

School/District: **Cambrian School District**

County: **Santa Clara County**

Implementation Stage: **Exploration**

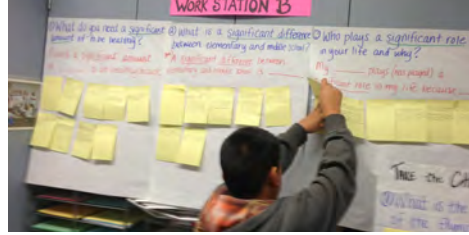
We saw



1 Needs

- Implement CCSS for EL students
- PD for teachers and administrators
- Continue GLAD implementation
- Complete middle school GLAD training
- Certificated elementary ELD teachers
- System tool for communicating with classroom teachers
- Assessing for ELD
- Plan for newcomers and RFEP monitoring

We committed ourselves to pursue goals



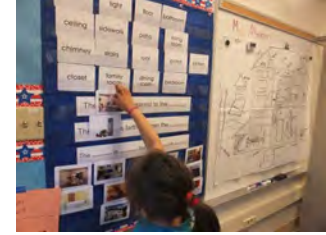
2 Outcomes

- Transition to CCSS with ELD standards
- Substantial GLAD strategy integration in all content areas with GLADiator coaches
- Improved EL student achievement in ELD, ELA and Math
- Increased evidence of students using varied sentence structures independently
- Effective RFEP monitoring



3 Participant Identification

- 6th, 7th, 8th grade ELD teachers
- Elementary ELD teachers
- Classroom teachers
- GLADiators
- Assistant Superintendent, Educational Services
- ELD Committee
- Administrators



4 Focus and Approach

- Explicit English language instruction with increased focus on academic language and content
- Implementation of six hip pocket GLAD strategies
- Coordination provided by an Elementary ELD Coordinator

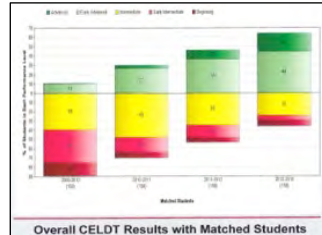
We acted



5 Action Steps

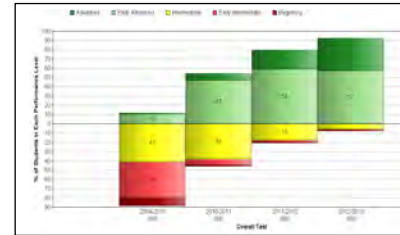
- Complete Needs Assessment at beginning of the year (ELSSA)
- Train GLADiators
- Train teachers using GLADiators
- Coach teachers about GLAD strategy implementation at all sites
- Train all teachers in CCSS implementation, collaborating with SCCOE
- Conduct administrator walk-throughs at each site focusing on student engagement
- Provide PD for administrators and teachers on increased rigor, particularly for EL students

We achieved and reflected



6 Results

- Automatic student production of academic language using appropriate structures
- Increased student to student interaction, structured and non-structured
- Exceeded expected AMAO targets
- Increased ELs' achievement in ELA, especially in middle school
- Active GLAD implementation in content areas
- CELDT results show consistent growth
- Percentage of Long Term EL students decreasing
- Increased RFEP rates



7 Lessons Learned/Next Steps

- Ongoing growth takes time and requires systems
- District vision and plan for EL students with ELD is consistent. However, implementation support at each site needs to be differentiated
- Incorporate new ELD standards
- Create communication tool for middle school
- Create system for supporting newcomers
- Increase use of ELD strategies by content teachers
- Ensure effective EL student placement in middle school
- Provide PD in language and content objectives
- Increase GLAD implementation in Mathematics

