

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)

SCHOOL NAME

SUBMISSION TYPE

DATE SUBMITTED

Academic Achievement Planning Team



Principal (no designee)
Chapter Chair (no designee)
Bargaining Unit Member
Bargaining Unit Member
Bargaining Unit Member
Bargaining Unit Member
Parent
Student Leader
Other

Spring "Draft" SY2020

Fall "FINAL" SY2020

Signatures Required	Signatures Required

SCHOOL FACULTY APPROVAL

Total # of CTU Bargaining Unit Members:
Total # of CTU Bargaining Unit Members voted:
Total # of CTU Bargaining Unit Members voted Yes- AAP
% of CTU Bargaining Members vote (min. 70% required)

Signature of Building Principal:
Signature of Chapter Chair:

SPRING DRAI

- The SY2019 Fall, Midyear and EOY data will be completed utilizing your school state report card and SPPF target setting guidance tools.
- The "Final" target section will be completed prior to the September Check-In.
- New this year all schools will have a midyear target (Winter Benchmark)

FACTORS INFLUENCING ACHIEVEMENT

FOUNDATIONAL - District & State Data

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

PROGRESS-State Data

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

ACHIEVEMENT - State Data

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

SY2020 Fall 2018 EOY Target (adjust after Fall NWEA)	SY2020 Winter Mid-Point Target (NWEA Benchmark)	SY2020 EOY GOAL (ODE & District Data)
Choose an item.	Choose an item.	Choose an item.
Choose an item. Choose an item.	Choose an item. Choose an item.	Choose an item. Choose an item.

2019-20 School Year Priority Goals

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

1. VA Reading	2. Safe and Respectful Climate
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Priority ONE Academic: VA Reading

* Remember use your SPFF target setting guidance resource to select priority and subgroups related to selected priority

Strategic Statement(s) Clearly 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?
Based on multiple data points from assessments, including but not limited to, NWEA, OST, etc., teachers/staff in K-8 will integrate non-fiction standards, specifically, Ohio Learning Standard CCR.R.1. (Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text), and CCR.R.10. (Read, comprehend, and respond to complex literary and informational texts independently and proficiently), into the content areas of science and social studies in order to align with STEM principles. Close reading and questioning strategies will be incorporated to aid in comprehension of text (using resources such as, achievethecore.org).	Lesson plans- Cited standards will appear a minimum of once weekly per subject area, in content unit plans (Social Studies and Science). Nonfiction reading materials within the classroom.	Student progress toward standard mastery will be measured through the following assessment measures; do now/exit tickets (recorded in data binder), pre and post TBT assessments (documented in TBT protocol forms), questions targeting content standards, standards based assessment questions similar to OST (resources include, Achieve the Core, Engage NY, ANET, Goalbook), Learning Continuum targets, district provided curriculum materials. *BLT will monitor student progress toward mastery of standards during data meetings and review of TBT protocol data. *Walkthroughs and observations
Teachers in grades K-3 will facilitate a balanced literacy block (100 minutes) and leveled centers aligned to the Ohio Learning Standards for ELA to increase student achievement. The Balance Literacy Block	Clearly defined small group instruction within lesson plans, students in centers engaging with lessons that	During Focused Non-TDES walkthroughs completed at least once a week by administration/coach to measure the use of centers and instructional outcomes.

components consist of Modeled Instruction, Shared Practice, and Independent work. K-3 teachers will focus on Early Literacy skills to increase student reading achievement by focusing on phonemic awareness, phonics, comprehension, fluency, and vocabulary. Small group instruction using guided reading practices for flexible grouping will target students in differentiated groups to meet their needs and increase reading achievement. Teachers will use the academic vocabulary list for all subjects by Marzano to ensure alignment to evidence-based practice.

The building wide strategy that will be used for K-8 to support student writing for questions and answer verbally and in written expression will be RACES.

RACES in K-2 will be defined as R- Restate the Question, A- Answer the Question, C- Cite the Evidence, E- Explain the Evidence, S-Summarize RACES in grade 3 will be defined as R- Restate the Question, A- Answer the Question, C- Cite the Evidence, E-Explain the Evidence, S- Summarize. RACES will be used to form a multiple paragraph response by repeating the structure.

RACES (RACECES) in grades 4-5 will be defined as R- Restate the Question, A- Answer the Question, C- Cite the Evidence, E- Explain the Evidence, C- Cite the Evidence, E- Explain the Evidence, S-Summarize, RACES will be used to form a multiple paragraph response by repeating the structure.

RACES (RACECES) in grades 6-8 will be defined as R- Restate the Question, A- Answer the Question, - Cite the Evidence, E- Explain the Evidence, S- Summarize. RACES will be used to form a multiple paragraph response where RACES become the structure for the body

align to the lesson plan and pacing, Scope and Sequence.

Focused Non-TDES walkthroughs that are aligned to our AAP priorities using the look fors provided by K-3.

Lesson that align to the lesson plan, pacing, unpacked unit plans will be reviewed during Non-TDES walkthroughs.

Focused Non-TDES walkthroughs that are aligned to our AAP priorities using the look fors that align to the priority

Writing Samples, student work samples, NWEA

Lesson Plans, student work samples and Teach Based Team notes.

The goal weekly is that 100% of teachers will implement center-based instruction in K-3 reflective of the defined block in the strategic statement. If the team is not moving forward, feedback will be provided when necessary. Differentiated coaching will be provided to teachers based on areas in need of support.

During Focused Non-TDES walkthroughs completed at least once a week by administration/coach to ensure lesson alignment to SAS and Pacing. The goal weekly is that 100% of teachers will have lessons and instruction aligned to the lesson plans reflecting the use of complex text, close reading, text dependent questions. If the team is not moving forward, feedback will be provided when necessary. Differentiated coaching will be provided to teachers based on areas in need of support.

Administration along with the teachers will review data to ensure growth. Evidence will include data and discussion notes. Progress will be measured three

paragraphs, extend response writing will include an introduction, a claim and a counter claim and a conclusion along with the RACES strategy as a body paragraphs repeating the structure. TTQA in grades K-8 will be defined as Turning the Question Around. TTQA is designed to help students answer questions in complete sentences. It will allow the student to constructing his/her response based upon language from the question. Teachers in grades 4-8 will focus on complex text through close reading, a focus on text dependent questions and responses and the writing process both short response and extended responses using the RACES strategy. Teachers will use the academic vocabulary list for all subjects by Marzano to ensure alignment to evidence-based practice.	times a year using NWEA. Teacher pre and post assessments. Student work samples and writing samples will be reviewed during Teacher Based Team time with the Leadership of an BLT member. Sample and feedback will be provided to the BLT to help identify areas of strengths and weakness so that support can be offered. If writing work samples do not demonstrate progress, the team will work together to identify supplemental instructional strategies in areas of weakness to design instruction. Differentiated coaching will be provided to teachers based on areas in need of support.
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Teachers/staff will develop a common and academic vocabulary that will be used in all subjects in grades PreK - 8.	Building level vocabulary resources Anchor charts; and Sample Questions	Assessment data from vocabulary strategy focus If scholars aren't moving, the team will work with target groups to restructure reteaching of vocabulary
Teachers will be provided differentiated coaching based on teacher and admin instructional goals.	Coaching Log Admin development of a process for implementing and reviewing alignment between standards and student work	Baseline data versus current data will be analyzed by coaches and administration. This will be monitored through communication during the Bi-Weekly Coaches Meeting Implementation of a review process and practice with teachers, including collaborative review of the rubric for rigor
Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? CIS, Teacher Coaches, Professional Development for Foundations Wilson Language Training, Teacher PD for instructional strategies and online platforms, Universal Online Grading Platform, Additional professional development for curriculum adoption (as needed) Apple PD.		
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 of low incidence students will utilize CMSD Literacy Framework to modify instructional blocks to implement systematic, evidence-based strategies to: Use Ohio's Early Learning and Learning Standards to identify critical skills/standards that must be taught within the developmental continuum of learning. Teachers will work backwards vertically along the continuum to build skills for students starting from where they are. Teachers will be implementing the Balanced Literacy Block. The Literacy Continuum text resource to assist with instructional planning in response to data collected in reading and literacy.	Lessons that align to the lesson plan, pacing, unpacked unit plans, scope and sequence. Will be reviewed during non-TDES walkthrough. Focused non-TDES walkthroughs that are aligned to our AAP priorities using the look for determined by the BLT that align to the priority. Writing samples, student work samples, teacher formative assessments, NWEA, aimsweb+ Lesson plans, student work samples and TBT notes.	During Focused Non-TDES walkthroughs completed at least once a week by administration/coach to ensure lesson alignment to SAS and Pacing. The goal weekly is that 100% of teachers will have lessons and instruction aligned to the lesson plans reflecting the use of complex text, close reading, text dependent questions. If the team is not moving forward, feedback will be provided when necessary. Differentiated coaching will be provided to teachers based on areas in need of support. Administration along with the teachers will review data to ensure growth. Evidence will include data and discussion notes. Progress will be measured three times a year using NWEA. Teacher formative assessments. Student work samples and writing samples will be reviewed during Teacher Based Team time with the Leadership of

Teachers/ staff in K-3 will provide small group targeted instruction, to off-track readers with a RIMP, outside of the literacy block, based on formative assessment results data to close literacy gaps. Intervention for grades K-3 will consist of using Foundations Wilson Language Training. During this time, students will be provided with 30 minutes of	Teacher Observations: small group (no more than 5 students in a group), targeted instruction, teachers providing guided practice and instruction with students	an BLT member. Sample and feedback will be provided to the BLT to help identify areas of strengths and weakness so that support can be offered. If writing work samples do not demonstrate progress, the team will work together to identify supplemental instructional strategies in areas of weakness to design instruction. Differentiated coaching will be provided to teachers based on areas in need of support. The BLT will measure progress through quarterly data through quarterly data reviews, NWEA Fall, Winter, and Spring and aimsweb+. The BLT and teacher will review formative assessment, student work including writing samples during TBT time. Administration and teachers will review data to ensure growth. Evidence will include data and discussion notes. Lesson plans Teachers will collect running records using Fountas and Pinells assessment materials as well as aimsweb+ benchmarking and progress monitoring data in literacy and NWEA benchmark assessment throughout the
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Fundations instruction within the 100-minute literacy block. LLI and Reading Recovery program will also be used as well. Teachers will work with groups for 30 minutes daily. Groups will be adjusted biweekly based on formative assessment. Teachers/ staff in grades 4-8 will provide small group targeted instruction, to off-track readers, outside of the literacy block, based on formative assessment results data to close literacy gaps. Intervention for grades 4-8 will consist of using "Just Words" Wilson Language Training. During this time, students will be provided with "Just Words" instruction to increase Phonemic Awareness, Phonics/Word Study, High Frequency word study, and Reading Fluency. Teachers will work with groups for 30 minutes daily. Groups will be adjusted biweekly based on formative assessment. These strategies will address the TGRG and K-3 Literacy measures on Ohio's Report Card. Grades 4-8 will address our lower NWEA scores and OST Proficiency for students with Phonics deficiencies. These students will be identified through the CORE Phonics Survey.	reading, formative and embedded assessments Student observations: reading in small group with guided instruction, demonstration of reading skills through formative embedded assessments and running records TBT data collection process.	school year. Teacher will collect and analyze running records along with reading data collect through a variety of scores. The TBT process will be used to evaluate student progress to make instructional decisions. If students are not demonstrating adequate progress, intervention time may be intensified and/or strategies may be tweaked to support the individual needs of student identified through the data analysis
In addition to all classroom teachers' usage, the media/intervention teacher will provide an additional 50 minutes of reading/math once a	Student usage reports Focused Non-TDES walkthroughs	The TBT process will be used to evaluate student progress to make instructional decisions. If students are not demonstrating adequate progress,

week as intervention using an online platform (Study Island, Imagine Learning, etc)	Lesson Plans	intervention time may be intensified and/or strategies may be tweaked to support the individual needs of student identified through the data analysis Administration along with the teachers will review data to ensure growth. Evidence will include data and discussion notes.
Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? SPED Teachers, Reading Intervention Teacher, Technology, PD for online platforms		
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 SPFF 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?
The FACE Committee will plan and implement quarterly Family with a focus on engaging academic activities to increase academic parent and family engagement in the school.	Sign-in sheets Academic Activities FACE Committee	The FACE Committee will monitor sign-in sheets and conduct parent surveys to track the relevance and effectiveness of each event.

Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Site Coordinator, Dean of Engagement, Parent Academy PD, Take Home Resources, and Parent Volunteers.			
Priority TWO: Safe and Respectful Climate * Remember use your SPFF target setting guidance resource to select priority and subgroups related to selected priority			
Strategic Statement(s) <i>Clarity on how a team is going to achieve measurable improvement using evidence-based practices.</i> - 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. <i>Make sure each teacher/staff strategy connects back to the measurable priority</i>	Evidence: <i>What type(s) of evidence will you collect to show progress? Types of evidence can include:</i> - Observations of behavior (staff/student) - Products/Protocols created - Perceptions (staff/students)	Monitor: <i>(see guidance doc for help)</i> - 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 engage with and implement social emotional learning systems using character education pillars and team building through the use of PATHs and Second Step.	Students will engage with each other using the character pillars. Students will be able to identify and articulate positive character traits amongst each other and select a student weekly who exemplifies the focus character trait.	CFL data will be used quarterly to monitor progress. Bi-weekly survey data will be collected from each classroom through the use of an online platform to monitor data more frequently. Student selection of Bulldog of the Week with bulletin board displaying data from the previous year and why they were selected. Focused reteaching of strategies based on the data received from surveys, Kickboard, and CFL data, when appropriate.	Student newsletter for scholars, parents and teachers. Initiatives and activities will be completed quarterly. Administration will call or send a letter to alert family of attendance concerns and
Admin/Teachers/Staff will establish a student culture team who will meet to assist with team building and building concerns, as well as create and implement action plans.	Culture Team will implement activities and subcommittees to develop school-wide programming.		
Administration will establish a culture committee who will meet weekly to assist with incentives and rewards for attendance, behavior, and	Culture Team will monitor incentives and rewards based on action plan to		

teacher celebration, as well as create and implement action plans for each subgroup identified.	ensure positive outcomes for all stakeholders.	explore what help is needed to support on track attendance.
Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Site Coordinator, Dean of Engagement, Parent Academy PD, Take Home Resources, and Parent Volunteers, De-escalation Training, Trauma Informed Training, PATHS, and Second Step.		
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 SPPE 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?
Scholars will be assigned a mentor to provide additional daily support with character reinforcement.	Mentor monitoring sheets	Anecdotal notes Behavior sheets Communication logs SEL tracking for specific strategies and alternative behavior support.
Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? Site Coordinator, Dean of Engagement, Parent Academy PD, Take Home Resources, and Parent Volunteers.		
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 SPPE 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?
Parents will be offered training in De-escalation techniques, as well as, Trauma-Informed Training and Support.	Sign in Sheets	Attendance at training
Parents will engage with social emotional learning systems provided during family engagement events using character education pillars and team building strategies.	Sign in Sheets	Parent surveys on scholar behavior at home

Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be utilized to support this priority? De-escalation Training, Trauma Informed Training, PATHs, and Second Step

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) Choose an item.

*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

- Monday 50 mins
- Tuesday 40 mins
- Wednesday 60 mins
- Thursday 50 mins

Indicate Principal or Teacher Time

- Teacher
- Principal
- Principal
- Teacher

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:

Type of engagement (i.e. community day, staff training, etc.)

Date

Monthly Community Engagement	TBD
Voluntary Professional Development Day or Individual	TBD



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: Choose an item.

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.