

Cleveland Metropolitan School District - AAP SY 2021

Universal Strategy

High Quality Instruction

Effective schools are focused on assessing the interaction between student, teacher, and content in the presence of complex tasks.

Strategy

Rigorous, relevant, engaging, and joyful learning culture: Visible thinking

Strategy Description:

These action statements describe evidence-based practices that, when implemented, will result in measureable improvement.

Visible Thinking is:

- Utilization of Thinking Maps, graphic organizers, manipulatives, and/or thinking routines several times over the course of a unit
- A way for students to make connections, ask questions and propose solutions

Student Achievement Evidence: what are students doing?

- Engage regularly in thinking routines, such as think-pair-share, see-think-wonder, I used to think-now I think, etc.
- Capture their thinking visually through a Thinking Map, graphic organizer, or manipulative
- Align the correct Thinking Map with the corresponding thinking process.
- Create Thinking Map notebooks and/or posters as a reference to their idea generation
- Use Thinking Maps, graphic organizers, manipulatives, or thinking routines to explain their thinking.
- Make connections to prior learning or among content areas through the use of Thinking Maps, graphic organizers, manipulatives or thinking routines.

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected.

Monitoring for all students:

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?
- How will your team celebrate and share successes?

1. Student Progress: If students are making progress, they are able to describe and justify understandings and reasonings with drawings, diagrams, and other representations (e.g. graphic organizers, thinking maps, interactive notebooks, anchor charts). If students are making progress, they are able to choose which form of representation to utilize as a tool across the content areas. If students are making progress, they are able to reference multiple forms of representations and make sense of understandings across the content areas. 2. Data for Implementation/Effectiveness: Staff- NWEA, Aimsweb, ANet, KRA, Kindergarten Supplemental Assessments (attached to report cards); Students- Student Engagement (observed through non-evaluative instructional rounds), Surveys 3. Cycle of Continuous Improvement: Grade level data teams will meet monthly to review data. If students are making progress, then the team will continue utilizing the visible thinking practices as outlined. If students are not progressing, then the team will meet to adjust the utilization of visible thinking practices. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives (e.g. awards, raffles, prizes) will be provided quarterly to both staff and students as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
Into Math, Journeys/Springboard, Science Fusion, Studies Weekly (grades K-5), TCI/History Alive (grades 6-8)	Available options: Math Manipulatives, Anchor Charts, Graphic Organizers, Interactive Notebooks, Ohio Performance Coach (grades 3-8)	Staff Professional Development; Peer Teacher Support	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff	Computer and iPad technology

Equity & Access: Academic Intervention and Special Education **Effective schools provide *all* students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.**

Strategy **Rigorous, relevant, engaging, and joyful learning culture: Visible thinking**

Strategy Description:
These action statements describe evidence-based practices that, when implemented, will result in measureable improvement.

Students identified for academic intervention and/or special education:

- Will learn how to use Thinking Maps and graphic organizers at varying levels of complexity to engage with content.
- Will access and use a variety of visual supports, real-world objects, manipulatives, and models to engage with content in visible ways.
- Will engage with Thinking Routines to support intellectual development and to teach metacognitive strategies.

Student Achievement Evidence: what are students doing?

- Capturing their thinking visually through a Thinking Map or a graphic organizer that may be modified or scaffolded.
- Contributing to collaborative Thinking Maps involving real world items and hands-on projects.
- Using concrete manipulatives and paper-pencil representations to demonstrate conceptual understanding.

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected for students identified for academic interveniton and/or special education.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
Available options: Math Manipulatives, Anchor Charts, Graphic Organizers, Interactive Notebooks, Ohio Performance Coach (grades 3-8)	Staff Professional Development; Peer Teacher Support	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 Intervention Specialists and Paraprofessionals; PK-8 Teachers and Staff; Reading Intervention	Computer and iPad technology

Equity & Access: English Language Learners	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Rigorous, relevant, engaging, and joyful learning culture: Visible thinking
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Strategy Description: These action statements describe evidence-based practices that, when implemented, will result in measureable improvement.	English Language Learners: - Will participate in protocols (e.g. turn and talk, think/pair/share, sentence stem for accountable talk, etc.) to facilitate peer to peer learning opportunities. - Will learn in heterogenous groupings that include English learners and non-English Learners to promote language acquisition. - Will learn in an environment which promotes mutual respect and understanding of cultural diversity.
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Student Achievement Evidence: what are students doing?

- Exploring and engaging in authentic work
- Applying skills and knowledge in real world situations
- Joyful classroom environment through interaction, practice and application of the four language domains: listening, speaking, reading, and writing
- Active participation and application of skills through hands-on activities and manipulatives

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected for English Language Learners.

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Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?
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	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Available options: Math Manipulatives, Anchor Charts, Graphic Organizers, Interactive Notebooks, Ohio Performance Coach (grades 3-8)	Staff Professional Development; Peer Teacher Support	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 Teachers and Staff; ELL teacher and instructional aide(s)	Computer and iPad technology; MathSeeds (K-3)

Equity & Access: Other subgroups (gifted, economically disadvantaged, etc.)	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your Universal strategy to engage any other student subgroups (if applicable).
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Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in visible thinking strategies across the curriculum areas. Students will be able to describe and justify understandings and reasonings with drawings, diagrams, and other representations (e.g. graphic organizers, thinking maps, interactive notebooks, anchor charts).

Resources:
 What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Available options: Math Manipulatives; Anchor Charts; Graphic Organizers; Interactive Notebooks; Ohio Performance Coach (grades 3-8); ANet; Study Island	Staff Professional Development; Peer Teacher Support	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 Teachers and Staff; Gifted Intervention Specialist	Computer and iPad technology

Monitoring for student subgroups (students identified for academic intervention, special education, English Language Learners, etc.):

- How will your team know that you're making progress for students?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?
- How will your team celebrate and share successes?

1. Student Progress: If students are making progress, they are able to describe and justify understandings and reasonings with drawings, diagrams, and other representations (e.g. graphic organizers, thinking maps, interactive notebooks, anchor charts). If students are making progress, they are able to choose which form of representation to utilize as a tool across the content areas. If students are making progress, they are able to reference multiple forms of representations and make sense of understandings across the content areas. 2. Data for Implementation/Effectiveness: Staff- NWEA, Aimsweb, ANet, KRA, Kindergarten Supplemental Assessments (attached to report cards); Students- Student Engagement (observed through non-evaluative instructional rounds), Surveys 3. Cycle of Continuous Improvement: Grade level data teams will meet monthly to review data. If students are making progress, then the team will continue utilizing the visible thinking practices as outlined. If students are not progressing, then the team will meet to adjust the utilization of visible

thinking practices. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives (e.g. awards, raffles, prizes) will be provided quarterly to both staff and students as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Learning Environment	Effective schools create a safe and productive learning environment by building connections between students and school staff.
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Strategy	<p>A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students’ daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.</p> <p>Students should have opportunities to build skills in all five of the SEL Core Competencies (Self-awareness, Self-management, social awareness, relationship skills, and responsible decision-making). The guidance below describes one specific SEL Core Competency that can closely aligns with the strategy you have selected and could be used as a focus to integrate into lessons.</p>
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Strategy Description	<p>Self Management:</p> <ul style="list-style-type: none"> - The ability to successfully regulate one's emotions, thought and behaviors in different situations: effectively managing stress, controlling impulses, and motivating oneself. - The ability to set and work toward personal and academic goals.
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Student Achievement Evidence: what are students doing?

Through the use of Thinking Maps, Graphic Organizers, Manipulatives, and Thinking Routines, students will develop:

- Impulse control
- Stress management
- Self-discipline
- Self motivation
- Goal-setting
- Organizational skills

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically integrate the SEL core competencies with your instructional strategy.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

	<i>Materials</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	SEL curriculum (PATHS, Second Step)	Staff Professional Development; Peer Teacher Support; CPH afterschool programming; WAVE (conflict mediation); NOW (anti-bullying); CARE; Applewood and Family Solutions	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; CPH Wrap-around Coordinator; Say Yes Family Support Specialist; SEL Coordinator; Applewood and Family Solutions Counselors	Computer and iPad technology

Cleveland Metropolitan School District - AAP SY 2021

English Language Arts

High Quality Instruction

Effective schools are focused on assessing the interaction between student, teacher, and content in the presence of complex tasks.

Strategy

Clarify how your team is going to achieve measurable improvement in English Language Arts using evidence-based practices:

- Begin each statement with "Teachers/Staff will..."
- Use an action verb of observable behavior which must be done
- Write clear, concise statement(s) that describe what you intend to accomplish

Teachers/Staff will explicitly teach vocabulary through short time segments implementing differentiated instruction strategies to support diverse learners. Teachers/Staff will teach vocabulary explicitly through listening, speaking, reading, and writing.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?
- How will your team celebrate and share successes?

1. Progress: Teacher Observation/Student Engagement of vocabulary discourse and Web-based vocabulary program reports 2. Data for Implementation/Effectiveness: Web-based vocabulary program reports 3. Cycle of Continuous Improvement: Grade Level teams and PLCs will meet to discuss data and re-evaluate strategies for vocabulary development. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input) regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives online through vocabulary program leader boards and building-wide incentives as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Materials</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
K-2 Journeys, K-3 Journeys, 6-8 Springboard	Thinking Maps; Anchor Charts; Graphic Organizers; Interactive Notebooks; Ohio Performance Coach (grades 3-8); Heggerty Phonics, West Virginia Phonics, and Letrs (K-3); ANet	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team	Web-based Vocabulary Programs; ReadingEggs (K-3)

Equity & Access: Academic Intervention and Special Education	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your ELA strategy to engage students identified for academic intervention and/or special education.
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Academic Intervention and Special Education Strategies: pre-teach vocabulary and concepts at varying levels of complexity to engage with content, chunk lessons, small group instruction, oral or typed responses, access and use a variety of audio-visual supports, real world objects/manipulatives to engage with content in visible ways, engage with thinking routines to support intellectual development and teach metacognitive strategies, scaffolding, and extended time.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?
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	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Thinking Maps; Anchor Charts; Graphic Organizers; Interactive Notebooks; Ohio Performance Coach (grades 3-8); Heggerty Phonics, West Virginia Phonics, and Letrs (K-3); ANet; Goal Book	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team; PK-8 Intervention Specialists and Paraprofessionals	Web-based Vocabulary Programs; ReadingEggs (K-3)

Equity & Access: English Language Learners	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your ELA strategy to engage students identified as English Language Learners.
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ELL Strategies: Bilingual dictionaries (as needed), small group instruction, extended time, pre-teach vocabulary and concepts at varying levels of complexity to engage with content, access and use a variety of audio-visual supports, real world objects/manipulatives to engage with content in visible ways, native language support (as needed), and scaffolding.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?
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	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Thinking Maps; Anchor Charts; Graphic Organizers; Interactive Notebooks; Ohio Performance Coach (grades 3-8); Heggerty Phonics, West Virginia Phonics, and Letrs (K-3); ANet; Word Wisdom; Bilingual Dictionaries	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team; ELL teacher and instructional aide(s)	Web-based Vocabulary Programs; ReadingEggs (K-3)

Equity & Access: Other subgroups (gifted, economically disadvantaged, etc.)	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your ELA strategy to engage any other student subgroups (if applicable).
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Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Thinking Maps; Anchor Charts; Graphic Organizers; Interactive Notebooks; Ohio Performance Coach (grades 3-8); Heggerty Phonics, West Virginia Phonics, and Letrs (K-3); ANet; Study Island	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team	Web-based Vocabulary Programs, K-5 Journeys/6-8 Springboard; Reading Eggs (K-3)

Monitoring for student subgroups (students identified for academic intervention, special education, English Language Learners, etc.):

- How will your team know that you're making progress for students?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?
- How will your team celebrate and share successes?

1. Progress: Teacher Observation/Student Engagement of vocabulary discourse and Web-based vocabulary program reports 2. Data for Implementation/Effectiveness: Web-based vocabulary program reports 3. Cycle of Continuous Improvement: Grade Level teams and PLCs will meet to discuss data and re-evaluate strategies for vocabulary development. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input) regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives online through vocabulary program leader boards and building-wide incentives as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Learning Environment		Effective schools create a safe and productive learning environment by building connections between students and school staff.		
Strategy	A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.			
	Students should have opportunities to build skills in all five of the SEL Core Competencies (Self-awareness, Self-management, social awareness, relationship skills, and responsible decision-making). Describe one specific SEL Core Competency that can closely align with the strategy you have selected and could be used as a focus to integrate into lessons.			
Relationship Skills is the ability to establish and maintain healthy relationships with diverse individuals and groups. Students and Staff will build relationship skills through vocabulary development by utilizing the four domains (reading, writing, listening, and speaking) as well as visible thinking. This includes communicating clearly, listening well, cooperating with others, resisting social and peer pressure, negotiating conflict and seeking help or offering it to others.				
Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.			
Students will demonstrate relationship skills through vocabulary development by utilizing the four domains (reading, writing, listening, and speaking) as well as visible thinking skills. This includes communicating clearly, listening well, cooperating with others, resisting social and peer pressure, negotiating conflict and seeking help or offering it to others.				
What resources (materials, coaching, professional development, etc.) will be used to support the strategy?				
	Materials	Services	Talent	Other
	SEL curriculum (PATHS, Second Step)	Staff Professional Development; Peer Teacher Support; CPH afterschool programming; WAVE (conflict mediation); NOW (anti-bullying); CARE; Applewood and Family Solutions	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); K-3 Reading Specialist (peer support); PK-8 teachers and staff; CPH Wrap-Around Coordinator; Say Yes Family Support Specialist; SEL Coordinator; Applewood and Family Solutions Counselors	Computer and iPad technology

Cleveland Metropolitan School District - AAP SY 2021

Mathematics

High Quality Instruction

Effective schools are focused on assessing the interaction between student, teacher, and content in the presence of complex tasks.

Strategy

Clarify how your team is going to achieve measurable improvement in Mathematics using evidence-based practices:

- Begin each statement with "Teachers/Staff will..."
- Use an action verb of observable behavior which must be done
- Write clear, concise statement(s) that describe what you intend to accomplish

Teachers/Staff will explicitly teach vocabulary through short time segments implementing differentiated instruction strategies to support diverse learners. Teachers/Staff will teach vocabulary explicitly through listening, speaking, reading, and writing.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?
- How will your team celebrate and share successes?

1. Progress: Teacher Observation/Student Engagement of vocabulary discourse and Web-based vocabulary program reports 2. Data for Implementation/Effectiveness: Web-based vocabulary program reports. 3. Cycle of Continuous Improvement: Grade Level teams and PLCs will meet to discuss data and re-evaluate strategies for vocabulary development. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input) regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives online through vocabulary program leader boards and building-wide incentives as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Materials</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
K-2 Into Math, 3-5 Into Math, 6-8 Into Math	Math Manipulatives; Thinking Maps; Anchor Charts; Graphic Organizers, Interactive Notebooks; Ohio Performance Coach (grades 3-8); ANet	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team	Web-based Vocabulary Programs; MathSeeds (K-3)

Equity & Access: Academic Intervention and Special Education	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your math strategy to engage students identified for academic intervention and/or special education.
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Academic Intervention and Special Education Strategies: pre-teach vocabulary and concepts at varying levels of complexity to engage with content, chunk lessons, small group instruction, oral or typed responses, access and use a variety of audio-visual supports, real world objects/manipulatives to engage with content in visible ways, engage with thinking routines to support intellectual development and teach metacognitive strategies, scaffolding, and extended time.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?
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<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
Math Manipulatives; Anchor Charts; Thinking Maps; Graphic Organizers, Interactive Notebooks; Ohio Performance Coach (grades 3-8); ANet; Goal Book	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team; PK-8 Intervention Specialists and Paraprofessionals	Web-based Vocabulary Programs; MathSeeds (K-3)

Equity & Access: English Language Learners	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your math strategy to engage students identified as English Language Learners.
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ELL Strategies: Bilingual dictionaries (as needed), small group instruction, extended time, pre-teach vocabulary and concepts at varying levels of complexity to engage with content, access and use a variety of audio-visual supports, real world objects/manipulatives to engage with content in visible ways, native language support (as needed), and scaffolding.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?
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<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
Math Manipulatives; Anchor Charts; Thinking Maps; Graphic Organizers, Interactive Notebooks; Ohio Performance Coach (grades 3-8); ANet; Bilingual Dictionaries	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team; ELL teacher and instructional aide(s)	Web-based Vocabulary Programs; MathSeeds (K-3)

Equity & Access: Other subgroups (gifted, economically disadvantaged, etc.)	Effective schools provide <i>all</i> students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
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Strategy	Clarify how your team is going to modify your math strategy to engage any other student subgroups (if applicable).
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Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will be engaged in vocabulary instruction through all four domains (listening, speaking, reading, and writing). Student performance on District/State assessments will increase due to direct vocabulary instruction.

Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Math Manipulatives; Anchor Charts; Thinking Maps; Graphic Organizers, Interactive Notebooks; Ohio Performance Coach (grades 3-8); ANet; Study Island	Staff Professional Development; Peer Teacher Support; After-School Tutoring	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); PK-8 teachers and staff; After-School Tutoring Team	Web-based Vocabulary Programs; MathSeeds (K-3)

Monitoring for student subgroups (students identified for academic intervention, special education, English Language Learners, etc.):

- How will your team know that you're making progress for students?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
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1. Progress: Teacher Observation/Student Engagement of vocabulary discourse and Web-based vocabulary program reports 2. Data for Implementation/Effectiveness: Web-based vocabulary program reports 3. Cycle of Continuous Improvement: Grade Level teams and PLCs will meet to discuss data and re-evaluate strategies for vocabulary development. 4. Barriers to Implementation: When barriers are presented, the APT will meet to research and discuss best practices and professional development (with staff input) regarding specific barriers. Based on this information, the team will provide necessary training and resources to diminish these barriers. 5. Celebrate/Share Successes: Incentives online through vocabulary program leader boards and building-wide incentives as well as recognition on school website, awards assemblies, and shoutouts via morning announcements.

Learning Environment	Effective schools create a safe and productive learning environment by building connections between students and school staff.
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Strategy	<p>A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students’ daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.</p> <p>Students should have opportunities to build skills in all five of the SEL Core Competencies (Self-awareness, Self-management, social awareness, relationship skills, and responsible decision-making). Describe one specific SEL Core Competency that can closely aligns with the strategy you have selected and could be used as a focus to integrate into lessons.</p>
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Relationship Skills is the ability to establish and maintain healthy relationships with diverse individuals and groups. Students and Staff will build relationship skills through vocabulary development by utilizing the four domains (reading, writing, listening, and speaking) as well as visible thinking. This includes communicating clearly, listening well, cooperating with others, resisting social and peer pressure, negotiating conflict and seeking help or offering it to others.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
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Students will demonstrate relationship skills through vocabulary development by utilizing the four domains (reading, writing, listening, and speaking) as well as visible thinking skills. This includes communicating clearly, listening well, cooperating with others, resisting social and peer pressure, negotiating conflict and seeking help or offering it to others.

What resources (materials, coaching, professional development, etc.) will be used to support the strategy?				
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	<i>Materials</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	SEL curriculum (PATHS, Second Step)	Staff Professional Development; Peer Teacher Support; CPH afterschool programming; WAVE (conflict mediation); NOW (anti-bullying); CARE; Applewood and Family Solutions	Administration Team (instructional rounds); 4-8 Content Specialist (peer support); PK-8 teachers and staff; CPH Wrap-around Coordinator; Say Yes Family Support Specialist; SEL Coordinator; Applewood and Family Solutions Counselors	Computer and iPad technology

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Engagement		Effective schools actively engage families, partners, and the community to implement the school's mission and vision		
Strategies for schools to engage with families				
Strategy Description: Identify how you will provide families information related to their child's development and the instructional strategies being used.		Use a communication app (i.e. Class Dojo, Remind or See Saw) to provide regular updates to families on academics, SEL, and attendance.		
School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected.				
Clarify how your team is going to adjust this strategy for student subgroups (students identified for academic intervention, special education, English Language Learners, etc.)				
Communication App will be used to provide communication in home language through in app translations. School announcement/events will also be communicated through the main school communication page. Classroom teacher communication will be done via whole class page and individual student messages.				
Strategies for families to engage with schools				
Strategy Description: Identify how you will provide families the opportunity to interact with the school.		Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.		
School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected.				
Clarify how your team is going to adjust this strategy for student subgroups (students identified for academic intervention, special education, English Language Learners, etc.)				
ELL: resources and information from Colorin Colorado will be provided to parents/families to help support at home. Special Education: resources and information will be provided in alignment with student IEP goals.				
Monitoring : - How will your team know that you're making progress? - What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy? - What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy? - How will this evidence be used as part of a cycle of continuous improvement? - How will your team respond if barriers to implementation emerge or student results do not improve? - How will your team celebrate and share successes?				
1. Progress: If progress is being made, student test scores will reflect an increase based on the information provided to families. If progress is being made, parent/student surveys will reflect that information provided was useful. 2. Data for Implementation/Effectiveness: Adult- Parent and Staff Surveys, Increase in Parent Communication (using communication app) Students-Student Engagement (observed through non-evaluative instructional rounds), Surveys, Increase in Student-Teacher Communication (using communication app) 3. Cycle of Continuous Improvement: Dean of Engagement, Say Yes Family Support Specialist, and CPH Wrap-around coordinator will monitor data from parent engagement events as well as parent/student surveys. 4. Barriers to Implementation: If barriers are presented, the Dean of Engagement, Say Yes Family Support Specialist, and CPH Wrap-around coordinator will meet to discuss ways to increase parent participation. 5. Celebrate/Share Successes: parent and student raffles, recognition on school website, shoutouts via morning announcements				
Resources: What resources (materials, coaching, professional development, etc.) will be used to support the strategy?				
	<i>Materials</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
	Research Based Best Practices, Goalbook, Communication App Letters (regarding account setup), Colorin Colorado Resources, Lakeshore Learning	Make-and-take Workshops, Parent Engagement Events (including math and literacy nights)	Dean of Engagement, SPO, Say Yes Family Support Specialist, CPH Wrap-around Coordinator, CIS	Computer and iPad Apps and Resources