



EARLY LANGUAGE & LITERACY PLAN



Cohort 1

2015-2016

15 schools per
Local District

Cohort 2

2016-2017

30 schools per
Local District

Cohorts 3 & 4

2017-2018

All other District
schools

What's the Plan?

By June 2018, 100% of elementary schools in LAUSD will have engaged in a series of differentiated literacy professional developments based on expanding individual teachers' knowledge of foundational literacy content and language development. PD content is designed to be facilitated by school leadership teams and shared with staff. The goal specifically is to develop multi-tiered systems at each site to effectively address the needs of early emergent to fluent readers, so all students read, write, speak and listen with efficiency and accuracy by the end of second grade. See last page for budget ideas & recommendations.



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, K-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 data analysis to inform instruction, along with **prevention, and intervention** strategies.

School Commitment

Listed below are dates for the ELLP Cohort 4 professional developments.

Cohort 4 Kickoff Designee, Principal, one other staff member
select one date and attend together

Choice of Thursday, November 30th or December 7th (3:30 – 5:30pm)

January Symposium School Teams: Designee + 4 teachers

Wednesday-Friday, January 3, 4, 5, 2018 (8:00 – 3:00)

Launch PD - Systems and Structures Designee + Principal + 1 other staff

Saturday, February 10, 2018 (8:00 – 3:00)

Strengthening Practice Designee + 1

Saturday, April 14, 2017 (8:00 – 3:00)

Reflection and Planning Designee + 1

Thursday, May 31, 2018 (3:30 – 5:30pm)



All face-to-face PD above paid at hourly rate.

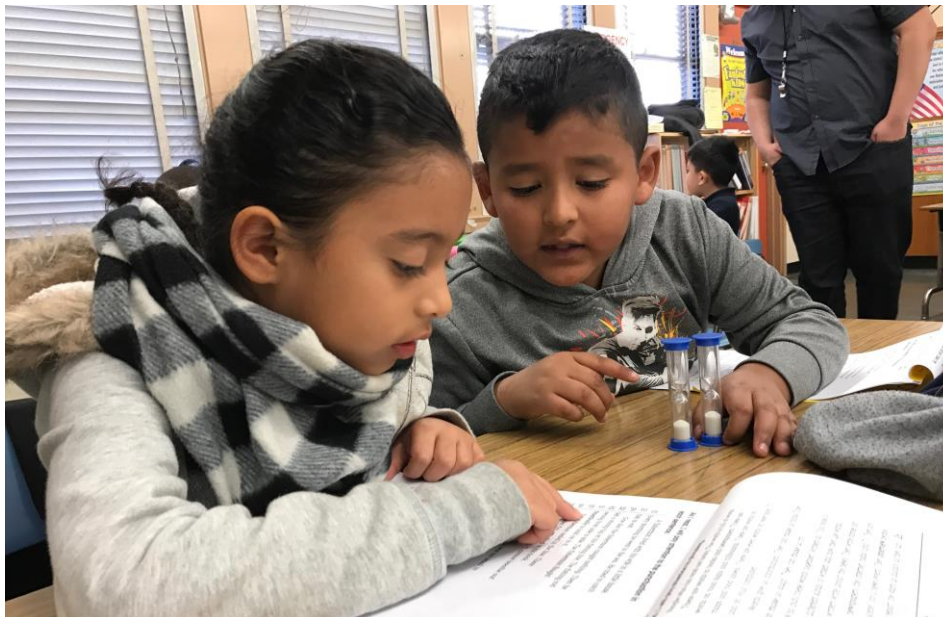
*Principals always welcome to ELLP PD but not obligated (exception: Kickoff and Launch).
Additional optional PD may be available over the year. (Optional PD paid at training rate.)*

Principal's Commitments

1. Select a school site Designee or Designee-teacher team to attend Kick-Off meeting plus 6 more PD sessions.
2. Watch [introduction video](#) and share with staff.
3. Attend Kick-Off meeting Thurs, Nov 30 or Dec 7, and Academy Launch PD on February 10.
4. Recruit/Select 4 additional teacher leaders to attend 3-day June Symposium with Designee.
 - 1- TK-K role
 - 1- 1st grade role
 - 1- 2nd grade role
 - 1- SpEd role = RSP teacher serving K-2 or SDP teacher on core curriculum serving K-2
5. Ensure all K-2 teachers assess students using DIBELS Next/TRC.
6. Ensure the development of Data Walls for grades K-2.
7. Plan for "data dialogue" every 6-8 weeks during Grade Level Meetings, PD Tuesday, and/or weekend half-day PD.
8. Support Early Language and Literacy Academy, daily small group instruction.

Designee's Commitments

1. Attend all weekend designee PD opportunities and network meetings with the goal of sharing the learning at school site. See dates above.
2. Support school in developing a Data Wall.
3. Support school in considering, developing, and implementing the **Academy Model**. (Model and Structure on page 3.)
4. Support in the recruitment/selection of 4 additional teachers to attend the 3-day January Symposium. See team composition notes in the Principal/ILT commitment column to the left. **NOTE: All teachers in attendance will be compensated at hourly rate for completing the three days of PD.**
5. Collect school-site data to share as part of designee homework.
6. Maintain required documentation and logs.
7. Submit logs for differential payment. ELLP differential is \$637 per semester for work completed on campus (*see info packet for details*). **PD on dates above paid at hourly rate in addition.**
8. Ensure all K-2 teachers assess students using DIBELS Next/TRC and analyze data for grouping after BOY & MOY at minimum.
9. Support implementation of academies at your school site.
10. Create academy groups for progress monitoring.

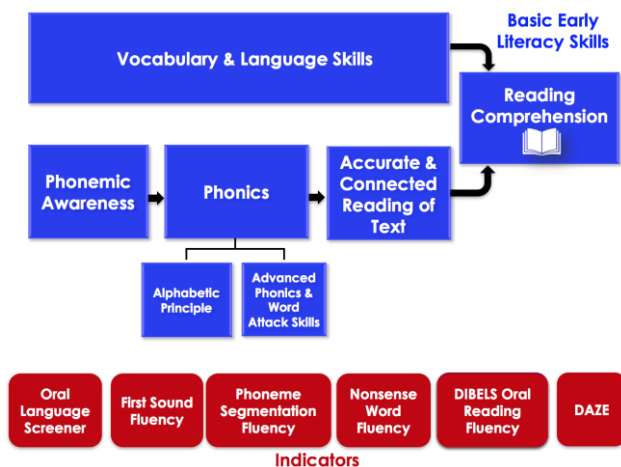


The Academy Model

Cycle of Targeted Instruction



Early Language and Literacy Academy focuses on Foundational Skills and Small Group Instruction (45-60 minutes).



In order to achieve ELLP goals, schools must do the following:

1. Commit to "Data Dialogues" for teachers to analyze individual student data in order to identify individualized targeted skills, thus creating Data Walls.
2. Plan across classrooms and/or across grade level "academy" time for specialized small group instruction that happens via mixing.

The Early Language and Literacy Academy is a data driven instructional approach designed to accelerate student achievement in English Language Arts in grades K-2.

Students receive targeted instruction in the CA ELA (aka CCSS) standards for Foundational Skills, Reading, Writing, Speaking and Listening, and Language.

This is accomplished through **flexible groupings** centered on supporting student language development and providing literacy instruction and intervention based on students needs, as determined by multiple measures.

Individual student data is carefully examined to identify students' instructional needs in **language development and foundational skills:**

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Oral Language Development

The **Early Language and Literacy Academy** goals:

- Accelerate instruction and intervention for students in grades K-2.
- Target critical foundation literacy skills early as a preventive measure.
- Reduce referrals to Special Education.

Schools concentrate energy and resources on building a Multi-Tiered System of Supports (MTSS). They 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.

Professional Developments includes:

- How to create data walls
- How to have data dialogues and data analysis
- 95 Percent Group face-to-face and online
- ELD Standards and considerations for EL's
- TRC (Text Reading Comprehension)
- AEMP (Academic English Mastery Program)
- Small Group Instruction & Learning Stations
- CORE Teaching Reading Sourcebook



School Site Implementation:

- School-Wide Data Walls (Using DIBELS Next, TRC, CELDT, additional measures as needed)
- Data Dialogues for teachers to look dig deep into individual student historical data
- Roll out of Early Language and Literacy Academy
- Grouping of students by need for core Foundational Skills instruction



Questions: Contact your Literacy Coordinators

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RESOURCES

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