

School/District: **East Side Union High School District**

County: **Santa Clara**

Implementation Stage: **Preview**

We saw



1. Needs

- Long Term English Learners (LTELs) make up 71% of our EL population
- This group historically has not met the proficient level in CELDT, CAHSEE, and CST
- ELs needed to improve their literacy skills
- There was a need to provide staff development for teachers to provide academic language instruction and research-based strategies across the curriculum

We committed ourselves to pursue goals



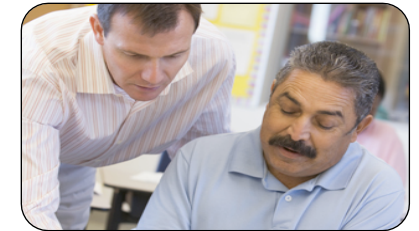
2. Outcomes

- Teachers will implement academic language instruction in core content subjects
- Teachers will develop lesson plans in Algebra 1 and Geometry that include language objective, sentence frames, error analysis and exit tickets and share these through E-coach with A.L.L. math teachers
- Site leadership teams will be trained about academic language instruction and will provide training for teachers at their schools during collaboration and department meetings



3. Participant Identification

- All teachers of English learners at five schools
- Principals, associate principals
- Mentor teachers



4. Focus and Approach

SDAIE Focus Area II: Planning Approach:

- Focus on understanding content using academic language
- Integrate content with structured opportunities for oral and written language use

We acted



5. Action Steps

- Provided A.L.L. training to 80 teachers for four days in the summer
- Trained site leadership teams for two hours three times a year
- Developed and shared lessons to all math teachers that included language objective, sentence frames, error analysis and exit tickets.
- Provided time for teacher collaboration at the district trainings and at site meetings
- Used district-developed walkthrough protocol to measure progress of A.L.L. implementation

We achieved and reflected



6. Results

- Five schools trained their teachers on academic language instruction
- Developed lessons in Algebra 1 and Geometry were shared through E-coach
- Teachers implemented lessons that contain language objective and sentence frames
- Data from Algebra 1 and Geometry teachers who implemented A.L.L. strategies showed that at least 42% of students improved scores from Marking Period 1 to Marking Period 3
- Preliminary data showed that about 20% of teachers district-wide implemented academic language and 24% of teachers used SDAIE strategies in their lessons



7. Lessons Learned/Next Steps

- Data will be collected to determine the effects of developed lessons
- Best teaching strategies will be shared with other teachers through walkthroughs and professional development
- Integrate A.L.L. strategies with the Mathematical Practices of the Common Core State Standards
- Develop lessons that focus on Best Teaching and Learning Strategies