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** 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)

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>SUBMISSION TYPE</th>
<th>DATE SUBMITTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Spring “Draft” SY2019</th>
<th>Fall “FINAL” SY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signatures Required</td>
<td>Signatures Required</td>
</tr>
<tr>
<td>Kelly Gibbs</td>
<td>Kelly Gibbs</td>
</tr>
<tr>
<td>Valadida Henderson</td>
<td>Valadida Henderson</td>
</tr>
<tr>
<td>Cheryl Franchino</td>
<td>Cheryl Franchino</td>
</tr>
<tr>
<td>Karen Augustyn</td>
<td>Karen Augustyn</td>
</tr>
<tr>
<td>Andrea Gray</td>
<td>Andrea Gray</td>
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<tr>
<td>Megan Kasarda</td>
<td>Megan Kasarda</td>
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<tr>
<td>Anesha Coleman</td>
<td>Anesha Coleman</td>
</tr>
<tr>
<td>Ashley Gulley</td>
<td>Ashley Gulley</td>
</tr>
<tr>
<td>R. Elaine Davis</td>
<td>R. Elaine Davis</td>
</tr>
</tbody>
</table>

**SCHOOL FACULTY APPROVAL**

<table>
<thead>
<tr>
<th>SPRING DRAFT SY2019</th>
<th>FALL FINAL SY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>SY2019 Fall 2018 EOY Target (adjust after Fall NWEA)</th>
<th>SY2019 Winter Mid-Point Target (NWEA Benchmark)</th>
<th>SY2019 EOY GOAL (ODE &amp; District Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73</td>
<td>85</td>
<td>93</td>
</tr>
</tbody>
</table>

**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
  - TGRG Passage Rate %
  - K-3 Literacy earned %

**2018-19 School Year Priority Goals**
Select a minimum of one (1) and a maximum of two (2)

| 1. VA Math | 2. K-3 Literacy |
**Priority ONE Academic: VA Math**  
*Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority*

<table>
<thead>
<tr>
<th>Strategic Statement(s)</th>
<th>Evidence</th>
<th>Monitor: (see guidance doc for help)</th>
</tr>
</thead>
</table>
| 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. | 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) | 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 provide students with differentiated instruction based on student needs identified during analysis of student performance data of the benchmark and baseline assessments that are aligned to the learning objectives. These areas of relative weakness are: Geometry (1st, 2nd, 7th grade), Numbers and Operations (3rd grade), Operations and Algebraic Thinking (4th, 5th, 8th grade) and Real and Complex Numbers Systems (6th grade). Teachers will utilize daily formative assessment data (e.g. exit tickets, classroom observations, and independent work) to create daily flexible student groupings. These instructional strategies will take place during a double-block of math instruction during the academic day.

| K-2: Teachers will collaborate together to plan activities for student groupings for centers, create math models, and identify manipulatives needed for individual or groups of students.  
- Students will increase their math vocabulary through the use of anchor charts, word walls, and guided practice.  
- Students will build foundational skills by explaining math models to solve problems.  
- Students will make models to solve math problems, utilizing manipulatives, and will use math talk to solve math problems. | Progress will be monitored via weekly Instructional rounds, weekly timed fluency tests, weekly I-Ready usage reports, bi-weekly short cycle assessments, monthly I-Ready growth reports, lesson plans, and quarterly academic data reviews. |

If the student population does not reach this goal, the teachers will convene in grade bands to review data, note areas of weakness, share strategies and provide a schedule of implementation of strategies as a grade band team.

If the student population does reach the goal, the same grade bands will convene to discuss moving the students from the "Mastery" tier to "Advanced" tier as determined by the grade band team.
- Students will utilize math vocabulary when explaining an answer.

- Students will create and interpret math equations through models produced and provided to them.

- Students will participate in weekly fluency activities to reinforce and re-teach math foundational skills.

6-8: Teachers will collaborate to determine what skills need to be introduced, developed, and reinforced.

- Flexible student groups will be created based on NWEA data.

- Students will be taught fluency skills through weekly Do the Math activities/lessons.

- Students will unpack the Springboard embedded assessments at the beginning of each new unit and, will use this information to self-monitor their progress.

*The meeting minutes from these discussions will be submitted to the Curriculum Instruction Specialist.

TBT will provide information to BLT/site coordinator to align students to partners who can meet the identified need.

Interventions and enrichment will be planned based on analysis of short-cycle TBT assessment data.
| Teachers and staff will provide students with 45 minutes per week of I-Ready usage. | - All grade bands will use district-provided curriculum, standardized assessment data and i-Ready progress monitoring to inform flexible grouping and individualized instruction.  
- Evidence of assessment data (formative or summative) will be evidenced in daily instruction, lesson plans, weekly TBT meetings, and quarterly data dives.  
- Progress will be discussed in TBT, APT and BLT meetings. | - I-Ready / Clever Portal will be utilized.  I-Ready weekly reports will be catalogued and diagnostic reports will be discussed. | Administration will review usage reports to determine 45 minutes of usage per week. If the data is not moving, we will revise the I-Ready schedule. For students that are making progress, teams will meet to determine how to push those scholars to more rigorous learning activities. |
Teachers will participate in quarterly data dives to review student data and received focused action-planning and grade level support. Teachers will provide students with a quarterly goal-setting conference.

Action-planning templates will be utilized as well as sign-in sheets and students will record their goals on the goal-setting forms in their data binders.

NWEA data will be used as evidence across testing windows. If the data is not moving, TBTs will identify strengths and weaknesses of data, and will make recommendations for practices that should be sustained or altered.

**Resources:** Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? The resources that will be utilized to support this priority are i-Ready, Do The Math, Springboard and Math Expressions and a Math Intervention Teacher. We utilize coaching through instructional rounds by administration, and professional development is provided through district- and school-based presenters (such as Twin Towers, Ideastream, Springboard PD days). There is a math intervention teacher that additionally works with classes, and the extended day tutoring and afterschool program implements data-based, differentiated math activities.

**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).

Multiple instructional strategies will be used to ensure individual student success, including small-group instruction, 1:1, and direct instruction during guided practice. Special Education teachers will collaborate with classroom teachers during weekly grade band data conversations to ensure sharing of instructional strategies that will benefit all students. This includes sharing of resources, instructional strategies, and individual student progress towards IEP goals.

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 working?
- What/how will evidence/data be collected towards meeting the priority?

- Intervention Specialists will collaborate with Teachers to discuss students’ current goals and objectives par their IEPs.
- 1S will provide specific strategies to utilize in the regular education classroom (i.e.: extended time, modified assignments, frequent repetition of newly introduced skills.)
- Students will use manipulatives, math charts, and games to deepen their understanding of concepts.

Progress will be monitored via small-group and direct instruction, daily independent work, teacher observations, NWEA/OST data, weekly I-Ready usage reports, monthly I-Ready growth reports, and data binder trackers.

- Progress reports will be used to monitor progress towards IEP goals every 5 weeks.
<table>
<thead>
<tr>
<th>Understanding of math skills presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- IS will model recommended strategies for general education teachers to utilize in the regular education classroom.</td>
</tr>
<tr>
<td>- Signed IEPs and progress reports will be used to collect data and evidence of student progress to monitor student growth and identify areas of continuous need or mastery.</td>
</tr>
<tr>
<td>- Goal-setting forms will be used to track and evaluate progress towards individual academic and behavior goals.</td>
</tr>
<tr>
<td>- Teachers will administer pre and post tests and collect work samples and data to identify student's level of mastery.</td>
</tr>
</tbody>
</table>

| Students who do not meet mastery level will have skills re-taught by IS. |
| Students who do meet mastery level will have further lessons scaffold to build upon current skills. |
The SST attendance committee and attendance liaison will work to reduce chronic absenteeism by tracking attendance of at-risk students, identifying areas of need, and providing families with community resources and incentives.

- Anecdotal notes of student behavior and progress will be used to create individualized behavior plans.

- Teachers will track attendance through daily attendance binders, weekly progress monitoring from administration, and quarterly attendance updates on the school-wide data wall.

- PCIA and site coordinator will make daily phone calls to absent scholars to link families to relevant resources.

- Attendance reports will be used as evidence to track attendance progress.

- Weekly attendance reports will be monitored.

- The BLT will review attendance data and will identify strategies and supports needed to increase student attendance.

- The Attendance committee will create incentives for student attendance.

Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? An attendance liaison, site coordinator, Transition Coordinators, Special Education Auditors, Intervention Specialists, Special Education Program Managers and the Student Support Team and Attendance committees will be utilized to support this priority.

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 C פרו/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 and staff will provide ongoing communication about students’ academic progress. School-wide publications will be utilized to convey Parent and Family surveys, sign-in sheets from school events, and E-

If progress is not being made the teacher or team will hold parent
| Information, such as standards of instruction, homework, policies and important dates. | School conference reporting for grades K-8. | Conferences/communicate with families in writing and/or in person.

If families are not being engaged, we will increase the frequency of IVR calls and utilize various incentives for attendance, etc.

The BLT will discuss data and determine strategies that should be sustained or altered.

If families are not being engaged, there will be an increase in IVR calls, incentives for attendance.

SPO will utilize various forms of communication to engage families and for intentional recruitment of SPO members. |

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| The F.A.C.E committee and the Site Coordinator will plan and facilitate a Math Night for families. The SPO will provide speakers and resources to parents and families to help support math academic growth. The Principal will host a chat and chew with families to communicate, review, and discuss the school's academic priorities. | Parent and Family surveys, sign-in sheets from school events, and E-School conference reporting for grades K-8. SPO will do 1:1 interactions to recruit additional family members to the organization. | SPO meeting agendas and notes will be used for monitoring of attendance.

If families are not being engaged, we will utilize IVR calls, incentives for attendance.

The BLT will discuss data and determine strategies that should be sustained or altered. |
SPO will utilize various forms of communication to engage families and for intentional recruitment of SPO members.

Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? We will utilize our site coordinator, Student Parent Organization members and officers, as well as teacher collaborators. Tri-C and Parent University speakers will continue to provide specific empowerment workshops.

**Priority TWO: K-3 Literacy** *Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority*

<table>
<thead>
<tr>
<th>Strategic Statement(s)</th>
<th>Evidence: What type(s) of evidence will you collect to show progress? Types of evidence can include:</th>
<th>Monitor: (see guidance doc for help)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity on how a team is going to achieve measurable improvement using evidence-based practices.</td>
<td>- Evidence is collected through AIMSw eb progress monitoring, NWEA data reports, and quarterly benchmark assessments with AIMSw eb.</td>
<td>- How will your team know that you're making progress?</td>
</tr>
<tr>
<td>- Begin each statement with <em>Teachers/Staff will...</em> (specific group of teachers and staff).</td>
<td>There will be instructional evidence via a variety of instructional strategies provided within the district’s K-3 Literacy Continuum and, assessment data will be used to differentiate instruction based on student needs.</td>
<td>- How and what evidence/data be will be collected to measure growth towards meeting the priority?</td>
</tr>
<tr>
<td>- Use an action verb of observable behavior which must be done.</td>
<td>- Students fluently reading leveled texts, and selecting and comprehending texts.</td>
<td>- How will your team respond if it isn’t moving?</td>
</tr>
<tr>
<td>- Write clear, concise statement(s) that describe what you intend to accomplish. Make sure each teacher/staff strategy connects back to the measurable priority.</td>
<td></td>
<td>- How will your team respond if it is moving?</td>
</tr>
</tbody>
</table>

Teachers and staff will provide students with differentiated lessons and centers based on student needs identified during analysis of student performance data that are aligned to learning objectives, including but not limited to, reading and comprehending literary and informational texts. This will be achieved through utilizing multiple instructional strategies based on the Balanced Literacy Blueprint; demonstrating skills, and providing time for independent student practice.
- Students will practice reading fluency, decoding, acquiring vocabulary, comprehending texts.
- Teachers monitor running records and track student progress.
- Students read various leveled texts and comprehend those texts.
- LLI reading intervention is used to allow for independent student selection of texts, along with self-correcting and self-monitoring.

Teachers and staff will utilize differentiated instruction that includes small-group centers to achieve mastery of learning objectives, including fluency, vocabulary acquisition, writing, phonics and comprehension.

- Lesson plan supports and TBT collaboration will show an emphasis on establishing foundational reading skills.

Teachers and staff will collaborate to plan strategies that utilize centers to achieve mastery in reading foundational skills.

- Evidence will be shown through AIMSWEB progress-monitoring, NWEA scores, OST scores, as well as the 5-step process from the TBT committees that meet weekly.

Monitoring will occur when TBT members report the progress of their grade bands to the APT and BLT committees. When these committees convene, we will discuss which programs/practices are successful, and should be sustained, and which should be altered or replaced.

Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Classroom teachers utilize LLI, Journeys curriculum, Reading A-Z, and i-Ready to supplement classroom instruction. A Reading Recovery Teacher, foster grandparents, John Carroll...
reads, Cleveland State University Tutors, Trinity Cathedral volunteers, and the afterschool program all support reading instruction in classes. Coaching and professional development exist through partnerships with Idealstream, TwinTowers, and Early Childhood professional development workshops.

**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.*

| 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 working?  
What/how will evidence/data be collected towards meeting the priority? |
|---|---|---|
| Multiple instructional strategies will be used to ensure individual student success, including small-group instruction, 1:1, and direct instruction during guided practice. Special Education teachers will collaborate with classroom teachers during weekly grade band data conversations to ensure sharing of instructional strategies that will benefit all students. This includes sharing of resources, instructional strategies, and individual student progress towards IEP goals. | -Progress reports, created every 5 weeks, will be used to monitor progress. Evidence and data collected to inform instruction will come in the form of student work samples, classroom observation, running logs, and formative and summative assessments.  
-Students who have tested into the gifted category will be recognized for their talent and provided curriculum that is at their ability level. This can come through collaborative teaching, and sharing of instructional resources. | We will monitor forward progress by collaborating with intervention specialists during the TBT process, and collaborating when necessary on progress reports.  
Accommodations include:  
-If progress is not being made, the team will collaborate with intervention specialists to create alternative instructional strategies.  
-Weekly attendance reports will be monitored. Attendance committee will create incentives for student attendance.  
-Teachers will implement running records, exit slips, checklists and student observations to monitor student progress. If the student population does not reach this goal, the teachers will convene in grade bands to review data, note areas of weakness, share strategies and, provide a schedule of implementation of strategies as a grade band team.* |
If progress is not being maintained, there will be an intensive re-teaching and repetitive instruction of foundational skills.

If the student population does reach the goal, the same grade bands will convene to discuss strategies for further challenging the students.*

*The meeting minutes from these discussions will be submitted to the Curriculum Instruction Specialist.

Resources: Don’t forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? To support in this priority, the following resources will be utilized: Transition Coordinators, Special Education Auditors, Intervention Specialists, Reading Recovery Teacher, coaching, Special Education Program Managers and the Student Support Team. iReady will be utilized, as will LLI in classroom instruction, and the after school program provides an option for extended day tutoring for scholars in the special education department, and those with chronic absenteeism.

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?

All stakeholders (community partners, teachers and staff) will collaborate with site coordinator to collect and review risk indicator data to identify students in need of targeted reading supports, and will plan interventions and monitor progress.

The site coordinator will be present for APT, BLT, and AAP data discussions.

TBT will provide information to BLT/site coordinator to align students to partners who can meet the identified need. To monitor forward progress and evaluate all programs, we will utilize the partner evaluation metric to ensure full
The Face Committee and the Site Coordinator will plan and facilitate a family Literacy Night. The SPO members will provide speakers and resources to parents and families to help support reading academic growth. The Principal will host a chat and chew to communicate, review, and discuss the school’s academic priorities with families.

Evidence of meetings will show in the form of meeting sign-in sheets and notes.

Feedback from SPO members and officers, as well as scholars’ academic progress feedback from teachers will be used to monitor the effectiveness of speakers.

**Resources:** Don’t forget to identify what resources (*people, materials, coaching, professional development, etc.*) will be utilized to support this priority? The following resources and stakeholders will be utilized: Reading Recovery Specialist, SPO members and officers, Parent University, Cuyahoga Community College, district-provided speakers, and community speakers. Community partners are as follows: John Carroll Reads, Cleveland State University, Cuyahoga County Community College work-study students, foster grandparents, St. Vincent’s Charity Hospital, Beechbrook, Cleveland Christian Home, Trinity Cathedral, Case Dental School students, Vision First, Care Alliance, C.A.R.E., Sterling Library, S.P.A.R.K., True2You, CTAG, Alpha Kappa Alpha Sorority, Incorporated, Boy Scouts, Girl Scouts, Good News Club, Junior Achievement, Planned Parenthood, Leader In Me, St. Phillip’s Church, Cleveland Food Bank, Cleveland Central Promise Neighborhood, La Barberia Barber College, Northeast Ohio Reintegration Center, NAACP, Fairmount Jewish Temple.
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:

<table>
<thead>
<tr>
<th>Scheduled Day and # of Minutes</th>
<th>Indicate Principal or Teacher Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Teacher</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Principal</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Principal</td>
</tr>
<tr>
<td>Thursday</td>
<td>Teacher</td>
</tr>
<tr>
<td>Friday</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Plan listed below for the two voluntary flexible days. Indicate focus of professional development and/or community focus:

<table>
<thead>
<tr>
<th>Type of engagement (i.e. community day, staff training, etc.)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. District-sponsored PD without pay (regardless of travel bookings) with prior approval of the principal</td>
<td>Through-out the school year.</td>
</tr>
<tr>
<td>2. Teacher-identified PD with prior approval of the principal</td>
<td></td>
</tr>
<tr>
<td>3. F.A.C.E. events</td>
<td></td>
</tr>
<tr>
<td>Leader in Me</td>
<td>August 2018</td>
</tr>
</tbody>
</table>
AAP BUDGET: This section ensures team has identified and allocated funding to support SY2019 AAP activities and strategies

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

TOTAL BUDGET allocated to support AAP:

TITLE I COMPLIANCE ASSURANCES

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

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]

Signature of Chapter Chair: [Signature]