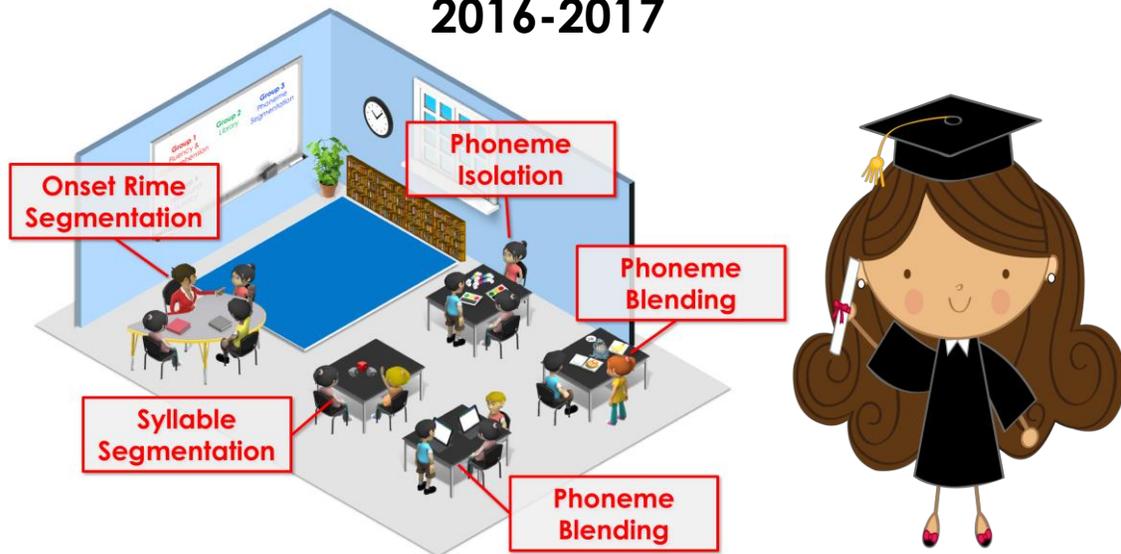




Early Language & Literacy Plan

Academy Launch Guide

A guide to the initial implementation of the
Early Language and Literacy Plan
Academy Model
2016-2017



Prepared by Local District and Division of Instruction
Elementary English Language Arts Coordinators

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Special Thanks: Jessica Niessen, Principal at Mayberry ES



What's the Plan?

By June 2018, 100% of all elementary school in LAUSD providing foundational literacy will engage in a series of differentiated literacy professional developments based on individual teacher's knowledge of content and facilitated by school leadership teams. The goal specifically is to address the needs from early emergent to fluent readers. All students will read, write, speak and listen with efficiency and accuracy by the end of second grade.

Goals of the Early Language and Literacy Plan

- Strengthen cross grade level articulation and support schools in the development of data systems that allow schools to monitor and respond to student progress and achievements
- Equip teachers, TK-2 and Special Education, with cross grade-level knowledge to fully understand the developmental learning progressions in reading, oral language, and ELD
- Provide professional development on the analysis of data to inform instruction, prevention, and intervention strategies
- Implement Academies that focus on Tier 1 instruction for Foundational Skills

School Goal for implementation of ELLP:

The ELLP Academy is:

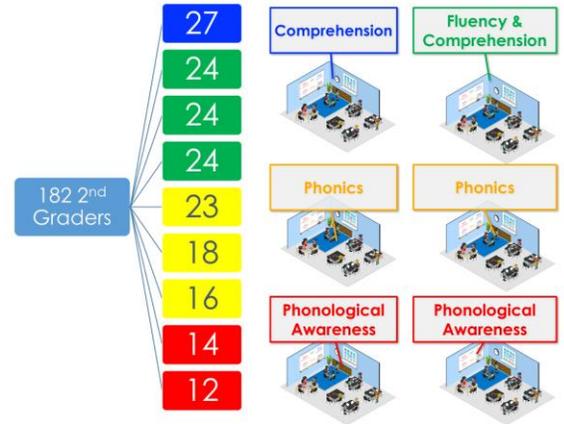
A collaboratively planned and instructed Tier 1 foundational skills block that addresses the language and literacy needs of all students.

The Early Language and Literacy Academy aims to:

- Accelerate instruction and intervention for students in grades K-2
- Target critical foundation literacy skills early as a preventive measure
- Reduce referrals and over-identification of specific student subgroups for special education
- Assist school leadership teams coordinate the provision of behavioral and academic supports through Multi-Tiered System of Supports (MTSS)
- Organize language/literacy instruction around student need, with a focus on prevention rather than intervention to ensure that ALL students are reading by age 9 as per ELA/ELD Framework

What does it look like?

- Targeted small group instruction
- Focus on foundational skills, language, and literacy
- Goal of 45-60 minutes of academy time daily
- Data-driven instructional approach
- Flexible groupings based on students' need



Foundational Skills:

[Click on image to download](#)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Print Concepts	→												
Phonological Awareness	→												
Decoding: Phonics & Word Recognition	→			Advanced Word Study - Morphology →									
Encoding: Dictation & Spelling	→			Advanced Word Study - Morphology →									
Fluency		→											
Vocabulary	→												
Comprehension	→												
Lexile Ranges	NA	NA	420-820	740-1010	925-1185	1050-1335	1050-1335						

Professional Developments to support the Academy Model

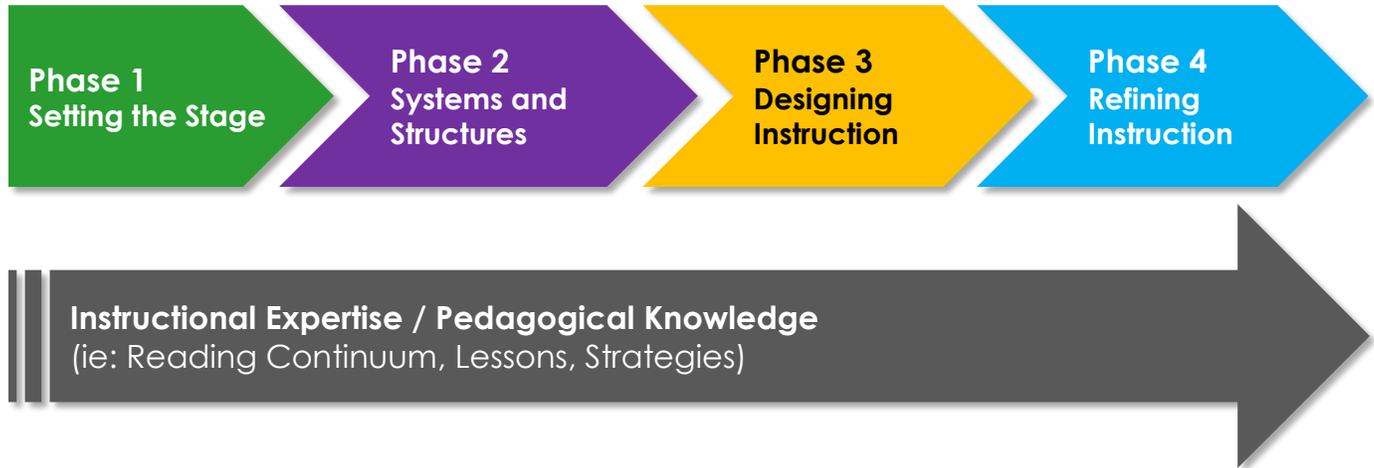
- [School-wide data walls \(using DIBELS Next and/or TRC\)](#)
- [Data dialogues and data analysis](#)
- [Roll out of Early Language and Literacy Academy](#)
- [95 Percent Group](#)
- [ELD Standards Part III \(Foundational Skills\)](#)
- [CLR \(Culturally and Linguistically Responsive Teaching and Learning\)](#)
- [Small Group Instruction](#)
- [Learning Stations](#)
- [CORE Teaching Sourcebook](#)
- [DIBELS Next and Now What tools](#)
- [TRC \(Text Reading Comprehension\)](#)

All text in **blue** and **underlined** is hyperlinked.



Academies Roll Out

When beginning to implement the Academy Model on a school-wide scale, schools need to think about the following phases with the consideration that instructional expertise will develop concurrently with implementation of the Academy Model.



Phase 1 Setting the Stage August - September

Introduce the staff to the big idea.

- Watch onboarding video bit.ly/ELLPC2video
- [Share promo packet](#)
- Share school data ([DIBELS](#) and/or [TRC](#))

Building Teams

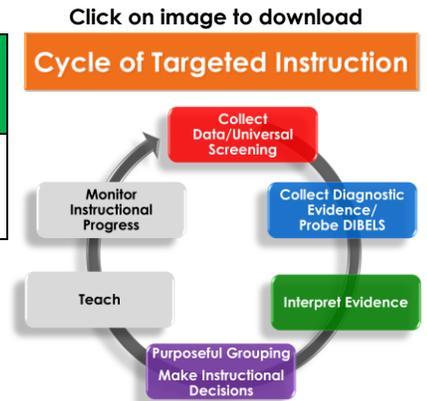
Consider how to prepare colleagues to collaborate and share responsibility for all students' literacy success. Team building and trust is essential as teachers will be teaching their own students as well as those of their colleagues. This model is based upon maximizing resources to provide students with targeted instruction based upon their specific areas of need. School site leaders need to consider implementing trust building exercises with staff.

Phase 2 Systems and Structures August - October

1. Universal Screening and Data Dialogues Across Grade Levels

- Schedule data dialogues ([use ELLP Timeline](#)) & [Appendix A](#)

BOY Data Dialogue Cycle 1	Data Dialogue Cycle 2	MOY Data Dialogue Cycle 3	Data Dialogue Cycle 4	EOY Data Dialogue Cycle 5
Insert dates:	Insert dates:	Insert dates:	Insert dates:	Insert dates:



- Analyze data ([click here for Data Analysis PD](#))
 - Identify target skill and/or focus area
 - Determine progress monitoring measure
 - Build the data wall ([click here for Data Wall PD](#))
 - Group students based on similar target skills/focus area

2. Create Common Schedules

- Identify participating support personnel to reduce student to teacher ratio

Support Personnel				
Name:	Name:	Name:	Name:	Name:
Position:	Position:	Position:	Position:	Position:
Name:	Name:	Name:	Name:	Name:
Position:	Position:	Position:	Position:	Position:

- Determine common “protected” academy time

Schedules to consider: TAs, arts, library, recess, lunch, physical education, ELD/MELD, etc.

Click on images to download

Ford Blvd. Literacy Academies Schedules 2015-2016		
Grade Level	Time	Days
Kindergarten & 1 st Grade	8:45am – 9:30am	M – F
2 nd Grade & 3 rd Grade	10:20am – 11:05am	M – F
4 th Grade	11:50am – 12:35pm	M – F
5 th Grade	1:20pm – 2:15pm	M, W, TH, F

Sample ELLP Instructional Schedule		
Content	K-2 nd Grade	3 rd -5 th Grade
Literacy Academy: Foundational Skills, Guided Reading, or Reading Workshop	60 minutes	45 minutes
Mathematics: 3 Phase Problem Solving, Math Practices, Mastery of Content Standards	60 minutes Includes 10 minutes of Number Talks	60 minutes Includes 10 minutes of Number Talks
Health/2nd Step Restorative Justice	20 minutes	20 minutes
Science/Social Studies Integrated Units of Study: ELA/ELD, Math, Arts Integration	70 minutes	90 minutes
Writing Instruction	30 minutes	40 minutes
Designated ELD Integrated Language Support/MELD	60 minutes (CELDT Level 1-3) 60 minutes	45 minutes (CELDT Level 4-5) 45 minutes
Physical Education	20 minutes or 200 minutes/10 days	20 Minutes or 200 minutes/10 days
Total Instructional Time	320 minutes	320 minutes
Recess/Lunch	60 minutes	60 minutes
Total Time	380 minutes	380 minutes

ELLP Instructional Schedule Template

[Click here to download](#)

Content	K-2 nd Grade	3 rd -5 th Grade (optional)
Literacy Academy:	Time: Minutes:	Time: Minutes:
Mathematics:	Time: Minutes:	Time: Minutes:
Health/2nd Step Restorative Justice	Time: Minutes:	Time: Minutes:
Science/Social Studies Integrated Units of Study: ELA/ELD, Math, Arts integration	Time: Minutes:	Time: Minutes:
Writing Instruction	Time: Minutes:	Time: Minutes:
Designated ELD	Time: 60 minutes (CELDT Level 1-3)	Time: 45 minutes (CELDT Level 4-5)
Physical Education	Time: 20 minutes	Time: 20 minutes
Total Instructional Time	320 minutes	320 minutes
Recess/Lunch	60 minutes	60 minutes
Total Time	380 minutes	380 minutes
Common Planning Time	When:	Where:
Grade Level Academy Planning	When:	Where:

3. Create Common Settings, Routines, and Expectations

- **Identify universal classroom rules**

Classroom Rules	
Insert Rules here:	

- [Develop transitioning protocol](#)

Transition Protocols	
Academy time transition:	Small group transition:

- [Establish system for management of teacher/student materials](#)

Management of Materials	
Teacher materials:	Student materials:

- [Determine effective classroom layout](#)

Classroom Layout
Sketch classroom layout:

- **Apply Culturally & Linguistically Responsive management**
 - [Click here for CLR modules](#)
 - [Click here for CLR Discussion Protocols](#)
 - [Click here for CLR Participation Protocols](#)

Phase 3 Designing Instruction

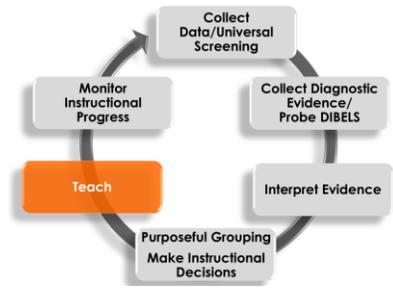
Use the following resources to differentiate instruction and target student needs per the foundational skills continuum. Click on the image to download the resource.

Student	Small Group with Teacher	Instructional Activities/Fluency
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	

Small Group Planner

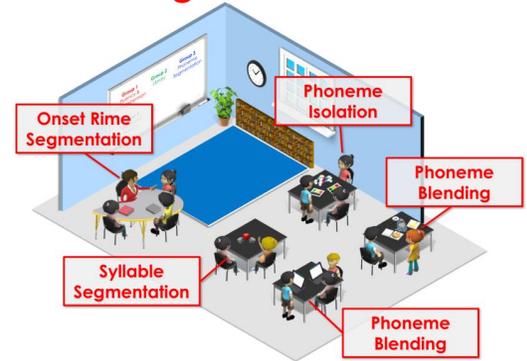
Academy Groups for Grade:		Cycle:	Dates:
Teacher	Group	Targeted Skill	Smart Goal

Academy Group Template

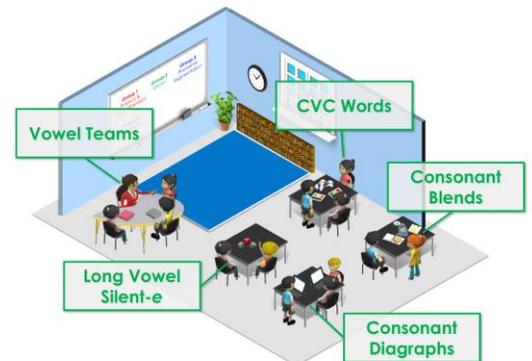


Academy Time Classroom Models

Phonological Awareness

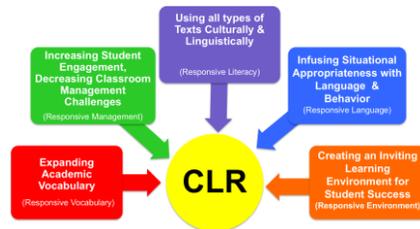


Phonics



Phoneme Segmentation Fluency Phonological Awareness	
<p>Phoneme Segmentation Fluency (PSF) is a research-based, evidence-based practice that has been shown to be an effective intervention for students with reading difficulties. It involves the repeated practice of segmenting words into individual phonemes and blending individual phonemes to form words.</p> <p>PSF is a research-based, evidence-based practice that has been shown to be an effective intervention for students with reading difficulties. It involves the repeated practice of segmenting words into individual phonemes and blending individual phonemes to form words.</p>	<p>Phonological Awareness is the ability to hear and manipulate the sounds of language. It is a foundational skill for reading and writing. Phonological awareness includes the ability to identify and isolate individual sounds (phonemes) within words, to blend individual sounds to form words, and to manipulate sounds within words.</p> <p>Phonological awareness is a foundational skill for reading and writing. It is the ability to hear and manipulate the sounds of language. Phonological awareness includes the ability to identify and isolate individual sounds (phonemes) within words, to blend individual sounds to form words, and to manipulate sounds within words.</p>

EL Support Guide



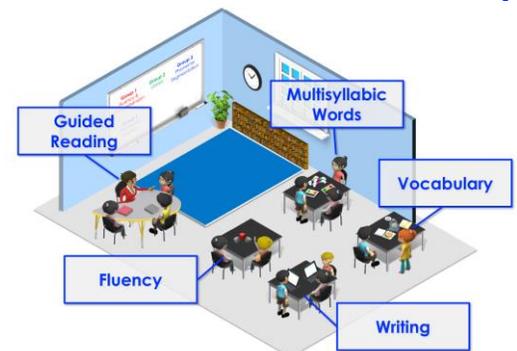
SEL Resources

Resources for Designing Instruction:

Click below to download resource.

- [Phonological Awareness](#)
- [Phonemic Awareness](#)
- [Phonics \(Beginning Decoding\)](#)
- [Fluency](#)
- [Comprehension](#)
- [Vocabulary](#)
- [Guided Reading](#)

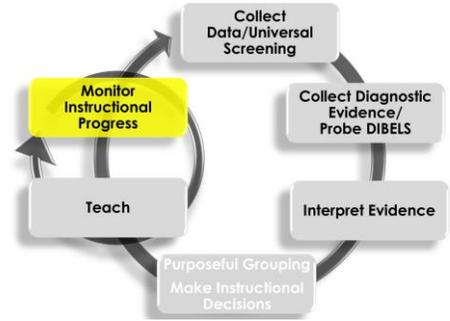
Advanced Phonics & Fluency



Phase 4 Refining Instruction

1. Progress Monitoring Recommendations

- **Benchmark:** As needed
- **Strategic:** Once every four weeks
- **Intensive:** Once every two weeks

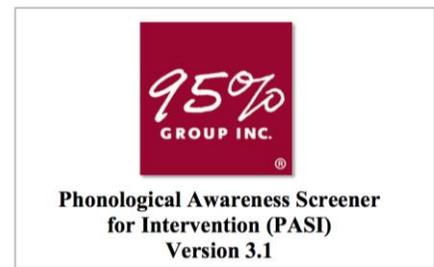


2. Analyze level of progress:

If...	Then...
Reached benchmark goal	Identify new target skill/ adjust groups
Limited Progress	Adjust instructional strategies
No Change	Revise lessons/adjust instructional strategies
Regression	Reassess with PASI, CORE Assessment, etc.

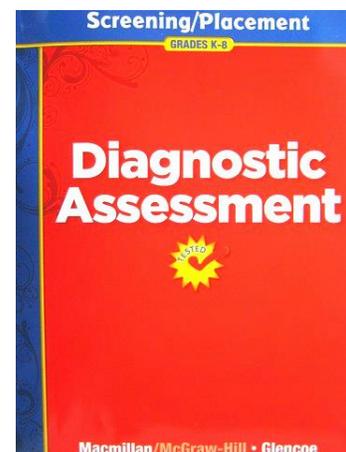
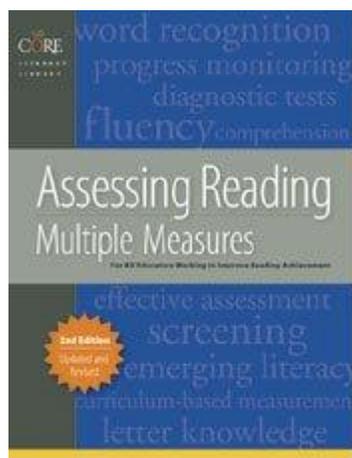
3. Consider how your academies address:

- Needs of all subgroups (EL, SELs, SWD, GATE, etc.)
- (provide links to resources for PDs that have addressed these subgroups as well as resources that can be utilized)
- Development of the target skills and progression along the continuum
- Building independence in language and literacy development
- Utilization of available resources and/or supports



PASI Materials

CORE Phonics Survey



APPENDIX A

BOY Data Cycle 1

1. Teachers give all students benchmark assessments, sync data in Amplify.
2. Begin the data wall dialogue.
 - a. Build the data wall as grade level teams.
 - b. Use a Here's what, so what, now what protocol to facilitate the data dialogue.

Here's What	So What	Now What
What are the facts? What is the data telling us?	What are the implications of the data? What does this mean for our students?	What next steps are we going to take to ensure success for our students?

- c. Data wall should be K-2 or school-wide.
 - d. Identify a PM measure and Target Skill. (Use diagnostic assessment if necessary)
3. Group students across the grade level based on target skill.
4. Develop Instruction to meet the needs of the students.
5. Progress monitor as recommended.
6. Revisit either diagnostic, student grouping, or instructional design based on the outcomes of the progress monitoring.

Mid-cycle Data Analysis Cycle 2

You should plan on analyzing data mid-cycle at least once to regroup the students and come together to revisit your groups and target skills as a team.

MOY Data Cycle 3

1. Give all students the Middle of Year Benchmark assessment.
2. Print new student summaries.
3. Attach new student summaries on top of BOY summary sheets. (Background color should remain the same from prior assessment period to indicate growth.)
4. Move students on the data wall to a new composite score band.
5. Identify patterns and trends, and revisit your instructional groupings, target skills, and plans for progress monitoring. Continue using the data dialogue questions and the "Here's what, Now What, So What" protocol.

Here's What	So What	Now What
What are the facts? What is the data telling us?	What are the implications of the data? What does this mean for our students?	What next steps are we going to take to ensure success for our students?

6. Make some decisions as a team about next steps and instructional moves.

Mid-cycle Data Analysis Cycle 4

You should plan on analyzing data mid-cycle at least once to regroup the students and come together to revisit your groups and target skills as a team.

EOY Data Analysis Cycle 5

1. Give all students the End of Year Benchmark assessment.
2. Print new student summaries.
3. Attach new student summaries on top of EOY summary sheets. (Background color should remain the same from prior assessment period to indicate growth.)
4. Move students on the data wall to a new composite score band.
5. Identify patterns and trends, and revisit your instructional groupings, target skills, and plans for progress monitoring. Continue using the data dialogue questions and the Here's what, Now What, So What protocol.

Here's What	So What	Now What
What are the facts? What is the data telling us?	What are the implications of the data? What does this mean for our students?	What next steps are we going to take to ensure success for our students?

6. Make some decisions as a team about next steps and instructional moves.

APPENDIX B

Data Wall Preparation Directions

Preparing the Data

Option 1:

Print and cut out the individual student summary data from mclasshome.com.
Glue each student data sheet to the post-it corresponding to the composite score color.

Option 2:

Logon to mclasshome.com/wgen/lausd Look at each individual student's data and fill out the DIBELS NEXT ASSESSMENT TEMPLATE with your student's most recent scores. Cut and paste onto the post-it corresponding to the composite score color.

Pink/Red Post-It = Red/Intensive Composite Score

Yellow Post-It = Yellow/Strategic Composite Score

Green Post-It = Green/Benchmark Composite Score



Data Deep Dive

1. Select a student and click on his/her name.
 - a. What is most compelling about his/her score?
 - b. Do you see any patterns?
 - c. What does the score indicate about his/her phonemic awareness?
 - d. How might language influence the data?
 - e. Do we need more information? (PASI, TRC, CORE phonics)
 - f. What will be the target skill?
 - g. What will you progress monitor on?

Target Skill

Write or fill out the Target Skill and note the skill you would like to target for this student.

1. What skill would be the best to begin to focus on in small group instruction?
2. Look at his/her actual probe to determine common errors/patterns, etc.
3. Use the NOW WHAT tools under "Item Level Advisor."

Progress Monitoring

On the same post-it draw a T-chart **or** fill in what you will be progress monitoring on. Remember, you only progress monitor in ONE area.

Progress Monitoring

Recommendations:

Intensive: Once every 2 weeks

Strategic: Once every 4 weeks

Benchmark: As needed

Create Data Wall

Place post its onto a data wall in your classroom. Discuss progress with students and update according to recommendations. Post-its do not move until next benchmark assessment where data will be updated.

Data Dialogue

Guiding Questions

Early Language and Literacy Plan



- What does the data tell you?
- What questions does this data raise?
- How might language influence the data?
- What do the sub-measure scores indicate about their phonemic awareness, phonics knowledge, and comprehension?
- What is most compelling about the scores?
- Do we see any patterns?
- Do we need more information?
- What are the levels of support they will need?
- What areas will that support be in?
- What are the goals for student improvement and proficiency?

APPENDIX C

Budget Recommendations

Following are budget planning recommendations and considerations for all schools participating in ELLP Cohorts, to structure resources in support of Early Language & Literacy:

Data days for grade level teams TK-2 – 2x/year at minimal

- *Recommending 4 hours on a weekend after each benchmark DIBELS assessment window, to determine and document student progress and create instructional groupings to address student needs*

95 Percent Group PD for all staff at site

- *Perhaps working together with another school to help defray costs.*
- *95 Percent Group is on the LAUSD PD bench contract.*

95 Percent Group manipulative kits and materials for staff

CA Preschool Curriculum Framework & Preschool Learning Foundations

TK-K Standards Alignment Document

CA ELA-ELD Framework

CORE Teaching Reading Sourcebook copies for staff

Interventions for Reading Success –2nd Ed. (Windmueller)

Photocopying, paper, & printer toner to print data reports, materials for learning centers and small group instruction

Language!

- Identify/budget for a staff member who can take a *LANGUAGE! Tier 3/Replacement Curriculum* grouping of Grade 4-5 struggling readers 2 hours/day.
- *(Staff PD covered by DOI, Materials covered by SpEd)*

Burst

- Amplify Burst kits \$300
- Amplify Burst licenses \$60/seat