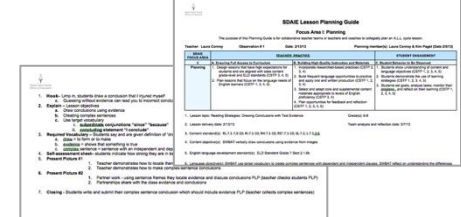
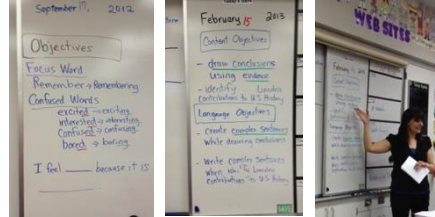


We saw



1. Needs

- Students need support to articulate and express themselves using academic language
- Teachers need support to incorporate more planned language production opportunities and to identify best practices for EL students

2. Outcomes

- Increased use of best practices amongst staff working with EL students.
- Increased use academic language by EL students.
- Completed one A.L.L. cycle

3. Participant Identification

A.L.L. Team:

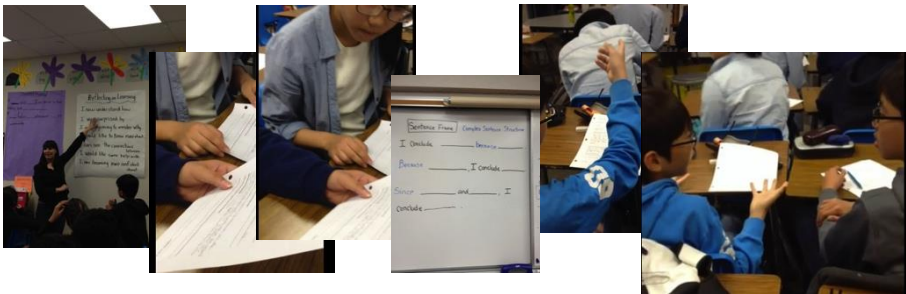
- ELD teacher – Laura Conroy
- ELD site principal – Todd Shimada
- ELD curriculum support teacher- Kim Paget

4. Focus and Approach

Focus Area:

- Planning
- Approach:
- Collaborative model

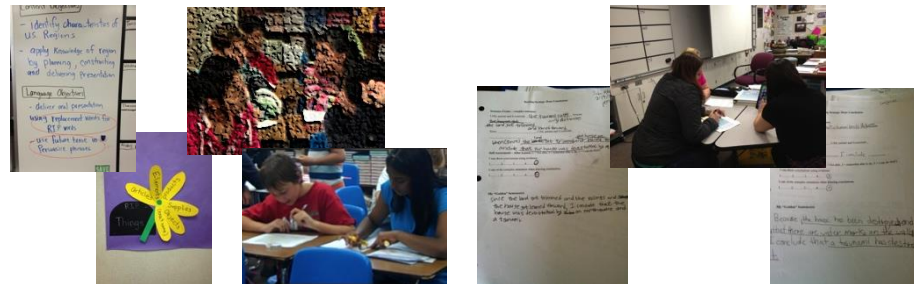
We acted



5. Action Steps

- Use ELD meetings to collaborate about best practices
- Begin implementing sentence frames and PLPs ensuring all students contribute to conversations
- Have students and A.L.L. participating ELD teacher reflect on learning experiences
- A.L.L. participating teacher complete one A.L.L. cycle

We achieved and reflected



6. Results

- Teachers incorporated best practice in participating classrooms
- Peer-to-peer interaction increased in participating ELD classroom
- Students' academic language production increased during structured language time in all ELD classrooms
- Use of PLPs increased in all ELD classrooms

7. Lessons Learned/Next Steps

- Participating teacher shares full cycle experience with ELD team
- Develop differentiated sentence frames based on CELDT proficiency levels
- Reflection-prompts to be carefully thought out and strategically placed in order to assess learning accurately
- Complete Year Two A.L.L. training during the 2013-2014 school year