



2012-2014 Continuous Improvement Work Plan

Gerald Delgado Kanoon Elementary Magnet School

Pilsen-Little Village Elementary Network

2233 S Kedzie Ave Chicago, IL 60623

ISBE ID: 150162990252806

School ID: 609920

Oracle ID: 29071



Mission Statement

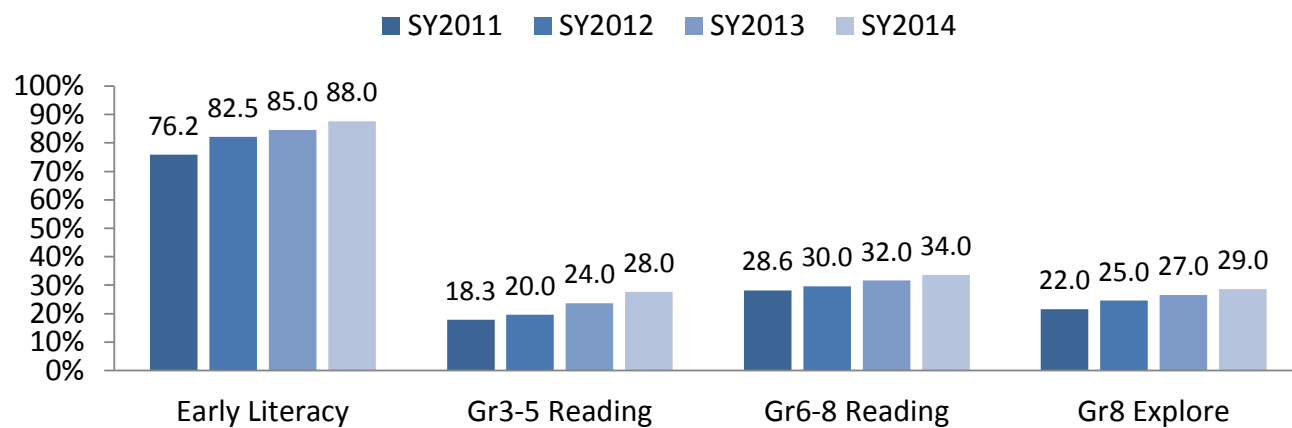
Kanoon will provide a rigorous academic and affective foundation that includes learning opportunities in English and Spanish which will address the needs, strengths and talents of all Kanoon students ensuring the pathway to college and career readiness in a global society.

Strategic Priorities

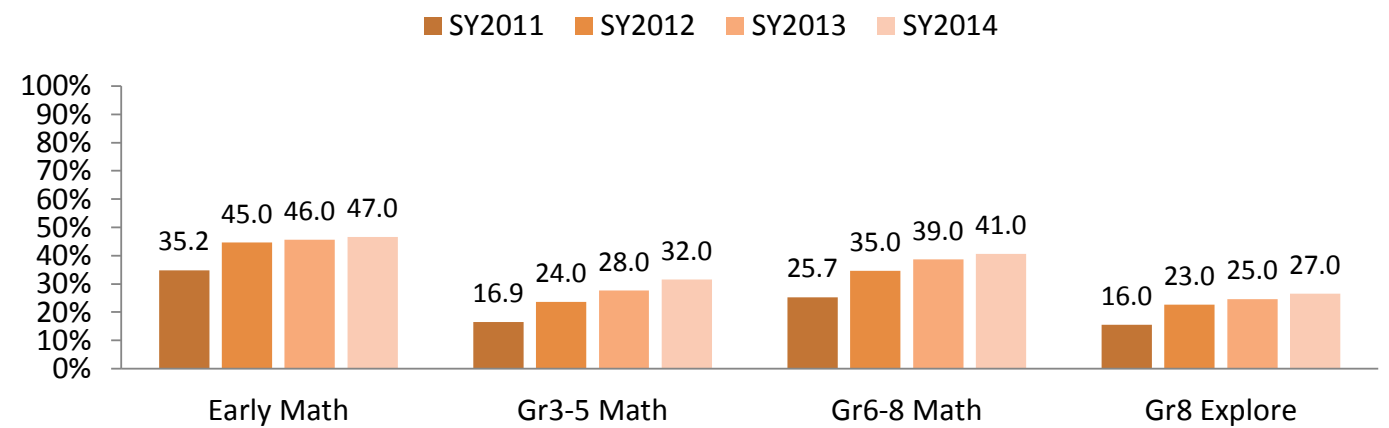
1. Develop and implement focused mini-lessons with clear objectives towards a workshop model in the ELA, Writing and content area.
2. Unpack CCSS and create performance assessments and plan units that reflect the implementation of the CCSS.
3. Implement English Language Development for ELL students

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

| School Name | |
|---|--|
| To get started, please select your school's name from the drop down list: | Gerald Delgado Kanoon Elementary Magnet School |

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

| CIWP Team | |
|------------------|---------------------------|
| Name (Print) | Title/Relationship |
| Juanita Saucedo | Principal |
| Mildred Arroyo | Assistant Principal |
| Maricela Zuniga | ELL Teacher |
| Elsa McKee | Lead/ Resource Teacher |
| Adriana Ortiz | Classroom Teacher |
| Claudia Naranjo | Special Education Faculty |
| Stephanie Meewes | Classroom Teacher |
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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 76.2 | 82.5 | 85.0 | 88.0 | | Early Math % of students at Benchmark on mClass | 35.2 | 45.0 | 46.0 | 47.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 18.3 | 20.0 | 24.0 | 28.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 16.9 | 24.0 | 28.0 | 32.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 51.7 | 52.0 | 54.0 | 56.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 51.2 | 54.0 | 58.0 | 60.0 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 28.6 | 30.0 | 32.0 | 34.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 25.7 | 35.0 | 39.0 | 41.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 60.0 | 62.0 | 64.0 | 66.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 51.5 | 54.0 | 57.0 | 60.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 22.0 | 25.0 | 27.0 | 29.0 | | Explore - Math % of students at college readiness benchmark | 16.0 | 23.0 | 25.0 | 27.0 |



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Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| Attendance Rate Average daily attendance rate | 95.9 | 96.3 | 96.7 | 97.1 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 3.3 | 3.0 | 2.5 | 2.0 |

State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| ISAT - Reading % of students meeting or exceeding state standards | 50.1 | 53.0 | 56.0 | 59.0 | | ISAT - Reading % of students exceeding state standards | 6.6 | 10.0 | 13.0 | 15.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 63.8 | 66.0 | 69.0 | 72.0 | | ISAT - Mathematics % of students exceeding state standards | 8.0 | 12.0 | 14.0 | 16.0 |
| ISAT - Science % of students meeting or exceeding state standards | 57.0 | 60.0 | 63.0 | 66.0 | | ISAT - Science % of students exceeding state standards | 4.7 | 8.0 | 10.0 | 12.0 |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|--|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 3 |
| | <ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. | <ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | <p>ILT with input from faculty developed TOA and Learning Cycles with SMART goals based on Scantron, ISAT, DIBELS, IDEL and TRC. Teachers have developed curriculum maps with classroom quarterly action plans, and started unpacking the CCSS standards.</p> | |
| DIMENSION 1: Leadership | Principal Leadership -----> | | | 3 |
| | <ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | <ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | <p>Professional development on mini-lessons and guided reading. ILT developed Learning Cycle and TOA with faculty input according to data.</p> <p>Professional development agendas set for the year</p> <p>Monthly newsletter with school events</p> <p>Principal conducts quarterly reviews with each classroom teacher to discuss data of student improvement. Principal supports NCLB , and BAC committes. MGS teams supported through AVID, Loyola, Science I 3 grant, (schools to watch) to prepare students for college and carrier readiness, articulation with area high school conducted yearly.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Teacher Leadership -----> | | | 4 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <ul style="list-style-type: none"> *ILT Team *Cluster Teams *Grade Level Teams *Special Education Teams *Rtl Team *Bilingual lead *Reading Coach *Cooperating Teachers *Consulting Teacher *PPLC *Local School Council *Union representative *PBIS Team *AVID Team *Reading Committee *Lead Science Teacher *Lead Technology Coordinator *Grant Writers/Awardees | |

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|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | |
| <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. | <ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | <ul style="list-style-type: none"> *ILT team consists of representatives from each cluster, *BLT, LLT, Special Education and Administration *ILT develops learning cycles based on TOA *ILT, cluster teams two way communication on a weekly basis to monitor learning cycle progress *ILT reviews quarterly assessments (Scantron, *DIBELS/IDEL, TRC) to assess TOA goals | 3 |
| Monitoring and adjusting -----> | | | |
| <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | <ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | <ul style="list-style-type: none"> *Action plans and quarterly review with principal *K-2 cluster team discusses student progress and needs for afterschool tutorial *Faculty, cluster and grade level meetings | 2 |

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|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <ul style="list-style-type: none"> School year 2011-2012 teachers unpacked CCSS for Language Arts/Writing. Grade level teams plan and submit collaborative lesson plans. Leveled libraries have been purchased and are utilized for at-level guided reading and independent reading. Special Education IEPs reflect a rigorous academic program which reflects CCSS content knowledge and skills on a quarterly basis. ELL IBIPS are updated quarterly, as per each students Bilingual Plan. | |
| | Instructional materials -----> | | | 3 |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <ul style="list-style-type: none"> All school-wide curriculums are Research based (i.e. Reading-Pearson / Prentice Hall ; Math- Trailblazers / Connected Math; Science- FOSS, CMSI) Special Education team supplements general curriculum as needed with consideration of students reading-levels Ells have access to textbooks, class and school libraries with native-language text/books | |
| <p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p> | | | | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|---|--|------------|
| Assessment -----> | | | 2 |
| <ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. | <ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | <ul style="list-style-type: none"> *Classroom data (Scantron/ DIBELS/IDEL/TRC) is posted in faculty lounge. Also, a parent-friendly version is posted in the hallway (by the front office). *Teachers have immediate access to their own classroom data (SCANTRON, DIBELS/IDEL, TRC) *K-2nd Cluster uses DIBELS/IDEL, TRC, MClass Math to progress monitor student progress; 3-5th Cluster use SCANTRON and "Fresh Reads" to progress monitor student growth; 6-8th Cluster utilizes SCANTRON, PearsonSuccessNet's Diagnostic and Benchmark Unit Tests; Special Education utilizes Jerry John's "Basic Reading Inventory" *Student writing is assessed with rubrics aligned to standards *Student constructed math responses occur monthly in the 6-8 cluster | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| Instruction -----> | | | 2 |
| <ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. | <ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | <ul style="list-style-type: none"> *2011-2012 Learning Cycles address improving a teachers' lesson to include a clear, concise teaching point *Questioning reflects DOK 1-2, regularly, with emerging higher order questioning techniques in levels 3-4 *2011 Curriculum Maps are aligned to CCSS *Teachers catalog their observations informally or via notes (i.e. exit slips, anecdotal notes), conferring directly with students, and quick quizzes to check for understanding | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|---|------------|
| | Intervention -----> | | | 2 |
| | <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <ul style="list-style-type: none"> *Fall SCANTRON, DIBELS/IDEL, and teacher selected "Reading Inventories" are used to screen students in need of academic intervention at the beginning of the school year *Systematic diagnostic assessments (DIBELS/IDEL, TRC) are used in K-2 to look for gaps *Interventions include: Small group "Guided Reading" instruction in the classroom; Pull-out RTI support for selected grade levels (3rd-4th grade); K-2 offers after-school tutoring for selected Tier II and III students *Interventions are monitored by the RTI team leaders | |
| Professional Learning | Whole staff professional development -----> | | | 3 |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <ul style="list-style-type: none"> *Professional Development is scheduled prior to the beginning of the school year and is aligned to the TOA and SIPAAA/CIWP *Teachers that attend "workshop" professional development, offered at the school and within the network, are showing more progress in our Learning Cycle results *On-going professional development to improve "workshop" lessons is offered on-site at the school and within the network | |

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| | Typical School | Effective School | Evidence | Evaluation |
|-----------------------|--|---|---|------------|
| DIMENSION 3: I | Grade-level and/or course teams -----> | | | 3 |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <ul style="list-style-type: none"> *Teacher collaboration: Cluster meets bi-monthly; Grade-level weekly; whole faculty bi-weekly; and ILT three times a month to analyze student data and monitor the Learning Cycle's progress *Teacher teams share ownership for results in student learning and behavior *Teams are inclusive of all teachers: General Education, Special Education; BLT; LLT; and other specialists *All cluster and lead teams (BLT, LLT) are represented in the ILT | |
| | Instructional coaching -----> | | | 3 |
| | <ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. | <ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. | <p>Literacy Coach works with individual teachers in their goals with balanced literacy and Learning cycle goals . LC models, co-plans, co-teaches, and observes and debriefs with teachers .</p> <p>Peer observation began this year.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 2 |
| | <ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | <ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice | <p>Administrator surveys students, and gives data to staff . Sidley and Austin Law Firm (school Partners) exposes students to professionals such as lawyers and judges that inspire our students. Sci</p> <p>ence day exposes our students to professionals in the diverse areas in science.</p> <p>High school fair. My voice Survey for Middle grades, and I 3 grant survey.</p> | |
| | Relationships -----> | | | 3 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students’ classroom experiences demonstrate value of home language and culture. | <p>Student of the month.</p> <p>Students with disabilities are included in all activities.</p> <p>The majority of staff is biligual and World Language is focused.</p> <p>School embraces child's culture on immersion day, the folkloric program,</p> <p>Dia de los Muertos celebration. Dia de los reyes, Dia del nino, y aguinaldos navidenos.</p> | |
| Behavior& Safety -----> | | | 3 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <p>According to My voice 6th-8th students rate being safe at Kanoon as average.</p> <p>PBIS implemented. Staff establishes safe environment and provides positive incentives.</p> | |

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|---|--|--|---|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 3 |
| | <ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. | <ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | <p>During LSC meetings principal shares data on school performance. A data bulletin board is displayed in the front hallway. Open House during first month ,5 week progress reports, and report card pick up day. Teachers develop quarterly syllabus to share with parents. Holds High school fair. Parents invited to presentations on selective enrollment as well as scholarship opportunities.</p> | |
| | Ongoing communication -----> | | | 3 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | <p>Parents are invited to: Listen to classroom book readings. The science inventors third grade exposition. Direct communication with RTI middle grades with Case manager, and Literacy teacher.</p> | |
| | Bonding -----> | | | 3 |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <p>Parents are invited to :Family Reading Night . Immersion day ,Assemblies, as well as field trips. Welcoming Bilingual staff in office.</p> | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| 6: College and Career Readiness Supports | Specialized support -----> | | | 3 |
| | <ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. | <ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Home visits are conducted by classroom teachers , counselor, security guard and teacher aids. | |
| | College & Career Exploration and election -----> | | | 3 |
| | <ul style="list-style-type: none"> Information about college or career choices is provided. | <ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | High School Fair, AVID , Science day , and Field to Universities. | |
| Academic Planning -----> | | | 2 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Algebra, AVID, i 3 grant, and Loyola science grant. | | |
| Enrichment & Extracurricular Engagement -----> | | | 3 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | Chess Club, Torneo de Libros, battle of the books, Folkloric, zuzuki violin, sports, and composting program. | | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|---------------------------|--|---|--|------------|
| DIMENSION | College & Career Assessments -----> | | | 2 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | AVID, EXPLORE and Algebra Exit Exam | |
| | College & Career Admissions and Affordability -----> | | | |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | Not Applicable | |
| Transitions -----> | | | 3 | |
| | <ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. | <ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | Shadow days at neighborhood high school. 5th grade students shadow middle grade students. High school fair. AVID , and Algebra. PreK - K shadow days | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | 4 |
| | <ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | <p>Loyola i 3 grant , Sidley and Austin, University of Illinois at Chicago Flame project.</p> <p>Principal purchases Reading A_Z, Raz kidz, Achieve 3000, in order to meet student needs. IPADS were purchased and technology needed in the classrooms.</p> <p>Partnerships with Chicago cares and Schools and Communities.</p> | |
| | Building a Team -----> | | | 3 |
| | <ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. | <ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. | <p>Cadre established for our school. Cluster meetings. Student teachers are from Illinois State University.</p> <p>Team conducts interviews for new hires.</p> | |
| | Use of Time -----> | | | 3 |
| | <ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. | <p>Master schedule provides common prep threee times e weekly for all teams.</p> <p>Tier 3 students provided intervention block during Social Studies</p> | |

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Kanoon will provide a rigorous academic and affective foundation that includes learning opportunities in English and Spanish which will address the needs, strengths and talents of all Kanoon students ensuring the pathway to college and career readiness in a global society.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Develop and implement focused mini-lessons with clear objectives towards a workshop model in the ELA, Writing and content area. | Post Learning cycle II data results indicated that 50% of students were able to clearly state the teaching point. The data showed most of our students were on the cusp of the next benchmark and the need to focus on non fiction text. Independent reading and writing time need to increase. |
| 2 | Unpack CCSS and create performance assessments and plan units that reflect the implementation of the CCSS. | Teachers understand and apply CCSS to design performance assesments, units, and effective lessons to explicitly target clear learning objectives for all students. |
| 3 | Implement English Language Development for ELL students | ELD will ensure greater proficiency of the English language. ISAT and Scantron results show that vocabulary and word knowledge is an area of weakness. |
| 4 | | |
| 5 | | |



Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|---|---|
| Develop and implement focused mini-lessons with clear objectives towards a workshop model in the ELA, Writing and content area. | Post Learning cycle II data results indicated that 50% of students were able to clearly state the teaching point. The data showed most of our students were on the cusp of the next benchmark and the need to focus on non fiction text. Independent reading and writing time need to increase. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------|--------------|-----------------------------|-----------|-----------|--------|-----------------------|
| ILT will plan and develop Learning Cycle Professional Development of mini lessons for greater student engagement and independence. The reflective question will be: How does my mini lesson drive student engagement and independence after the mini lesson is over? Mini lessons will be geared to management of independent work. Students will be given the tools to be able to become independent as well as successful in the work after the mini lesson. Teachers will learn to use the DOK to see if the work that teachers are setting up their students for in the minilessons is rigorous and appropriate to their grade level. After Professional Development teachers will receive two weeks of safe practice to iron out instructional skill. During this time Literacy coach will co-plan, model, co-teach, and observe in classrooms, giving feedback during the debriefing to support work around mini lessons. After this there will be two weeks of peer observations where teachers observe each other and give one another suggestions and feedback around mini lessons. In final two weeks of Quarter a Learning Round will take place to assess how effective mini lessons are. Results will be shared with school, and teachers will give the ILT feedback as to changes that they see are important to make for next quarter. Content area classrooms will follow work with school | Other | All | Literacy Coach and ILT Team | Quarter 1 | On-going | | |



Strategic Priority 1

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|--|--------------------|------------|-------------------------------------|-----------------|-----------------|--|--|
| <p>Quarter 2 Professional development will focus on the independent work after the mini lesson. What is happening after mini-lesson? Is this work Rigorous? PD will cover how to build student stamina, fluency and engagement as students do independent reading, independent writing, or independent research in content area. Professional Development will also focus on ways to scaffold students towards independence. How teachers will provide feedback to students through conferring in one to one short conferences. Teachers will receive 2 weeks of safe practice time. Then two weeks of Peer observations will follow where teachers observe each other and give one another suggestions and feedback around the independent work happening after the mini lessons. During safe practice and Peer observations Literacy Coach will co-plan, model, co-teach, and observe in classrooms looking at the work that happens after the mini lesson and giving feedback to teachers during debriefing. In final two weeks of Quarter a Learning Round will take place to assess how effective the independent work is after the mini lessons. Results will be shared with school and teachers will give the ILT feedback as to changes that they see are important to make for next quarter. Content area classrooms will follow work with school setting up mini lessons within their content area. Book</p> | <p>Instruction</p> | <p>All</p> | <p>Teachers and Teacher Leaders</p> | <p>On-going</p> | <p>On-going</p> | | |
|--|--------------------|------------|-------------------------------------|-----------------|-----------------|--|--|



Strategic Priority 1

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|---|--------------------------|-----|-----------------------------|-----------|----------|--|--|
| <p>Quarter 2</p> <p>Professional development will focus on the independent work after the mini lesson. What is happening after mini-lesson? Is this work rigorous? PD will cover how to build student stamina, fluency and engagement as students do independent reading, independent writing, or independent research in content area. Professional Development will also focus on ways to scaffold students towards independence and how teachers will provide feedback to students through conferring in short conference. Teachers will receive 2 weeks of safe practice time. Then two weeks of Peer observations will follow were teachers observe each other and give one another suggestions and feedback around the independent work happening after the mini lessons. During safe practice and Peer observations Literacy Coach will co-plan, model, co-teach, and observe in classrooms looking at the work that happens after the mini lesson and giving feedback to teachers during debriefing. In final two weeks of Quarter a Learning Round will take place to assess how effective the independent work is after the mini lessons. Results will be shared with school and teachers will give the ILT feedback as to changes that they see are important to make for next quarter.</p> <p>Middle grades content area classrooms will follow work with school setting up mini lessons within their content</p> | Professional Development | All | Literacy Coach and ILT Team | Quarter 2 | On-going | | |
|---|--------------------------|-----|-----------------------------|-----------|----------|--|--|

Strategic Priority 1

PD will focus on Guided Reading, small group work and conferring with students. The PD will cover ways to differentiate for student need in Guided Reading or small group work in content area classrooms. The reflective question is: Are students becoming successful because of differentiation?

Teachers will receive 2 weeks of safe practice time. Then two weeks of Peer observations will follow were teachers observe each other and give one another suggestions and feedback around the Guided Reading, or small group, with students. During safe practice and Peer observations Literacy Coach will co-plan, model, co-teach, and observe in classrooms looking at the work that happens after the mini lesson and giving feedback to teachers during debriefing. In final two weeks of Quarter a Learning Round will take place to assess how effective differentiation is and how it supports independent work. Results will be shared with school and teachers will give the ILT feedback as to changes that they see are important to make for next quarter.

Content area classrooms will follow work with school setting up small groups within their content area. Book club professional reading around content area work will drive how it may look different in content area classrooms.

| | | | | | | |
|--------------------------|-----|------------------------------|-----------|----------|--|--|
| Professional Development | All | Teachers and Teacher Leaders | Quarter 3 | On-going | | |
|--------------------------|-----|------------------------------|-----------|----------|--|--|



Strategic Priority 1

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|---|---------------------------|------------|-------------------------------------|-----------------|------------------|--|--|
| <p>Quarter 4 Continue the same focus as Quarter 3, the differentiation after mini- lesson. The focus will be Guided Reading/ small group work, and conferring with our students. Looking at the whole workshop model mini lessons Differentiating for needs to make students successful during their independent work. Teachers will receive 2 weeks of safe practice time. Then two weeks of Peer observations will follow were teachers observe each other and give one another suggestions and feedback around the Guided Reading, or small group work. During safe practice and Peer observations Literacy Coach will co-plan, model, co-teach, and observe in classrooms looking at the work that happens after the mini lesson and giving feedback to teachers during debriefing. In final two weeks of Quarter a Learning Round will take place to assess how Guided Reading and Small group work supports the independent work after the mini lessons. Results will be shared with school and teachers will give the ILT feedback as to changes that they see are important to make for next year. Middle grades content area classrooms will follow work with school setting up mini lessons within their content area. Book club professional reading around content area work will drive how it may look different in content area classrooms.</p> | <p>ILT/ Teacher Teams</p> | <p>All</p> | <p>Teachers and Teacher Leaders</p> | <p>On-going</p> | <p>Quarter 4</p> | | |
| <p>Book clubs for reading Professional Development books in Reading/ writing, and content area workshops.</p> | <p>ILT/ Teacher Teams</p> | <p>All</p> | <p>Teachers and Teacher Leaders</p> | <p>On-going</p> | <p>On-going</p> | | |
| <p>Second year work will be repeated to make sure it takes deep root in the practices of our school, with the addition of the Teach Share element at the end of the workshop.</p> | <p>ILT/ Teacher Teams</p> | <p>All</p> | <p>Teachers and Teacher Leaders</p> | <p>Year 2</p> | <p>Year 2</p> | | |
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Strategic Priority 1

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Strategic Priority 2

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Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|---|--|
| Implement English Language Development for ELL students | ELD will ensure greater proficiency of the English language. ISAT and Scantron results show that vocabulary and word knowledge is an area of weakness. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|----------------------------|--------------------------|-------------|-----------|--------|-----------------------|
| Implementation of and allocated time for Systematic ELD | Instruction | English Language Learners | Bilingual Lead | Quarter 1 | On-going | | |
| BLT trained by network n Systematic ELD | Professional Development | English Language Learners | Bilingual Lead | Summer 2012 | On-going | | |
| BLT orders and disseminates ELD materials for K-4 | Instructional Materials | Students With Disabilities | Bilingual Lead | Quarter 1 | On-going | | |
| BLT builds capacity by providing PD on Units and Starter Kits | Professional Development | English Language Learners | Bilingual Lead | Quarter 1 | On-going | | |
| Blt /Teachers collaborate on administering placement assessments and organizing students to appropriate proficiency levels | Instruction | English Language Learners | Bilingual Lead/Teachers | Quarter 1 | On-going | | |
| BLT/Teachers collaborate on implementing ELD mini lessons on listening, speaking, writing, comprehension, and in concepts ELLs need according to Systematic ELD | Instruction | English Language Learners | Bilingual Lead/Teachers | Quarter 2 | On-going | | |
| BLT/Teachers identify end of unit goals to design pre/post unit tests to help monitor learning | Instruction | English Language Learners | Bilingual Lead /Teachers | Quarter 3 | On-going | | |
| Blt/Teachers look at scope and sequence to help determine student mobility from one proficiency to another | Instruction | English Language Learners | Bilingual Lead/ Teachers | Year 2 | On-going | | |
| BLT/Teachers create units using ELD approach to allign to CCSS | Instruction | English Language Learners | Bilingual Lead/Teachers | Year 2 | On-going | | |

