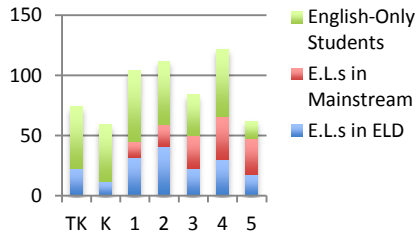


School/District: **John Muir Elementary School,  
Cupertino Union School District**

County: **Santa Clara**

Implementation Stage: **Pilot**

## We saw



### 1. Needs

- Title III Program Improvement, year 3 due to long-term ELLs not exiting program
- Need to support ELLs in both mainstream and ELD
- ELD Center has a high concentration of English learners: 49% of our school population
- 19% of English Learners in grades 2-5 are long-term ELs, ¾ of those students stalled at Intermediate level or below

## We committed ourselves to pursue goals



### 2. Outcomes

- ELD students will practice and use appropriate academic language during lessons designed with a language learning focus
- Deepen teacher understanding of language objectives
- Promote everyday instructional use of PLP strategies

### 3. Participant Identification

**Bob Sherman**, Principal  
**Katie McClure**, ELD Specialist  
**Patrice Audap**, ELD Teacher-grades 1/2  
**Norma Salas**, Mainstream teacher-grade 5  
**Students** from these teachers' classes and **ELD students** grades 1-5

### 4. Focus and Approach

- Learning Environment focus in the 1<sup>st</sup>-2<sup>nd</sup> grade ELD classroom
- Assessment focus in the 5<sup>th</sup> grade classroom
- Utilized the collaboration model.
- Shared PLP strategies with all staff through presentations on Staff Learning Days, ELD site meetings and ELD Instructional Aide trainings

## We acted



### 5. Action Steps

- In the 1-2 ELD classroom, two participants planned and co-taught; two participants observed and provided feedback
- In the Grade 5 mainstream classroom, cycle included three peers observing and providing feedback
- Exposure/Training/Sharing of PLP and cooperative learning strategies with John Muir teachers and classified staff during two staff learning days
- Introduced PLP strategies to other ELD teachers onsite for use in daily instruction and Oral Language Groups; teachers subsequently shared use of PLP strategies at two site ELD meetings
- Incorporated PLP strategies into one training held for ELD Instructional Assistants at the school site

## We achieved and reflected



### 6. Results

Of the **A.L.L.** cycle:

- Our planning and instructional goals include more intentional language learning and production
- Our instruction is more focused on using strong, authentic language activities
- The cycle helps bring sharper focus and urgency to language and content learning
- Students are meeting the new expectations of academic language use, especially in sharing their thinking and in collaborative conversations

### Results

Of the **Strategy Sharing**:

- Strategies implemented in classrooms throughout the school site at various grade levels
- The use of PLPs is becoming a regular and more intentional part of the participants' practice in the classroom
- More intentional language-focused planning and instruction
- More opportunities for students to interact, and to practice speaking and writing in increasingly sophisticated language forms
- Students are better able to explain their thinking and to engage in academic conversations with the teacher and each other

### 7. Lessons Learned/Next Steps

- Continue to incorporate PLPs and cooperative learning into everyday lessons
- Share more strategies with staff during Learning Days
- Work together with all staff to incorporate PLP strategies into Common Core unit maps
- ELD teachers will focus on strengthening language objectives and ensuring that students are exposed to a broad range of language structures