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 and links to PD delivered to date in Cohort 1.

1. 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.

2. 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.

3. Provide professional development on data analysis to inform instruction, along with prevention, and intervention strategies.
Principal/ILT’s Commitments

1. Select a school site designee to attend 7 days of PD and support work on campus.
2. Watch introduction video.
3. Participate in follow-up FAQ webinar as necessary.
4. Attend 1 Saturday PD (paid @ hourly rate.)
5. Ensure the development of Data Walls for grades TK-2.
6. Plan for “data day” every 6-8 weeks (Grade Level Meeting, PD Tuesday, and/or weekend half-day PD)
7. Support Early Language and Literacy Academy, daily small group instruction.
8. Recruit/Select 4 teacher leaders to attend 3-day August Symposium with Designee.
   1- TK or K teacher
   1- 1st grade teacher
   1- 2nd grade teacher
   1- RSP teacher serving K-2 or SDP teacher on core curriculum serving K-2
9. Ensure all K-2 teachers assess students using DIBELS Next/TRC.
10. Complete pre- and post-surveys for CEIS.

Designee’s Commitments

1. Attend all designee PD opportunities and network meetings with the goal of sharing the learning at school site. See tentative dates listed above.
2. Support school in developing a Data Wall.
3. Support school in developing and implementing the Early Language & Literacy Academy. (Model and Structure on page 3.)
4. Support in the recruitment/selection of 4 additional teachers to attend the 3-day August Symposium. NOTE: All teachers in attendance will be paid 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. Annual differential is $1274 for the work completed on campus. In addition, all PD completion paid at hourly rate.
8. Ensure all K-2 teachers assess students using DIBELS Next/TRC and analyze data for grouping after BOY & MOY at minimum.
9. Complete pre- and post-participation CEIS surveys.
In order to achieve ELLP goals, schools must do the following:

1. Commit to “Data Days” 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 TK-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** aims to:

- Accelerate instruction and intervention for students in grades TK-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 Support (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
- UDL (Universal Design for Learning)
- ELD Standards and considerations for EL’s
- TRC (Text Reading Comprehension)
- AEMP (Academic English Mastery Program)
- Second Step (social skills and problem solving)
- Arts and Music Integration
- 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 Days 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

**Sample Data Walls**

**Questions?**

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The following budget planning recommendations should be considered by all schools participating in ELLP Cohorts, to structure resources in support of Early Language and Literacy Plan goals. Regardless of participation in cohorts, these recommendations should be taken into consideration when budgeting:

- **Data Days for grade level teams TK-2 – 2x/year at minimum**
  We recommend Data Days to be 4 hours on a weekend following each benchmark DIBELS assessment window, to determine and document student progress and create instructional groupings to address student needs.

- **95 Percent Group PD and online support for additional staff at site**
  (95 Percent Group offers PD and resources all along the language/literacy continuum.) For schools that would like more than the Designee and four teachers trained in 95 Percent Group PD, they can work together with another school to help defray costs. 95 Percent Group is available through procurement on the LAUSD PD bench contract.

- **95 Percent Group manipulative kits and materials for staff**
  95 percent group has a bench contract with LAUSD.

- **LANGUAGE! 4th Ed. Focus on English Learners Tier 3 curriculum for Gr 4-5**
  Identify and budget for a staff member to teach a LANGUAGE! Tier 3/Replacement Curriculum to a group of Grade 4-5 struggling readers, 2 hours daily. Staff PD for Tier 3 curriculum covered by DOI, Materials covered by SpEd. Please contact Lisa.Deross@lausd.net to place orders and for PD information.


- **Purchase or print CA ELA-ELD Framework** for staff.

- **Purchase or license CORE Teaching Reading Sourcebook** for staff.

- **Purchase Interventions for Reading Success – 2nd Ed.** (Haager, Dimino, Windmueller).

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

- **Burst - Amplify Burst kits $300 - Amplify Burst licenses $60/seat.**

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**ELLP PD TO DATE**

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**Early Language & Literacy resources**

[achieve.lausd.net/Page/6545](achieve.lausd.net/Page/6545)