

School/District: **Cambrian School District**

County: **Santa Clara**

Implementation Stage: **Exploration/Pilot**

We saw



1. Needs

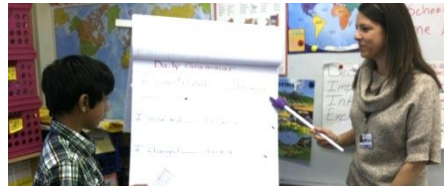
- Ensure integration of district initiatives related to ELs
- Provide continuing teacher and administrative PD
- Peer coaching using *A.L.L.* ELD strategies for ELs in content classes
- Training and support for ELD teachers with selected ELD curriculum
- Finish GLAD training with untrained teachers

We committed ourselves to pursue goals



2. Outcomes

- GLAD implementation in elementary and middle school classes, middle school ELD, some SDC and all Resource classes
- Evidence of integration of initiatives
- Consistent implementation of *A.L.L.*'s initial stages
- Increased evidence of students using various sentence structures independently
- Use of ELD strategies by content teachers
- Increased teacher collaboration



3. Participant Identification

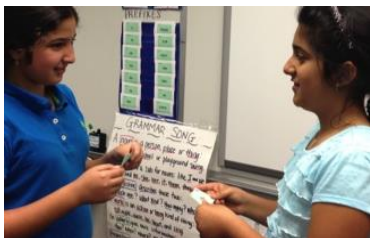
- 6th, 7th, and 8th grade ELD teachers
- Elementary ELD teachers
- GLAD trained elementary and middle school teachers
- Assistant Superintendent, Education Services
- EL District Committee
- One *A.L.L.*-trained elementary principals
- All principals trained in GLAD



4. Focus and Approach

- Increased explicit English language instruction
- Increased SDAIE with GLAD implementation
- *A.L.L.* team and ELD teacher collaboration
- Extended use of sentence frames
- Extended understanding and focused use of specific language and content objectives

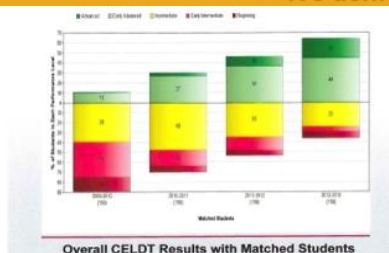
We acted



5. Action Steps

- *A.L.L.* team and administrators used consistent analysis and reflection of implementation resulting in needs for change and adjustment
- Continued classroom implementation of *A.L.L.* ELD strategies by participating teachers
- Implementation of specific ELD student engagement strategies by all teachers
- Principals conducted Walk Throughs focused on EL learners and student engagement
- District EL Committee was trained in Content and Language Objectives
- *A.L.L.* Leadership Team continued to guide implementation and reflect on progress
- *A.L.L.* team scheduled and teacher collaboration time focused on ELD instruction and EL student achievement

We achieved and reflected



6. Results

- Automatic production of academic language and use of appropriate language structure by students
- Heightened awareness of EL learner needs district wide occurred as measured by classroom observation and EL achievement data
- Active GLAD implementation
- Exceeded expected AMAO levels
- CELDT results reflect consistent growth over time
- Consistent elementary ELD time and daily middle school ELD time evidenced by schedules and observation
- Alignment Local Education Agency Plan and Single Plan for Student Achievement
- Lesson plans show integration of language and content objectives



7. Lessons Learned/Next Steps

- ELD Department at middle school
- Consistent coaching and support of ELD teachers
- Coaching & support to ensure effective GLAD implementation
- Extend GLAD training and support to middle school teachers
- Continue teacher and administration PD
- Extend *A.L.L.* implementation support
- Provide Planned Language Production training
- *A.L.L.* teachers complete coaching and video cycle
- Support peer observation of ELD strategies, including reflection