Guiding Principles & Instructional Implications

*These core tenets guide the work of the Early Language & Literacy Academies:*

- Instruction and intervention is based on student need (as reflected in data)
- Data analysis drives decisions at all levels (school-wide, grade level, student)
- Multi-tiered systems of supports are constructed as a result of careful study of data
- Frequent monitoring of student progress is needed to ensure and maximize student language and literacy growth
- Professional development is ongoing and adjusted to meet teacher and student needs.

**Instructional Practices:**

- Implementation of California ELA and ELD Standards
- High-quality, evidence-based teaching strategies
- Frequent and ongoing student assessment
- Flexible grouping by identified need in literacy foundational skills
- Frequent academy meetings to evaluate effectiveness of instruction and intervention

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Bi-weekly Literacy Academy Meetings

- Public and shared responsibility for all students (data walls)
- Frequent and ongoing data analysis to adjust grouping and instruction as needed
- Planning for differentiated instruction and intervention
- Specific, research-based interventions matched to student needs
- Reflection on teacher practice and student learning

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Data Wall

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Los Angeles Unified School District
*All Youth Achieving*

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Early Language & Literacy Academy

A data-driven instructional approach designed to improve K-2 student achievement in Language and Literacy
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 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 student needs, as determined by multiple measures.

Individual student data is carefully examined to identify students’ instructional needs in the following Foundational Reading Skills:

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Many schools have already begun to organize literacy instruction K-2 around the tenets of the Early Language and Literacy Academy model, following the successes experienced at the schools using this model.

Schools concentrate energy and resources on building a Multi-Tiered System of Support (MTSS). They organize language/literacy instruction around student need, with a focus on prevention rather than intervention, to ensure all students are reading by 9.

Teachers collaborate to examine student work, analyze data, co-plan, and deliver lessons, so all students receive small group, targeted instruction.

The Early Language and Literacy Academy aims to:

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