

APTT School Implementation Planning Form

School: Midvale Elementary

District: Canyons

Date: 7-28-16

Contact Information		
APTT Principal: Chip (Denzil) Watts	Email: denzil.watts@canyonsdistrict.org	Cell Phone: 801 400-6143
APTT School Champion: Heidi Sanger	Email: Heidi.sanger@canyonsdistrict.org	Cell Phone: 701 866-5037
Data Lead Person: Noelle Jones	Email: Noelle.jones@canyonsdistrict.org	Cell Phone: 801 712-1784
Grades Implementing: APTT: K- 5		
APTT ACTIVITY	DATE(S)	MEETING TIME
Initial Teacher Training	August 19 th (Opening Staff Meeting)	12:30-1:30
APTT #1		
Teacher Planning Sessions	Sept. 9, Sept. 23,	1:30-3:00
APTT Meetings	October 4 & 5, 2016 (K, 2 & 4-one night, 1, 3 & 5 one night)	4:00-5:15 6:00-7:15
Leadership Debrief Session	October 4	7:30-8:30
Teacher Debrief Session	October 5, October 6	During rotations
Cohort Training Day	October 7, 2016	8:30-3:00
APTT #2		
Teacher Planning Sessions	Jan. 6, 1:30-3:00, Jan. 20, 9:00-11:00	
APTT Meetings	Jan. 31, Feb. 1	4:00-5:15 6:00-7:15
Leadership Debrief Session	January 31	7:30-8:30
Teacher Debrief Session	Feb. 1, Feb 2	During rotations
Cohort Training Day	February 3, 2017	8:30-3:00
APTT #3		
Teacher Planning Sessions	March 17, 31	1:30-3:00
APTT Meetings	April 11, April 12	4:00-5:15 6:00-7:15
Leadership Debrief Session	April 11	7:30-8:30
Teacher Debrief Session	April 12, 13	During rotations
Cohort Training Day	April 14, 2017	8:30-3:00
APTT Associated Sessions		
APTT Individual Meetings	TBD – Based on needs from first ATPP sessions	
Family Focus Group	15-20 Families who've attended 2 of 3 ATPP sessions (TBD)	
APTT Logistics		
Notify Families	Strategies: Phone calls to each family first 10 days & letter from the principal	
Childcare for Meetings	Strategies: Latinos in Action & YPPs from Boys & Girls Club	
Translation for Meetings	Strategies: ALS department and in-house Spanish speakers	

APT Cycle #1 Data Collection Process

	Who will be responsible for collecting the data?	Who will be responsible for storing the data and where will it be stored?	Who will analyze the data? When?	How might you use the data individually and collectively?	How will data be shared? With whom?	Where is the instrument located?
Family Attendance	Heidi	Heidi	APTT team	future planning	teacher debrief	APTT resources
Student Growth	testing team	Dibels net	teachers/ team time	to identify the skills to practice	during APT meetings/ w/ parents	Dibels net
APT Meeting Observations	observers	Chip	APTT team	problem solve & goal set	w/ teachers & SCL	APTT resources
Leadership Debrief Session	Jerri	Chip	APTT team	"	e-mail to teachers	"
Teacher Debrief Session	"	"	"	"	"	"

APTT Individual Meeting Plan



Directions: Develop a plan for implementing APTT Individual Meetings at your school.

<p>Teacher Training</p>	<p>Create a plan for Teacher Training</p> <ul style="list-style-type: none"> 1 When will the training take place? 2 Who will be responsible for training teachers? 3 What is the content for the teacher training? 4 What is the timeline for developing and facilitating the teacher training? 5 What resources are needed for the training? 	<ol style="list-style-type: none"> 1. PD TBD 2. APTT team 3. admin ? 4. Now until Nov. 5. Process info.
<p>Process/Protocol</p>	<p>Create a plan for Individual Meetings</p> <ul style="list-style-type: none"> 1 When will meetings take place? 2 What is the process for determining which families will attend individual sessions? 3 What are the expectations for your teachers? 4 What support will your teachers need? 5 What resources are needed for individual meetings? 	<ol style="list-style-type: none"> 1. NOV. ? 2. Who didn't attend APTT #1 3. prepared w/ data & materials Schedule meetings 4. training & translators & time 5. already prepared materials teacher compensation
<p>Family Outreach</p>	<p>Create a plan for Family Outreach</p> <ul style="list-style-type: none"> 1 When and how will families be notified? 2 What is the timeline for notifying and inviting families? 3 How will families be invited? 4 Who will be responsible for notifying and inviting families? 5 What resources are needed for family outreach? 	<ol style="list-style-type: none"> 1. Teacher - phone & note home 2. two weeks out 3. phone call or invitation 4. teacher 5. translation / interpreting

Midvale

APTT #1 Improvement Goals

Area of Refinement	What support/coaching is needed?	When will it take place?	Who is Responsible?
Goal #1 Increase communication of objectives for parents (closing activities)	Further APTT training	TBD	APTT team
Goal #2 Increase parent engagement (turn & talk, ice breaker, networking)	Revisit purpose, encourage buy-in, menu of choices for ice-breaker	APTT training ED TBD	APTT team
Goal #3 Increase communication of expectations & timelines	APTT training		

APTT #2 Improvement Goals

Area of Refinement	What support/coaching is needed?	When will it take place?	Who is Responsible?
Goal #1			
Goal #2			
Goal #3			

APTT #3 Improvement Goals

Area of Refinement	What support/coaching is needed?	When will it take place?	Who is Responsible?
Goal #1			
Goal #2			
Goal #3			

2016-2017 WestEd APTT Consultant Log



<p>School: Midvale</p>	<p>Facilitator: Faith Burtamekh</p>	<p>Date: October 4, 2016</p>
Support Provided/Completed Activities		
<ul style="list-style-type: none"> • FB attended APTT meetings in 2nd & 4th grade • FB facilitated leadership debrief session 	<p style="text-align: center;">Assets</p> <ul style="list-style-type: none"> • Working together as a team proved to be an important factor in overall preparedness for meetings. Materials were created with care and teachers distributed materials to families with ease and in an organized fashion. • Teachers extended a warm welcome to all families. They communicated genuine care for their students and expressed gratitude to families for their commitment and participation in APTT. • Model Practice Activities: Teachers used visual aids and manipulatives to provide an explicit model for playing each take-home activity. Teachers asked families open-ended questions to encourage discussion among the families. • Facilitate Family Practice of Activities: Families were provided ample time to practice two activities. Families interacted with one another and teachers circulated around the room during family practice to provide feedback to families and answer questions. 	<p style="text-align: center;">Areas of Refinement</p> <ul style="list-style-type: none"> • Teach Foundational Grade Level Skills: Teach skills explicitly so that families develop a deep understanding of the skill and how it can be applied anywhere and anytime. Communicate the importance of the skill, explain the connection between the skill, assessment, and activities. Ask open-ended questions to promote discussion among families. Ask families how the skill can be used in everyday life. The goal is to help families develop conceptual understanding of the skill. • Share Data: In order for families to take ownership of the data, provide explicit directions on how to read and interpret the graph. Explain how students were assessed and allow families to see the student assessment. Communicate high expectations, but reassure families that they have support from each other and the teacher. Inspire families to take action and make a connection between the skill, data, grade level learning targets, and district/state assessments. • Facilitate Setting SMART Goals: Model the SMART goal setting process using a fictitious student. Provide an explicit model: show, tell, and think aloud. Use the I DO, WE DO, YOU DO strategy to help families experience success and demonstrate confidence in writing SMART goals for their children.

Improvement Goals/Next Steps

Success Criteria

Assigned To

- **Meeting Facilitation:** Use the Team Meeting Facilitation Process document as a planning tool. Have teachers study and use the document to write explicit notes in the PowerPoint. Provide time for teachers to practice facilitating the meeting (dress rehearsal with feedback).
- **Family Interaction:** The shift from presenter to facilitator takes time but it is the goal. During teacher planning sessions, review the open-ended questions provided in the PowerPoint and make modifications to questions as needed. Use the Team Meeting Facilitation Process as a guide for facilitating each essential element. It is the roadmap. Review the purpose for each essential element and have teachers discuss what it looks like and sounds like to facilitate each essential element successfully.
- **Communicating the WHY:** Revisit the school family engagement statement and communicate WHY the shift from traditional parent-teacher conferences to APT will serve as a strategy for school improvement and parents' role in the partnership. Discuss your school goals and how APT is a strategy for meeting school goals. Remind families about student learning time and how APT is the pathway for linking home and school learning. Thread this message throughout the entire APT meeting.

- Teachers facilitate high quality and highly engaging APT meetings as measured by the Team Meeting Facilitation process.

- High family interaction and participation in the APT meeting.

- Teachers communicate the purpose/WHY during APT meetings.

- APT Leadership Team and Teachers