



# “Was that a fluke?”

*Examining Strategic Practices for Sustainable Growth*

Presented by Amy Galicia, District ELD Facilitator,  
and Karen Olson, ELD coach  
Roaring Fork Schools

# A FLUKE!

Helps move the whale forward

Unique to each whale

Lobtailing for communication



# Whale Totem Agreements

Devotion to Community

Deep Communication

Navigate the Depths

Embrace the Unknown

Balance





# Learning Targets

*Participants will leave with strategies for achieving high growth and achievement.*

*Participants will engage in discussion and activities that guide reflection and elicit action to implement similar approaches for their school and district.*





# Swim-Around Survey

**Purpose:** To activate participants' prior knowledge through conversation and movement

**Process:** Participants are given a topic of study and asked to move around the room for the purpose of conversing with others. During these conversations, participants will share what they know of the topic and use a graphic organizer to capture ideas.

Interviewee's name	Response 1 Align Procedures for Programming and Effectiveness	Response 2 Influence Leadership and Organizational Structures	Response 3 Provide Targeted and Aligned Professional Development

## Swim-Around Survey Summary and Table Talk

Briefly summarize what you have learned from your interviewees.

Do you need more information on any responses? Which ones?

What questions do you still have?

“How do you align procedures,  
influence leadership and organizational structures,  
and provide professional development  
in order achieve high quality ELD programming and  
instruction for emerging bilingual students?”

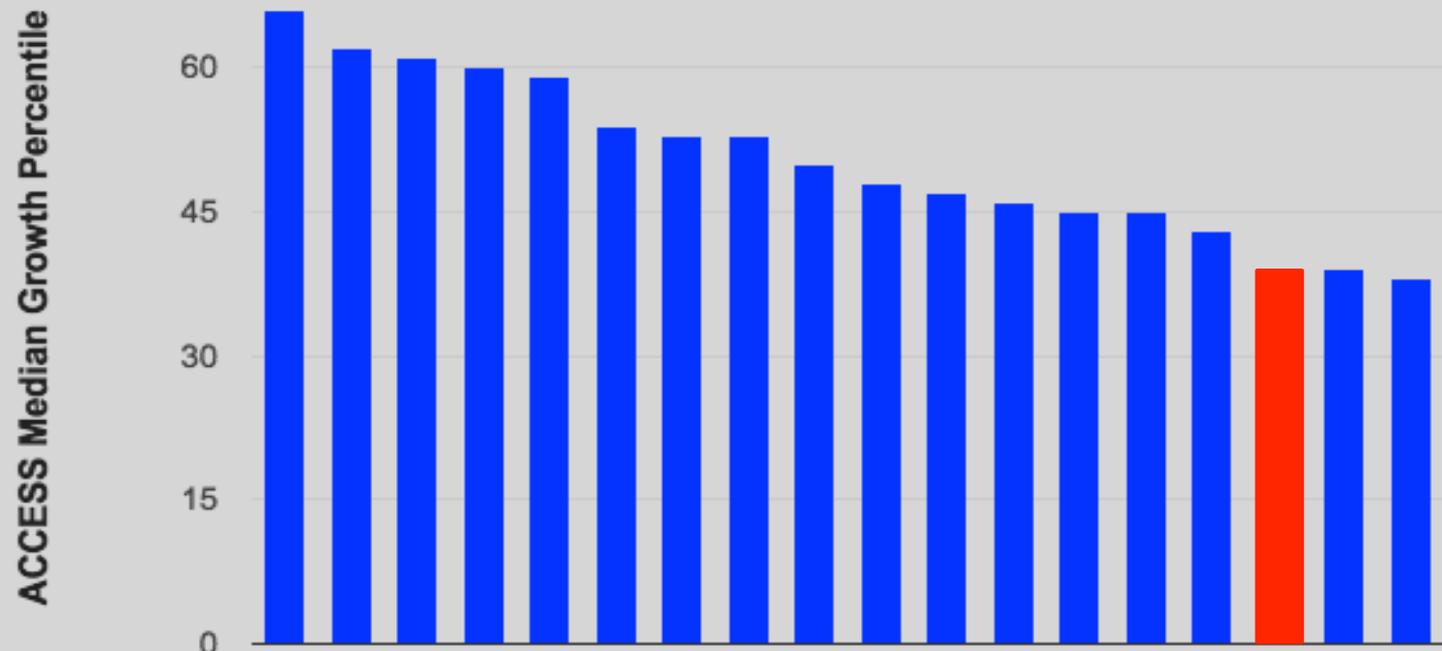


# Building Background

As we review the data, think about approaches that might have contributed to these results.

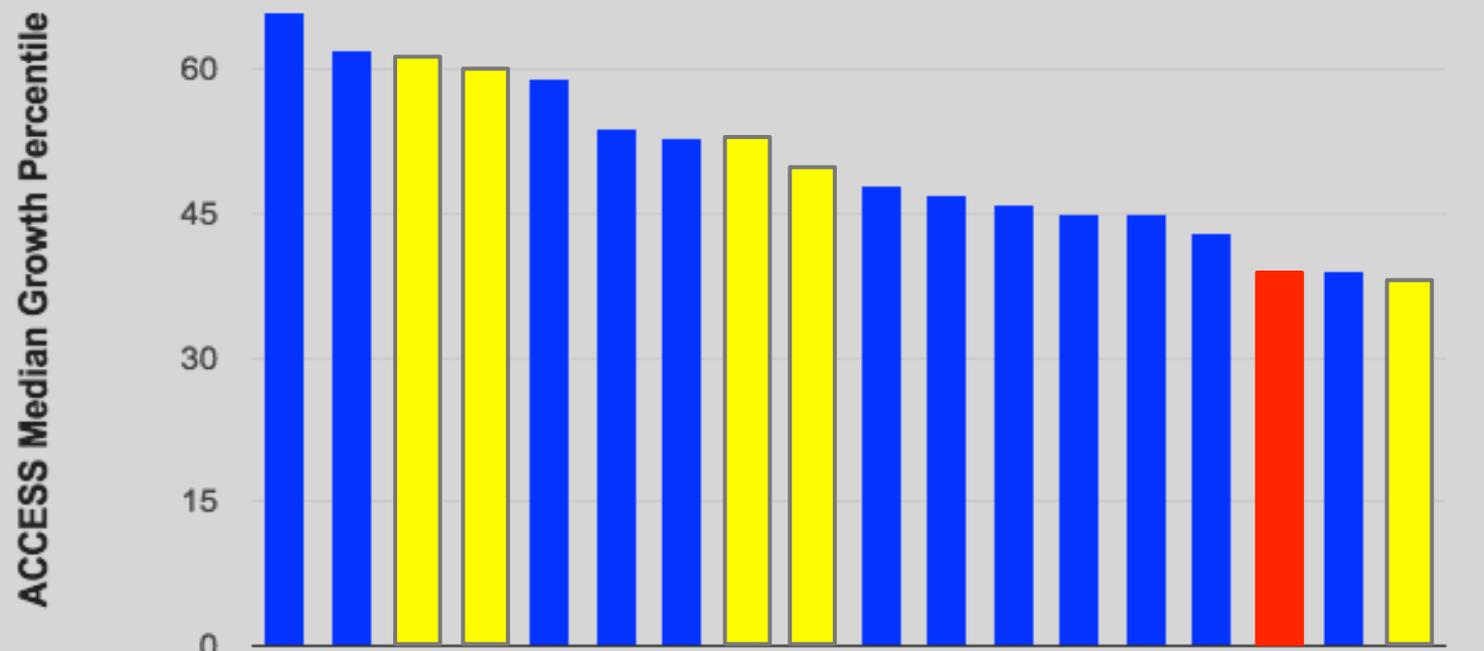


## 2013 ACCESS Median Growth Percentile CO District Comparison



Colorado School Districts w/ 1000+ ELLs

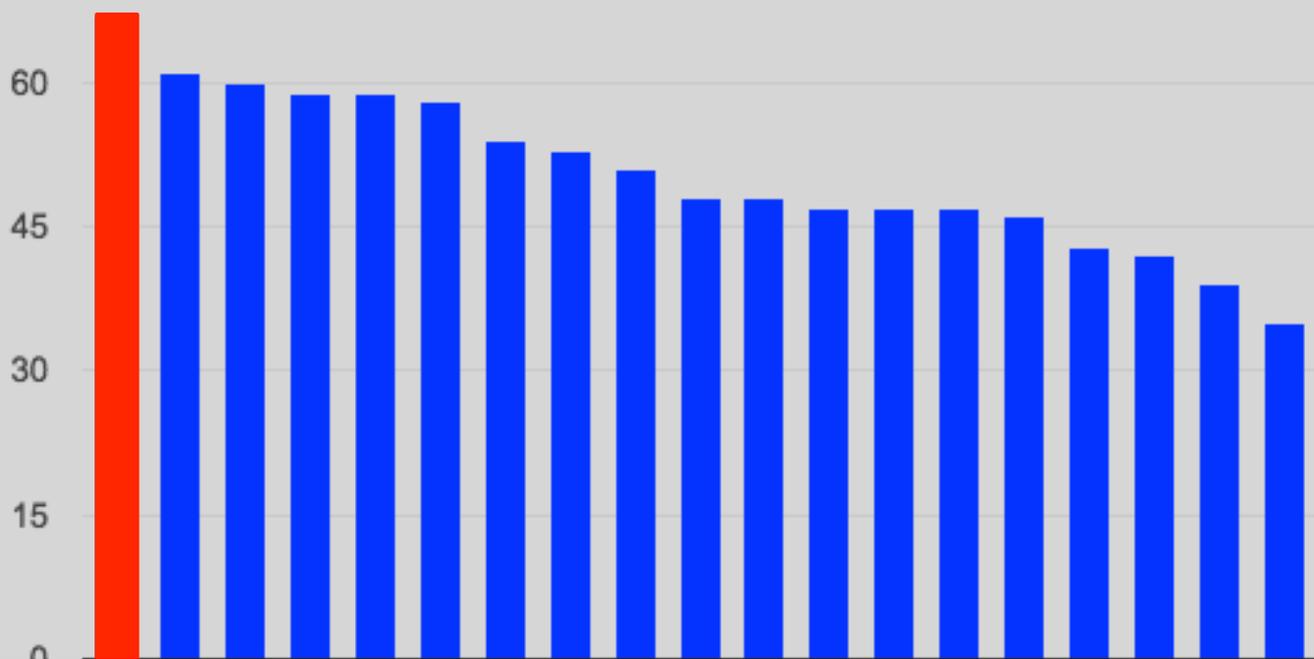
### 2013 ACCESS Median Growth Percentile CO District Comparison



Colorado School Districts w/ 1000+ ELLs

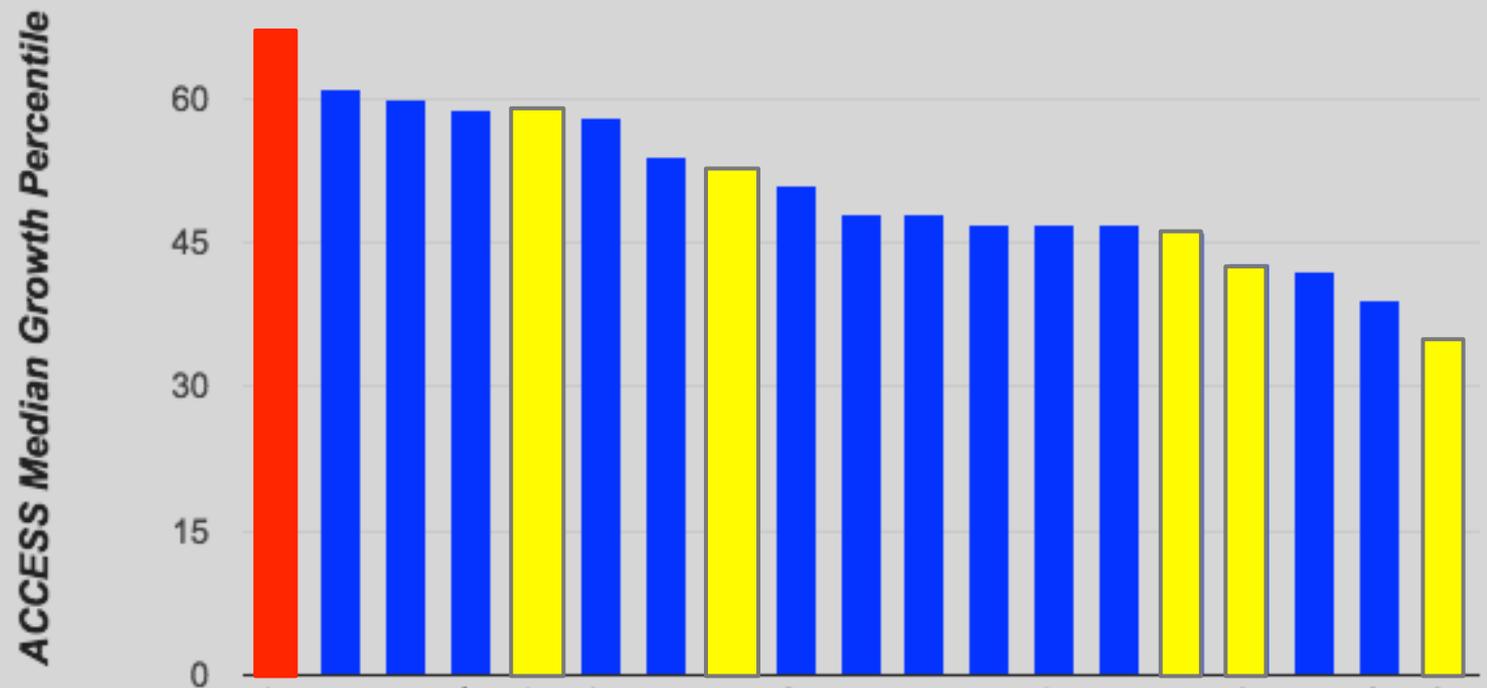
## 2014 ACCESS Median Growth Percentile CO District Comparison

ACCESS Median Growth Percentile



Colorado School Districts w/ 1000+ ELLs

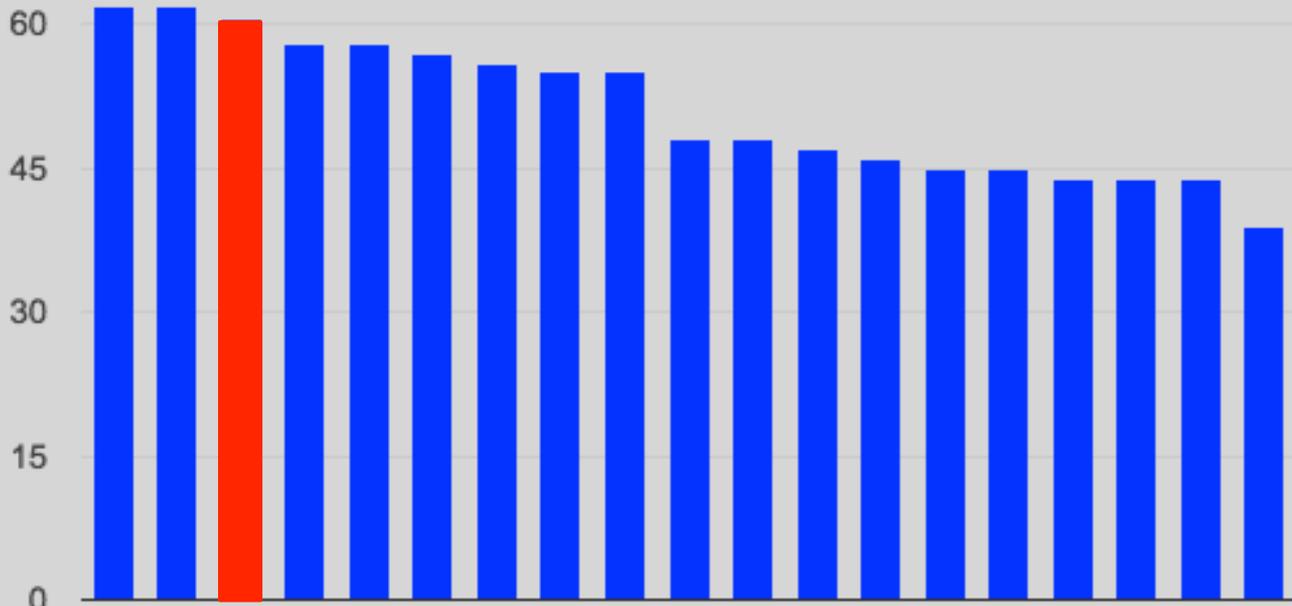
### 2014 ACCESS Median Growth Percentile CO District Comparison



Colorado School Districts w/ 1000+ ELLs

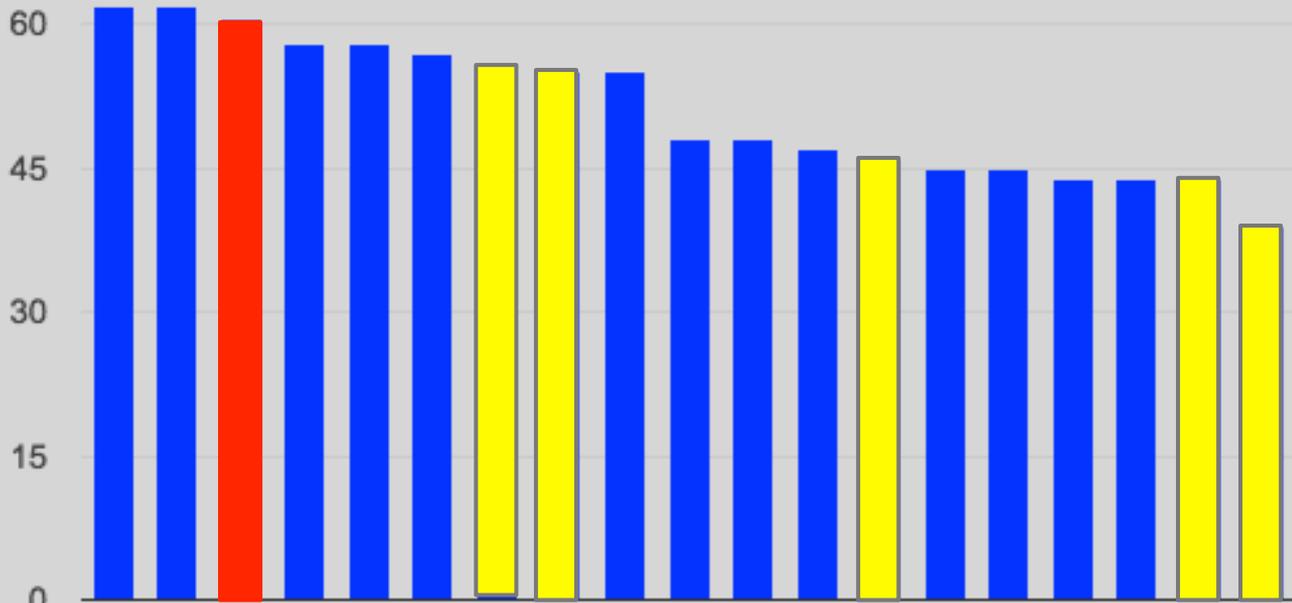
### 2015 ACCESS Median Growth Percentile CO District Comparison

**ACCESS Median Growth Percentile**



### 2015 ACCESS Median Growth Percentile CO District Comparison

ACCESS Median Growth Percentile



CO Districts w/ 1000+ ELLs

**CO  
ACCESS  
Median  
Growth  
Percentile  
by Grade  
Level**

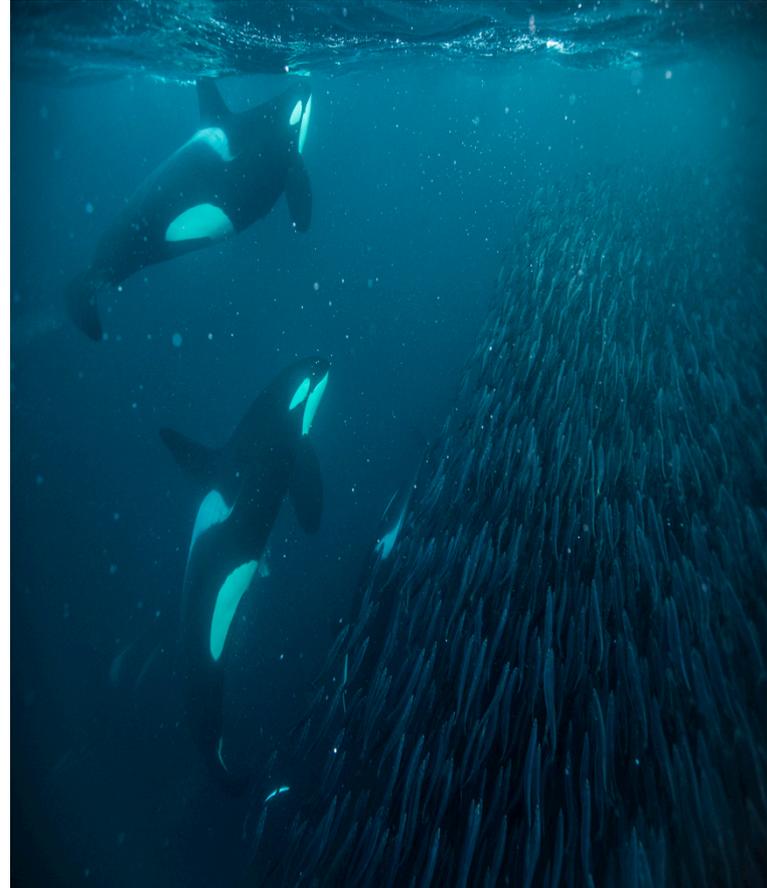
	RFSD 2013	RFSD 2014	RFSD 2015
1st Grade	45	55	49
2nd Grade	45	76	60
3rd Grade	32	73	65
4th Grade	28	74	56
5th Grade	38	65	57
6th Grade	42	64	55
7th Grade	66	50	62
8th Grade	51	51	62
9th Grade	29	55	52
10th Grade	53	72	58
11th Grade	55	73	54
12th Grade	49	68	62
District MGP	39	67	61
State High MGP	66	67	62

# Echolocation: Listening & Interpreting

**Purpose:** Engaging in deep, reflective listening allows us to compare experiences.

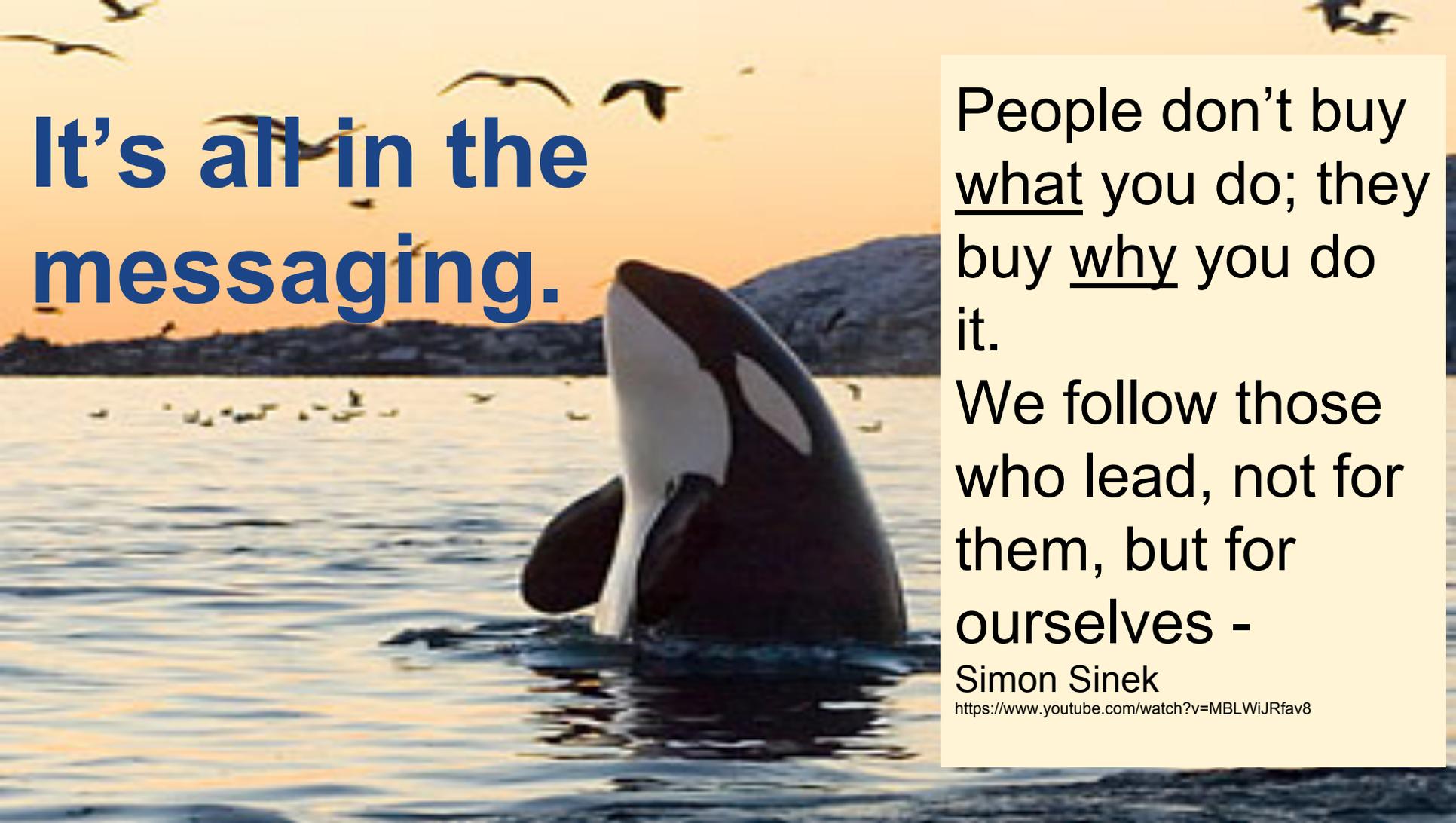
## **Process:**

1. Use a graphic organizer to capture important information about the experiences of another person.
2. Compare your similar experiences with the illustrated experience.
3. Using the information, strategize next steps with a partner. Example: Listen for the “Why?” Think of your “Why?”



# Echolocation Graphic Organizer

Why?	
RFSD	My District
How?	
RFSD	My District
What?	
RFSD	My District

An orca is breaching the water in the foreground, its head and back visible above the surface. The background shows a sunset sky with several birds in flight. The text "It's all in the messaging." is overlaid on the left side of the image in a large, bold, blue font.

**It's all in the  
messaging.**

People don't buy what you do; they buy why you do it.

We follow those who lead, not for them, but for ourselves -

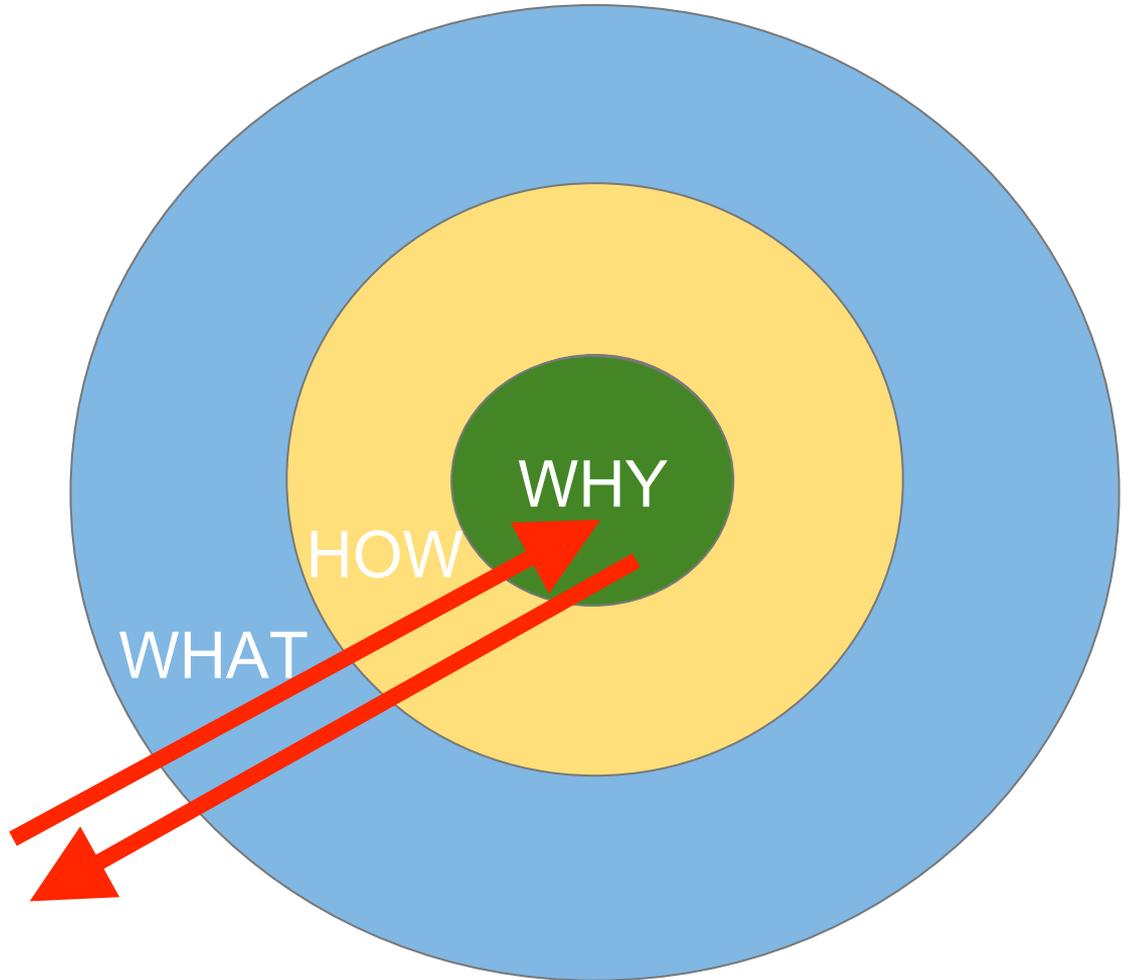
Simon Sinek

<https://www.youtube.com/watch?v=MBLWiJRfav8>

**Start with the “WHY”**



It's all in the  
messaging.



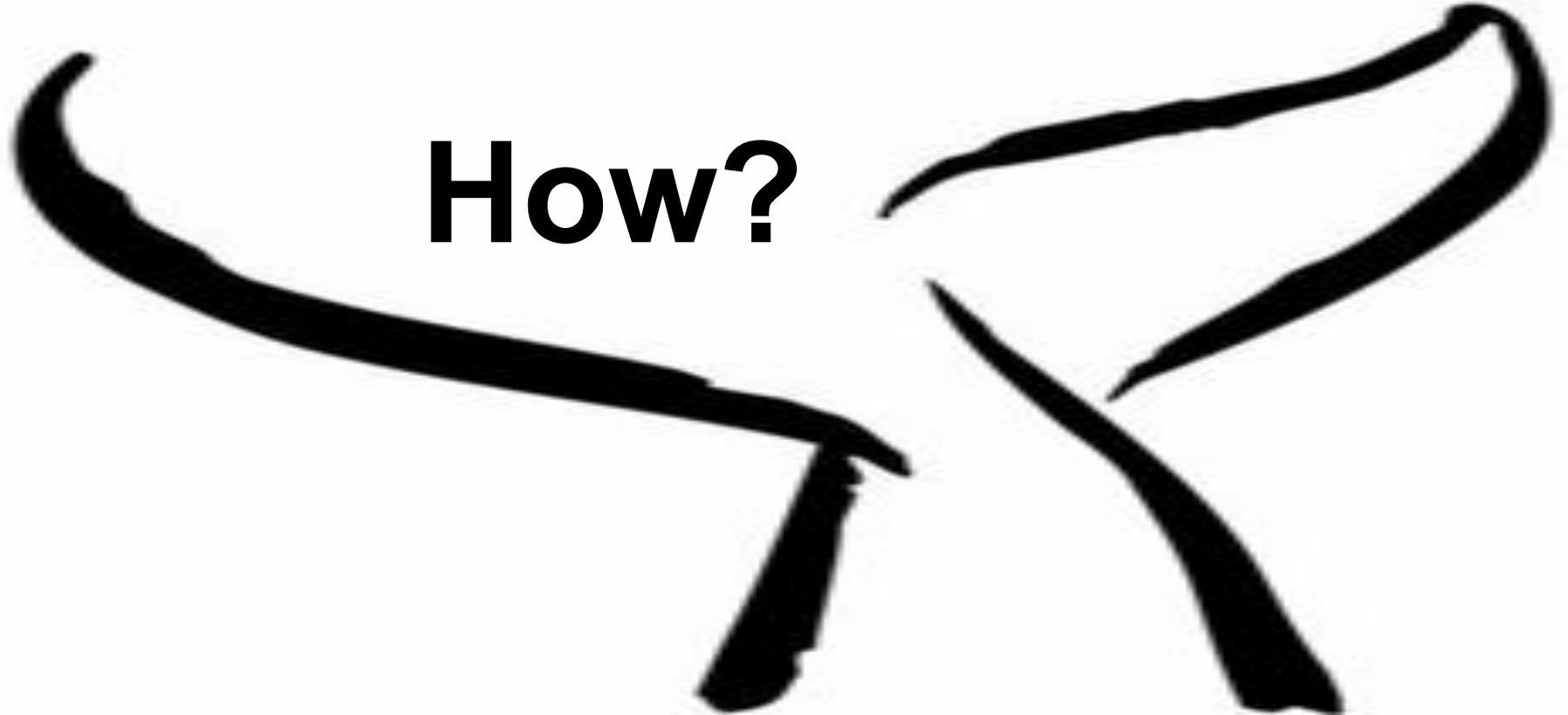
# ELD Team's Most Passionate Outcome

**Why?**

A large, stylized black outline of a hand holding a pen, positioned behind the word 'Why?'. The hand is on the left, with the pen pointing towards the right. The pen is thick and has a small detail at the tip. The hand is also thick and has a few small details. The entire graphic is set against a white background within a blue-bordered frame.

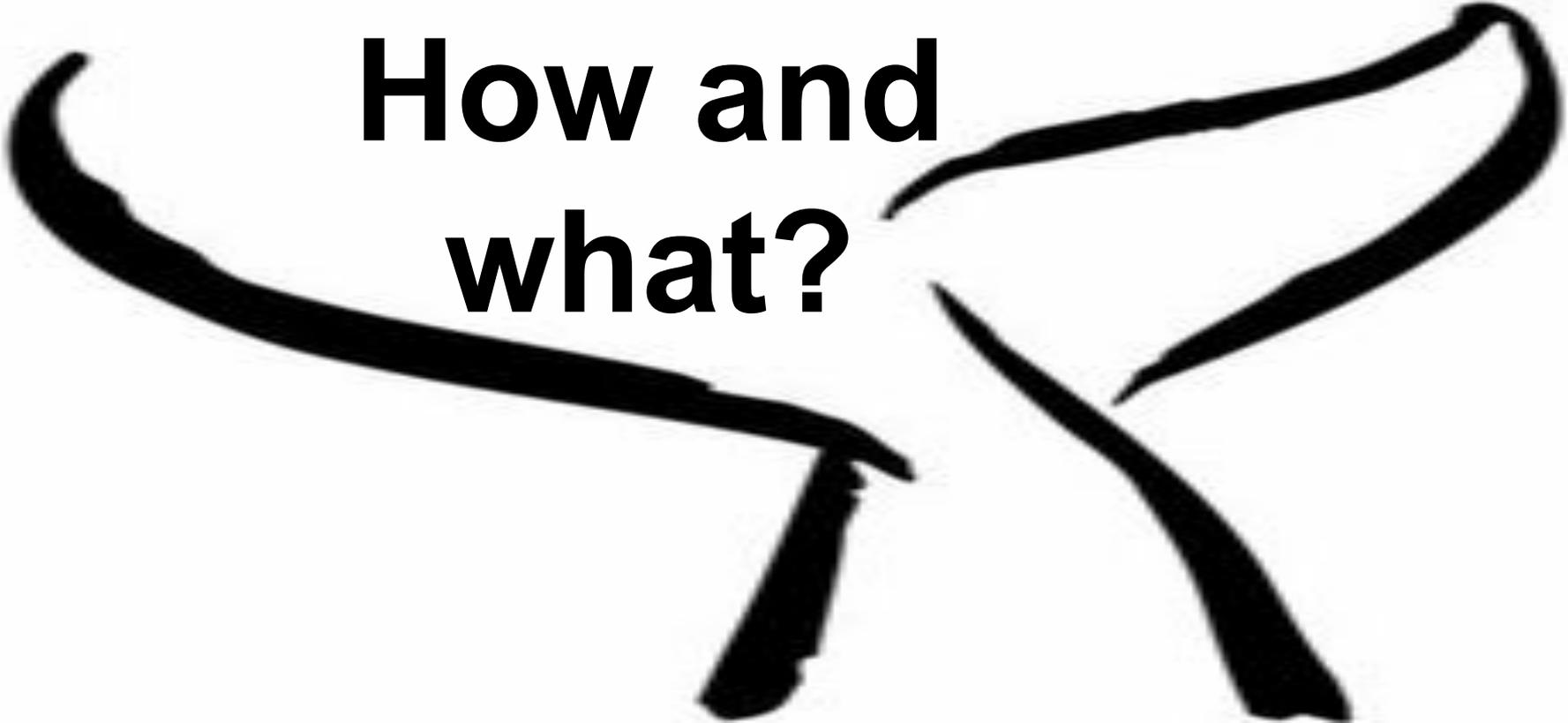
# Elevator Pitch

**How?**



# Common Components for High-Quality ELD Programming and Instruction

**How and  
what?**



# Common Components - RFSD

Component 1. Instruction Supports Emerging Bilingual Students

Component 2. Establish Equitable Learning Environment

Component 3. Plan for High Quality Instruction

Component 4. Monitor Academic Performance & Growth

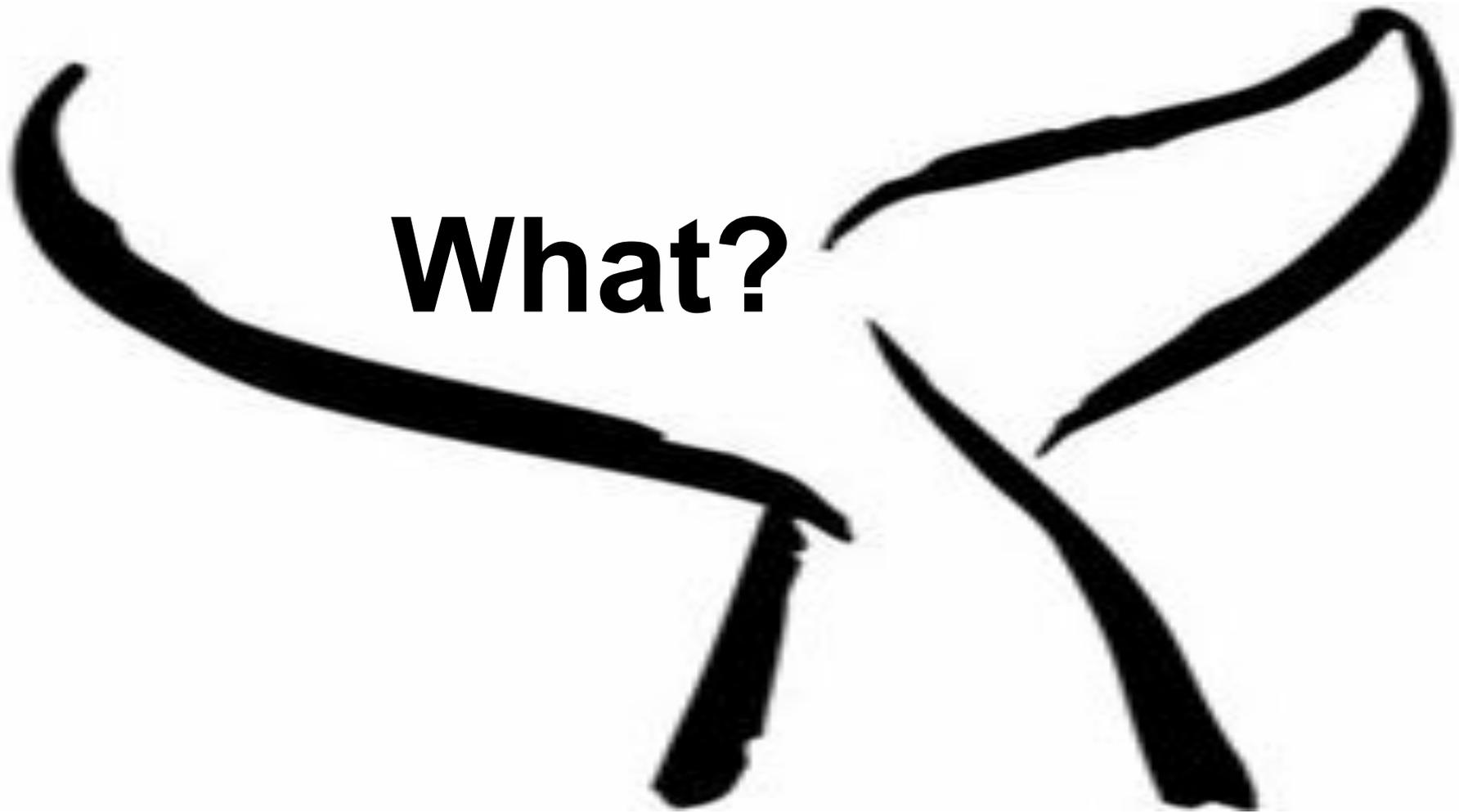
Component 5. Engage Parents & Community as Strategic Partners

Component 6. Provide Leadership for Organizational Effectiveness

Component 7. Uphold Culturally & Linguistically Diverse Students'  
Civil Rights

Bibliography & Index

**What?**



## All Schools: Aligned Procedures

- ELD program outcome defined
- Clear Procedures
- Methods to assess language proficiency
- ELD Program Reviews
- Support for improvement
- Professional Development

**MGP 52-71**

## Some Schools: Leadership and Organization

Schedules promote collaborative planning  
Deliberate ELD instructional time  
ELD delivery model based on research

**MGP 62-71**

## A few Schools: Job- embedded PD

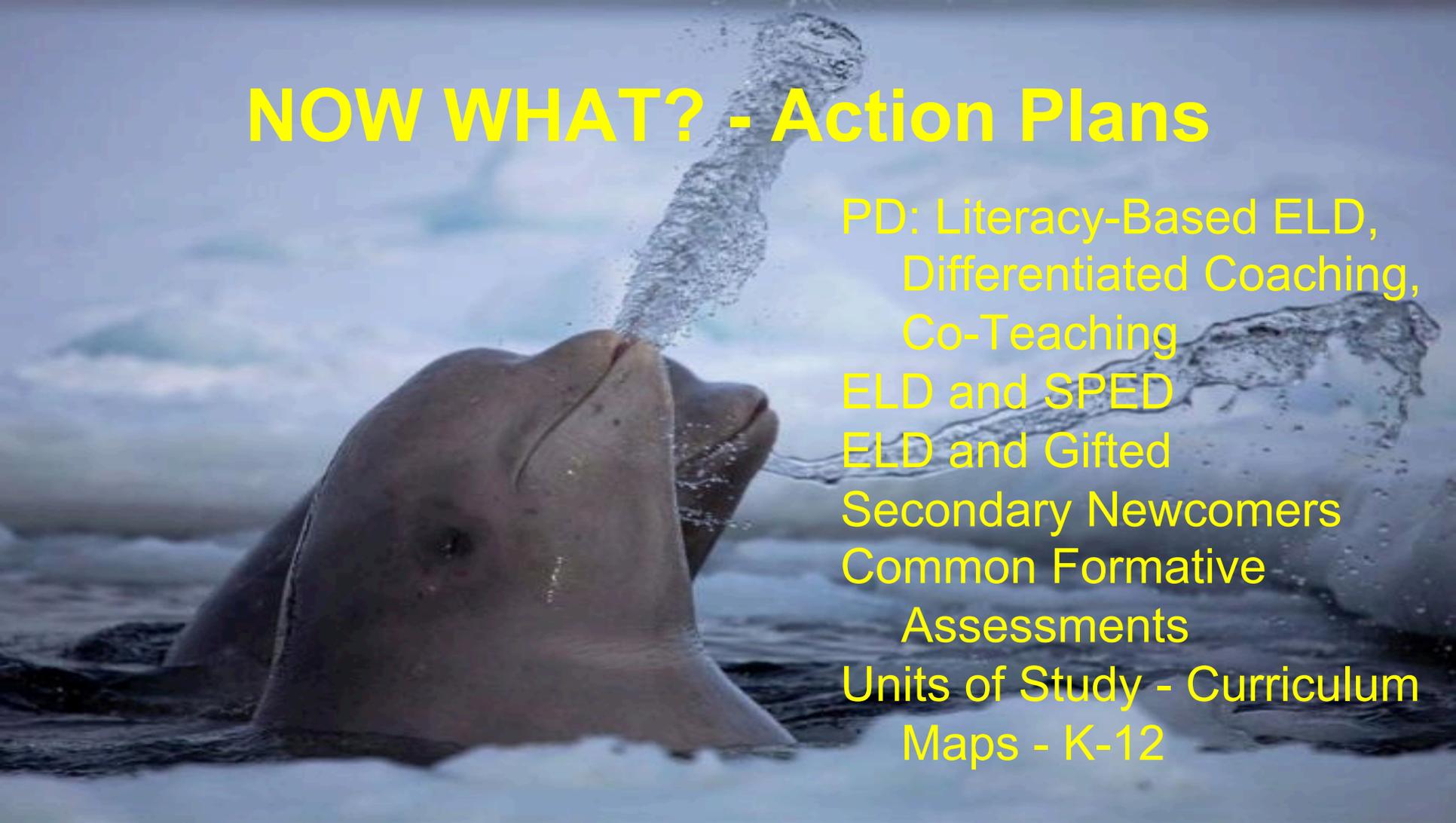
- Collaborative Teaching
- ELD Coach

**MGP 67-71**

Align Procedures

Influence Leadership and Organizational Structures

Professional Development

A photograph of two dolphins in the ocean. The dolphin in the foreground is blowing a large, vertical bubble of water. The dolphin behind it is also blowing a smaller bubble. The water is splashing around the bubbles. The background is a blue, slightly hazy ocean.

# NOW WHAT? - Action Plans

PD: Literacy-Based ELD,  
Differentiated Coaching,  
Co-Teaching

ELD and SPED

ELD and Gifted

Secondary Newcomers

Common Formative  
Assessments

Units of Study - Curriculum

Maps - K-12

# After Action Review - Embrace the Unknown

Purpose: Reflect on what has been reviewed and identify insights and questions. Engage learners in solving their own problems.

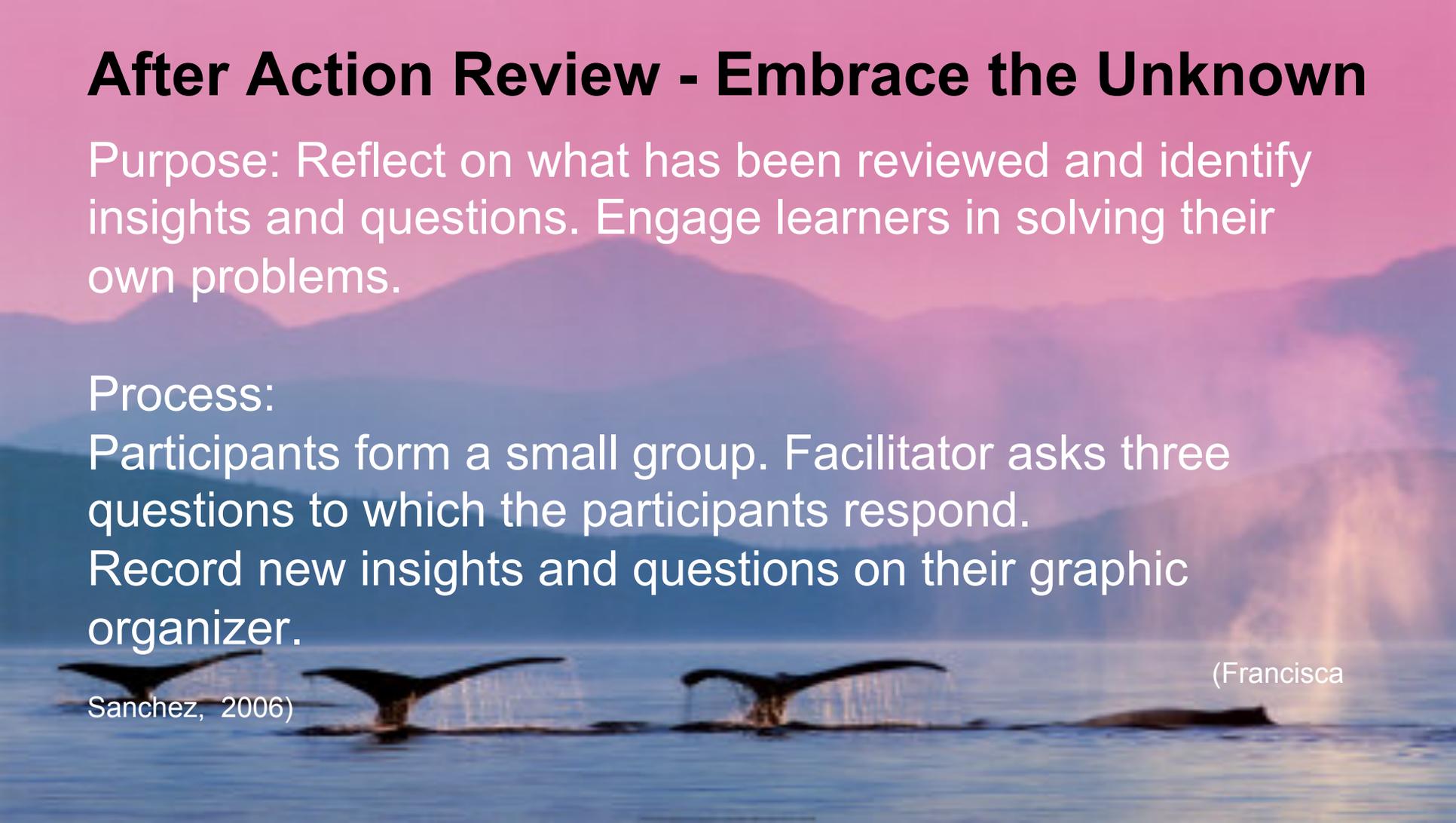
Process:

Participants form a small group. Facilitator asks three questions to which the participants respond.

Record new insights and questions on their graphic organizer.

(Sanchez, 2006)

(Francisca



# Questions: After-Action Review

1. What did we review today?
2. What might we take with us that will enhance our future work?
3. What boundary will we actually be willing to cross and push based on our review of today's topic? (What are we going to do?)



# Swim - Around Survey - Revisit

Looking at the questions that you still have, did any of those get answered today?

If you still have some questions...

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# Learning Targets

*Participants will leave with strategies for achieving high growth and achievement.*

*Participants will engage in discussion and activities that guide reflection and elicit action to implement similar approaches for their school and district.*





scity.com  
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A FLUKE!

Helps move the whale forward

Unique to each whale

Lobtailing for communication

Thank you!

A photograph of a whale's tail fluke (caudal peduncle) breaking the surface of the ocean. The fluke is dark and curved, with a large amount of water splashing over its edges. The background is a warm, orange-hued sky, suggesting a sunset or sunrise. The water is dark blue with some ripples. The text 'Thank you!' is overlaid in white on the fluke.