember use SPPF data guide to develop targets for special populations. | | |
|  |  | Monitor: (see guidance doc for help)  How will you monitor forward progress?  How will your team respond if it isn’t work?  What/how will evidence/data be collected towards meeting the priority? |
| Teachers/staff will use a variety of strategies and interventions to increase math proficiency scores by 10%.  Teachers will provide students with chronic absenteeism make-up assignments and refer them to SST to be put on an attendance plan per HB410.  Teachers will provide students in this subgroup additional time to use educational online programs as determined by student need.  Teachers will be selecting students in grades 5-8 to participate in the "I Am More" program provided by the FEB. | -Differentiation will be provided to meet these students where they are to improve their math skills. Students in this subgroup will be provided additional math strategies, including, but not limited to: Peer-assisted learning, mnemonics, and/or concrete-representational-abstract (CRA).  -Students will working independently on various approved online educational programs.  -Students will meet weekly with FEB volunteers.  Math Expressions Tier 1, 2, and 3 Interventions | -IEP progress reports  -NWEA results  -OST results  -evidence of differentiation in lesson plans  -Study Island and other online learning program data and assessments such as Freckle  Bi-weekly progress monitoring  Math Curricular assessments (Eureka Math, Springboard, Math Expressions)  Exit tickets  Math Talks  Math journaling |
|  |  |  |
| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Starfall, Study Island, online learning program, NWEA, math strategies, tutoring programs, CIS, Classroom teachers | | |
| 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 Statemen(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/staff will use a variety of strategies and interventions to increase math proficiency scores by 10%.  Staff will hold family engagement activities on a quarterly basis supported by the CIS.  Principal will facilitate a monthly "Chat and Chew" with the SPO. | -These activities may include, but are not limited to: test prep night, Math challenge night, game night, or other activities focused on Tier 2 instructional strategies.  -Families will be provided resources/strategies during student-parent-teacher conferences, and/or student-led conferences. | -sign in sheets  -Facebook page for Memorial Cardinals  -impromptu photos  -FACE grade  -Monthly newsletter (paper and digital)  -school announcements  -IVR calls |
|  |  |  |
| Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? take home bags, materials for family engagement activities, games, volunteers, refreshments, PD for family and community engagement, colored paper, and student-parent-teacher conferences, CIS, Classroom teachers | | |

**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)** 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**

|  |  |
| --- | --- |
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**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*** | | | |
| Family and community engagement events, preapproved PD (by administration and UCC per the CBA), preparation time for student-led parent/teacher conferences | | |  |
|  | | |  |
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**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 SY2020 AAP activities and strategies**

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

Summary from – Priority One

Summary from – Priority Two

**TOTAL BUDGET allocated to support AAP**:      

**TITLE I COMPLIANCE ASSURANCES**

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

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

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

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