

Crescent Heights Elementary

Continuous Achievement Plan

2018-19 | Q2

After looking at our 2017-18 data, it is evident that many of our Crescent Heights students performing below grade level, are lacking the vocabulary and foundational skills necessary to continue growing as readers, writers and mathematicians. Because of that, we are implementing new school-wide systems such as: regular (every 6-7 weeks) monitoring of student progress, consistent, targeted small group instruction, 1 on 1 conferring with feedback for students, independent practice, utilizing high yeild GLAD instructional strategies to strengthen vocabulary and writing skills , as well as including students in setting goals and monitoring of their own growth.

GOAL: Decrease the percentage of Hispanic and ELL students who are performing at a level 2 from 65% to 30%.

Students will gain understanding of the basic skills necessary when reading to gain knowledge/comprehend text. Students will begin with text at their independent level, with the goal being for them to read grade level text with 90% comprehension.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Hispanic &
English Learners

➔ Action Step

Teachers will analyze and use data to intentionally inform instruction, based on individual student needs. Students will receive daily, small group instruction in the following areas: Key Details, Fluency & Word Meaning & High Yield GLAD ELL strategies will be used to support these skills.

➔ Action Step

On a daily basis, students will be exposed to consistent Language/Vocabulary-High Yield GLAD strategies, in all instructional settings. General education LAP, LRC & ELL teachers will all use the same vocabulary when planning for & building the reading skills of our Hispanic/ELL students.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/16/2018



Resources Available

Interim Reading SBA, Common Grade Level Formative and Summative Assessments, DRA, Running Records/Conferring, Exit Tickets, Antictodal Notes, Continued PD around Balanced Literacy, PD focusing on GLAD High Yield Strategies @ Waiver and Data Days and during PLCs, SBA Tool Kit/Identified SBA Tools.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 3rd grade teachers,students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing @ Level 1 in Speaking & Listening from 47% to 30%.

These students will gain the ability to listen to a variety of texts and respond to leveled questions verbally and eventually in writing.



GRADE

4



LEVEL

1



AREA OF FOCUS

Speaking and Listening



GROUP

Hispanic & English Learners

➔ Action Step

Students will receive daily Tier 2/ 3 instruction in small groups & listen to texts & repeat/summarize what they hear to a teacher and, or peer. They will use tools such as sentence stems, graphic organizers, turn & talk & exit tickets to monitor progress.

➔ Action Step

Students will receive daily, Tier 2 & Tier 3 instruction in small groups and listen to texts and summarize in writing what they hear to a teacher and, or peer. They will use engaging, interactive tools such as sentence stems, graphic organizers, turn & talk & exit tickets to monitor progress.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/20/2018



Resources Available

Interim Reading SBA, Common Grade Level Formative & Summative Assessments, DRA, Running Records, Continued PD around Balanced Literacy, PD focusing on GLAD High Yield Strategies @ Waiver and Data Days and during PLCs, Comprehension Tool Kit, SBA Tool Kit/Identified SBA Tools.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 4th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing at Level 2 on Research from 46% to 30%.

Students will develop their research skills and the ability to use several sources to summarize information in notes and a final, grade level appropriate, research project.



GRADE

5



LEVEL

2



AREA OF FOCUS

Research



GROUP

Hispanic &
English Learners

➔ Action Step

Students will receive Tier2 & Tier 3 instruction in small group on a daily basis, providing differentiated instruction to reach each learner at their individual level. Students will utilize a common graphic organizer to help them organize their thoughts and produce a final written research project.

➔ Action Step

Teachers (classroom or librarian) will provide students daily opportunities to write across content areas in whole group, small group or 1 on 1, with a focus on academic and content specific vocabulary. Also, teachers will provide timely, meaningful feedback to students using SBA rubrics.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/20/2018



Resources Available

Interim Reading SBA, Common Grade Level Formative and Summative Assessments, DRA, Running Records, Continued PD around Balanced Literacy, PD focusing on GLAD High Yield Strategies @ Waiver and Data Days and during PLCs, Comp Tool Kit Strategies/ Exit tickets. SBA Tool Kit/Identified SBA Tools.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 5th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing below grade level(Level 1) in the area of Problem Solving.

Students will learn how to use tools and representations to support their thinking and Problem Solving skills, as well as persevering through exploring and reasoning through multiple step tasks.



GRADE

3



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP


Hispanic &
English Learners

➔ Action Step

Students will be motivated during daily small group instruction (3-5 students) by creating opportunities for exploring and solving problems that build on and extend their current mathematical understanding and provide real world/life opportunities for learning.

➔ Action Step

On a daily basis, teachers will model the use of a variety of approaches & strategies to solve problems. Students will be encouraged to utilize varied approaches when solving tasks & problem solving & use common problem solving tools, drawings & objects & exit tickets will be used to assess.

 **Measurement** IAB Math (Interim Assessment Blocks)

 **Date** 11/20/2018

Resources Available

Interim SBA Math Assessment, i-Ready math assessments, Teacher Created Formative & Summative Assessments, Standards Based Exit Tickets, 4 Step Problem Solving Tool, Protocol for helping students develop the habit of explaining and justifying their reasoning. SBA Tool Kit/Identified SBA Tools.

Resources Needed

None that I can think of at this time.

Responsible

Cassandra Stephani, Lisbeth Stull, 3rd grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing at Level 1 in Problem Solving from 47% to 30%.

Students will learn how to use tools and representations to support their thinking and problem solving, as well as persevering in exploring and reasoning through tasks.



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Hispanic &
English Learners

➔ Action Step

Students will receive daily small group instruction with learning opportunities that promote exploring & solving problems, as well as build on & extend their current mathematical understandings & relate to real world skills/problems. Students will have daily independent practice & teacher feedback.

➔ Action Step

Students will receive small group instruction 3-4x's a week & teachers will model the use of a variety of approaches & strategies to solve problems. Students will be encouraged to utilize varied approaches when solving tasks & solving real world problems.



Measurement IAB Math (Interim Assessment Blocks)



Date 11/20/2018



Resources Available

Interim SBA Math Assessment, i-Ready math assessments, Teacher Created Formative and Summative Assessments, Standards Based Exit Tickets, 4 Step Problem Solving Tool, Protocol for helping students develop the habit of explaining & justifying their thinking & reasoning.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 4th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing at a Level 1 on Communicating with Reasoning from 38% to 20%.

Mathematics process goals (problem solving/communication/reasoning/ connections/representations) are instrumental in teaching/learning of mathematics with understanding. Students will be able to clearly & precisely construct viable arguments to support their reasoning when solving a math problem.



GRADE

5



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning



GROUP


Hispanic &
English Learners


➔ Action Step

Teachers will work with small groups of students on a daily basis, to facilitate learning by asking strategic questions, building on ideas that students bring to mathematical tasks and model/facilitate the sharing of ideas, processes and conclusions.

➔ Action Step

Students will receive small group instruction 3-4x's a week using graphic organizers, protocols, problem solving rubric/tool to show students what's expected when communicating reasoning. Students will have daily teacher feedback, independent practice & goal setting.

 **Measurement** IAB Math (Interim Assessment Blocks)

 **Date** 11/20/2018

Resources Available

in SBA Math Assessment, i-Ready math assessments, Teacher Created Formative and Summative Assessments, Standards Based Exit Tickets, 4 Step Problem Solving Tool, Protocol for helping students develop the habit of explaining & justifying their thinking & reasoning. SBA Tool Kit/Identified SBA Tools.

Resources Needed

None that I can think of at this time.

Responsible

Cassandra Stephani, Lisbeth Stull, 5th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing @ a level 1 on Reading Foundational Skills and move them to a level 2 in Reading Foundational Skills.

Students will demonstrate their ability to recognize letters and that words are made of letters written in a certain order.



GRADE

K



LEVEL

1



AREA OF FOCUS

Reading Foundational
Skills



GROUP

Hispanic

➔ Action Step

Teachers will work with small groups of students, 3-4x's a week to help them make connections between letters and their sounds, word attack skills and using context clues. Students will have daily opportunities for independent practice & weekly 1 on 1 conferring, teacher feedback & goal setting.

➔ Action Step

Teachers will work with small groups of students 3-4 x's a week, using a variety of sight word activities and learning rules for reading and writing words. Students will have daily opportunities for independent practice & weekly 1 on 1 conferring, teacher feedback & goal setting.



Measurement CFA (Common Formative Assessment)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, Kindergarten, LAP, LRC and ELL teachers.

GOAL: Decrease the % of Native American students performing @ a level 1 on Reading Foundational Skills & shift them to a level 2 in RFS.

Students will build foundational knowledge to demonstrate and growth their ability to Independently read with sufficient accuracy and fluency to support comprehension.



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Native American

➔ Action Step

Teachers will work with small groups of students 3x's a week to help them make the connections between letters, words & their sounds, word attack skills, sight words & using context clues. Progress monitoring will be done by 1 on 1 conferring & sight word assessments.

➔ Action Step

Students will receive small group instruction 3x's a week, using a variety of sight word activities & learning rules for reading & writing words, as well as reading strategies. Progress will be monitored with 1 on 1 conferring, sight word assessments & observation of independent practice.



Measurement iSM-Reading (iReady Standards Mastery)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts, PD/Book Study using: Reading & Writing Strategies by Jennifer Serravallo, as well as The Comprehension Tool Kit.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 1st grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Hispanic Students performing @ Level 2 from 7 to 3 in Foundational Skills:Reading Fluently with sufficient accuracy & comprehension.

Students will build foundational knowledge to demonstrate and growth their ability to Independently read with sufficient accuracy and fluency to support comprehension.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Hispanic

➔ Action Step

Students will receive small group support 3-4 times a week from classroom, or support teacher to help them make the connections between letters, words & their sounds, word attack skills, sight words & using context clues. Students will have daily teacher feedback & independent practice.

➔ Action Step

Students will receive small group support 3-4 times a week from classroom or support teacher to help them make the connections between letters, words and their sounds, word attack skills, sight words and using context clues to build comprehension.



Measurement iSM-Reading (iReady Standards Mastery)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts, PD/Book Study using: Reading & Writing Strategies by Jennifer Serravallo, as well as The Comprehension Tool Kit & High Yield GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 2nd grade teachers,students, ELL, LRC & LAP teachers.

GOAL: Decrease % of Native American/Pacific Islander Students(5) performing at Level 2 to Level 3 when Writing Informational/Explanatory Text from 25%-10%.

Students will develop and solidify their skills when writing informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.



GRADE

3



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Native American
& Pacific Islander

➔ Action Step

Students will receive Tier 2/3 instruction 3x's a week for 15-20 mins. Small group instruction will be focused on; introducing a topic & grouping related information & including illustrations to aid in comprehension. Time for independent practice & teacher feedback during 1 on 1 conferring.

➔ Action Step

Students will receive Tier 2 & when applicable, Tier 3 instruction 3-4 times a week for 15-20 mins. Small group instruction will be differentiated & focus on: Developing a topic with facts, definitions, details & using linking words, phrases & providing a conclusion statement or section.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts, SBA Interim Assessments, PD/Book Study on The Writing Thief by Ruth Culham and Reading & Writing Strategies by Jennifer Serravallo, High Yield GLAD strategies and the Comprehension Tool Kit.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 3rd grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Hispanic Students performing at a Level 2 in Opinon Writing from 7 to 2 students.

Students will develop as writers & be able to write opinion pieces on topics/texts, supporting a point of view with reasons/information by introducing a text clearly, stating an opinion & creating an organizational structure; which includes providing reasons that are supported by facts & details.



GRADE

4



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Hispanic &
English Learners

→ Action Step

Students will receive Tier 2/3 instruction 4x's a week (15-20mins) w/focus being on; Introducing an opinion related to a specific topic, organizing their ideas to support their opinion through the use of a graphic organizer. 1 on 1 conferring & teacher feedback will be provided on a daily basis.

→ Action Step

Students will receive Teir 2/3 instuction 2x's a week (15-20 mins) focusing on; taking information from graphic organizer & creating a written piece thats supports their opinion with facts, details & concluding statement supporting their opinion on the selected/assigned topic.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts, SBA Interim Assessments, PD on the Wrting Theif by Ruth Culham and Writing Strategies by Jennifer Serraallo, High Yeild GLAD Strategies & Comprehension Tool Kit.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 4th grade teachers,students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Hispanic Students performing at a Level 2 on Informational Writing from 10 to 6 students.

Students will develop and solidify their skills when writing informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.



GRADE

5



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Hispanic &
English Learners

➔ Action Step

Students will receive Tier 2/3 instruction 3-4 x's a week for 15-20 mins. focused on; introducing a topic & theme related information & including illustrations to aid in comprehension. Students will have daily opportunities for independent practice. 1 on 1 conferring & teacher feedback.

➔ Action Step

Students will receive Tier 2/3 instruction 3x's a week for 15-20 mins. Differentiated, small group instruction focused on: Developing a topic w/facts/definitions/details & linking words, phrases & providing a conclusion statement or section & teacher feedback will be from SBA writing rubric.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 11/20/2018



Resources Available

Classroom libraries, Leveled Book Room, Assorted Teacher Created or Purchased Texts, SBA Interim Assessments, PD/Book Study, The Writing Thief by Ruth Culham, Reading & Writing Strategies by Jennifer Serravallo. High Yield GLAD Strategies & Comprehension Tool Kit.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 5th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Asian students performing at a Level 2 in Counting & Cardinality (Knowing #/names & the count sequence to 100) from 8 to 2.

Understanding that the digits in numbers have value and how the place value system works is foundational knowledge necessary for continuing to add to mathematical knowledge and practices, so supporting kindergarten students in knowing #'s, names and the order of #'s from 1-100 is a vital skill.



GRADE

K



LEVEL

2



AREA OF FOCUS

Counting & Cardinality



GROUP

African American

➔ Action Step

Students will receive small group instruction 3-4x's a week focused on Number Talks strategies and vocabulary to improve mathematical thinking, as well as counting forward to 100 beginning from any given number between 1 & 100.

➔ Action Step

Teachers & students will use anchor charts/word walls to build vocabulary & an understanding of the relationship between numbers & quantities; connect counting to cardinality. Students will have daily opportunities for independent practice. 1on1 conferring. teacher feedback & goal setting.



Measurement CFA (Common Formative Assessment)



Date 11/20/2018



Resources Available

Assorted teacher created tasks, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Principal, High Yield GLAD Strategies, Collaborative Planning, Co-Teaching.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, Kindergarten teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of African American students performing below standard & shift them to meeting in the area of Number & Operations in Base 10 .

Students will be able to count to 120, starting @ any # between 0 & 119 and build their skills when writing nuerals and representing a # of objects with a written numeral.



GRADE

1



LEVEL

2



AREA OF FOCUS

Number and Operations
in Base 10



GROUP

African American

➔ Action Step

Students will receive small group instruction 3-4 x's a week to build their Number Sense knowledge & addition/subtraction fluency. Students will have daily opporutinites for 1 on 1 conferring, independent practice, goal setting & teacher feedback.

➔ Action Step

Using Number Talk strategy, students will participate daily in 5-10 min computation exercise to strengthen accuracy/efficiency/flexibility with mental math & computation strategies. Assessment data gathered from this work will be used to plan/differentiate future lessons.



Measurement iReady Growth Monitoring Math



Date 11/20/2018



Resources Available

Assorted teacher created tasks, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Princpal, High Yeild GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 1st grade teachers,students, ELL, LRC & LAP teachers.

GOAL: Decrease the % of Hispanic students performing below standard & shift them to meeting standard in Measurement & Data.

Students will increase their understanding of tools used to measure time, length and width of an object, as well as use number lines to measure time & the difference in length of two different objects.



GRADE

2



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP

Hispanic

➔ Action Step

In small groups, 4x's a week, students will receive extra instruction (at their level) to build skills for telling & writing time in hours & half-hours using analog & digital clocks. Students will have daily opportunities for independent practice, teacher feedback, goal setting & 1 on 1 conferring.

➔ Action Step

Using Number Talk strategy, students will participate daily in 5-10 min computation exercise to strengthen accuracy/efficiency/flexibility with mental math, making meaning of/telling time & computation strategies. Data gathered from this work will be used to plan/differentiate future lessons.



Measurement iReady Growth Monitoring Math



Date 11/20/2018



Resources Available

Assorted teacher created tasks, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Principal, High Yield GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 2nd grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Pacific Islander Students who are earning a Level 2 in solving 1&2 step story problems involving unknowns from 3 to 1.

Students will develop the skills necessary for solving one and two step word problems that require a variety of complex math skills. This is a foundational skill necessary for understanding future skills & concepts.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

Pacific Islander

➔ Action Step

Using Number Talk strategy, students will participate daily in 5-10 min computation exercise to strengthen accuracy/efficiency/flexibility with mental math & computation strategies. Assessment data gathered from this work will be used to plan/differentiate future lessons.

➔ Action Step

In small groups, 4x's a week, students will get extra instruction to build skills for + & - within 100 to solve 1&2 step word problems for adding to/taking from/putting together/take apart/comparing, with unknowns in all positions. Students will receive teacher feedback & independent practice.



Measurement IAB Math (Interim Assessment Blocks)



Date 11/20/2018



Resources Available

Assorted teacher created tasks, Interim SBA, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Principal, High Yield GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 3rd grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease the # of Hispanic students at Level 2 when asked to measure the area and perimeter of rectangles from 9 to 4.

The mathematics process goals (problem solving/communication/reasoning/ connections/representations) are instrumental in teaching/learning of mathematics with understanding. Students will be able to clearly & precisely construct viable arguments to support their reasoning when solving a math problem.



GRADE

4



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP

Hispanic

➔ Action Step

Using Number Talk strategy, students will participate daily in 5-10 min computation exercise to strengthen accuracy/efficiency/flexibility with mental math & computation strategies. Assessment data gathered from this work will be used for student goal setting & to plan/differentiate future lessons.

➔ Action Step

Daily, in small groups of students, teachers will ask strategic questions, giving a variety of opportunities for application of newly acquired measurement skills/knowledge, building on ideas students bring to mathematical tasks & model/facilitate the sharing of ideas, processes & conclusions.



Measurement IAB Math (Interim Assessment Blocks)



Date 11/20/2018



Resources Available

Assorted teacher created tasks, Interim SBA, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Principal, High Yield GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 4th grade teachers, students, ELL, LRC & LAP teachers.

GOAL: Decrease # of Hispanic Students @ Level 2- Operations/Algebraic Thinking (Single/multi-step word problems; interpretation of remainders) from 6 to 2.

Students will increase their problem solving skills and use of a problem solving tool to successfully solve multi step problems with and without remainders.



GRADE

5



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

➔ Action Step

Using Number Talk strategy, students will participate daily in 5-10 min computation exercise to strengthen accuracy/efficiency/flexibility with mental math & computation strategies. Assessment data from this work will be used to plan/differentiate future lessons.

➔ Action Step

In small groups, 4x's a week, teachers will facilitate learning by asking strategic questions, building on ideas that students bring to mathematical tasks & model/facilitate sharing of ideas, processes & conclusions. Students will have time for goal setting, teacher feedback & independent practice.



Measurement IAB Math (Interim Assessment Blocks)



Date 11/20/2018



Resources Available

Assorted teacher created tasks, Interim SBA, exit tickets, assessments, Engage NY/Eureka, Math Expressions, Number Talks, Instructional Coach, Principal, High Yield GLAD Strategies.



Resources Needed

None that I can think of at this time.



Responsible

Cassandra Stephani, Lisbeth Stull, 5th grade teachers, students, ELL, LRC & LAP teachers.