

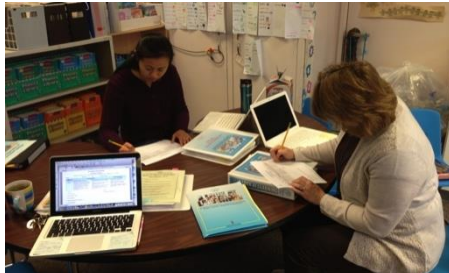
We saw



1. Needs

A.L.L. created an opportunity for our teachers to explore how to support the best learning. As an ELD site, our ELD teachers used *A.L.L.* as the framework for EL focused instruction.

We committed ourselves to pursue goals



2. Outcomes

Our goals are, and will continue to be, to provide professional development and coaching for ELD teachers and mainstream teachers district-wide.



3. Participant Identification

Teacher leaders will refine their instructional strategies for teaching ELD students by implementing Planned Language Production (PLPs) into their lessons. We completed one full cycle with the collaborative team.



4. Focus and Approach

Nimitz selected Planning as our Focus Area. We used the collaboration and coaching model. We embraced the PLPs as the main tool to increase the language production from our English Learners.

We acted



5. Action Steps

Collaborative teams met to implement a full planning cycle. Teacher leaders decided to implement PLPs in content area lessons to ramp up the awareness of language for EL students. Teacher leaders also participated in the ELD district meetings for additional professional development under the *A.L.L.* framework.

We achieved and reflected



6. Results

After completing an *A.L.L.* teaching cycle and implementing various strategies, we saw students speaking in complete sentences using academic language. There was a marked increase in participation, especially from the reluctant speakers.



7. Lessons Learned/Next Steps

- Sentence frames helped guide students to use appropriate language and gave them a starting place.
- We were able to upgrade existing lessons to include PLPs.
- We will continue to coach ELD teachers within the district in *A.L.L.* strategies. We also plan to share the framework with mainstream teachers.