



Supporting Literacy for All

Diana Inouye

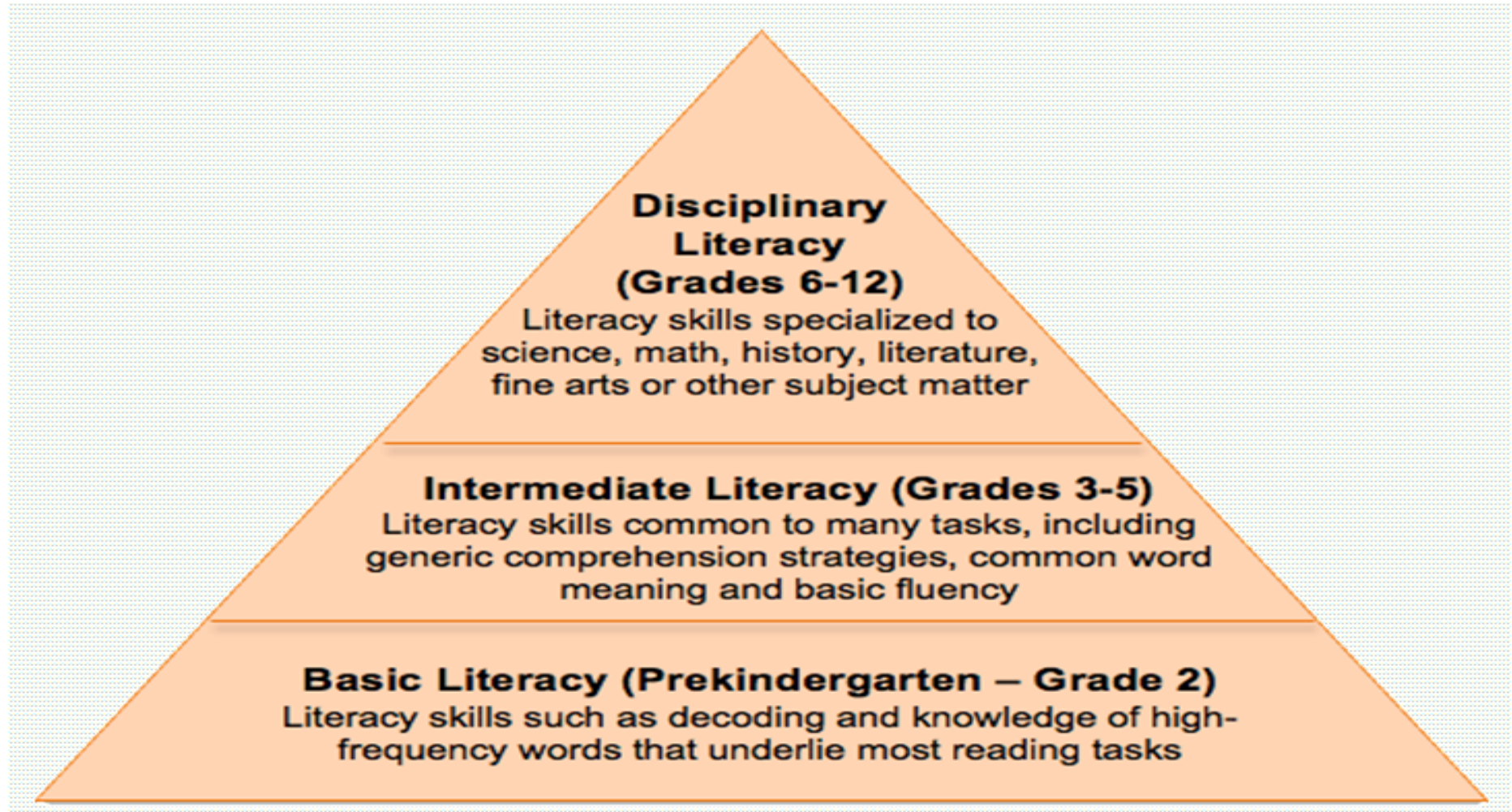
Coordinator, K-12 Instruction

Community Advisory Council

January 20, 2016

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The big picture



the Common Core and Students with Disabilities

from the California Department of Education:



“All students have access to the general education curriculum to allow them the opportunity to learn content-based, grade-level standards that can increase their academic achievement.”

“Struggling students need to be taught to the same standards; however, they will require increased instructional time, more carefully scaffolded instruction, and additional feedback and practice.”

eracy Goals for LAUSD SELPA:

increase participation of students with disabilities in statewide student assessment

increase percentage of students with disabilities who are literate

ensure that students with disabilities attain higher standards in reading





achieve these goals,

assure that students with disabilities will have full access to:

All required core curriculum

All state-adopted core curriculum textbooks and supplementary
textbooks

Appropriate targeted intervention programs in addition to the core
instructional materials and support to attain higher standards in
reading



**al education instructional personnel will participate in s
opment in the area of literacy including:**

ormation about current literacy and learning research
understanding of the role and use of assessment in determining
ropriate instruction and intervention
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gress monitoring

lementation of state adopted standards and frameworks
earch-based instructional strategies, including best practices, for
ching reading to diverse learners



Special education instructional personnel will be included in :

Curriculum materials selection process

Staff development activities related to literacy and reading

Any state or regional training based upon new legislation and implementation of the revised state frameworks, Common Core Standards, and District mandated instructional programs.

**would like trainings on how to apply research-based methods in teaching pre
cy and/or literacy (reading and writing) to students with disabilities.**



Value	Percent	Count
Strongly disagree	2.7%	32
Disagree	6.0%	71
No Opinion	9.3%	110
Agree	44.1%	522
Strongly agree	38.0%	450
Total		1,185

Total Responses	1,185
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2015-16 Literacy Initiatives in LAUSD

Division of Special Education



Summer Institute 2015

Salary Point Classes

Summer 2015 PD Series

Fall 2015 and Spring 2016 Professional Learning Series

Early Language and Literacy Plan – Cohort One 90 Schools

IDEC Instructional Supports

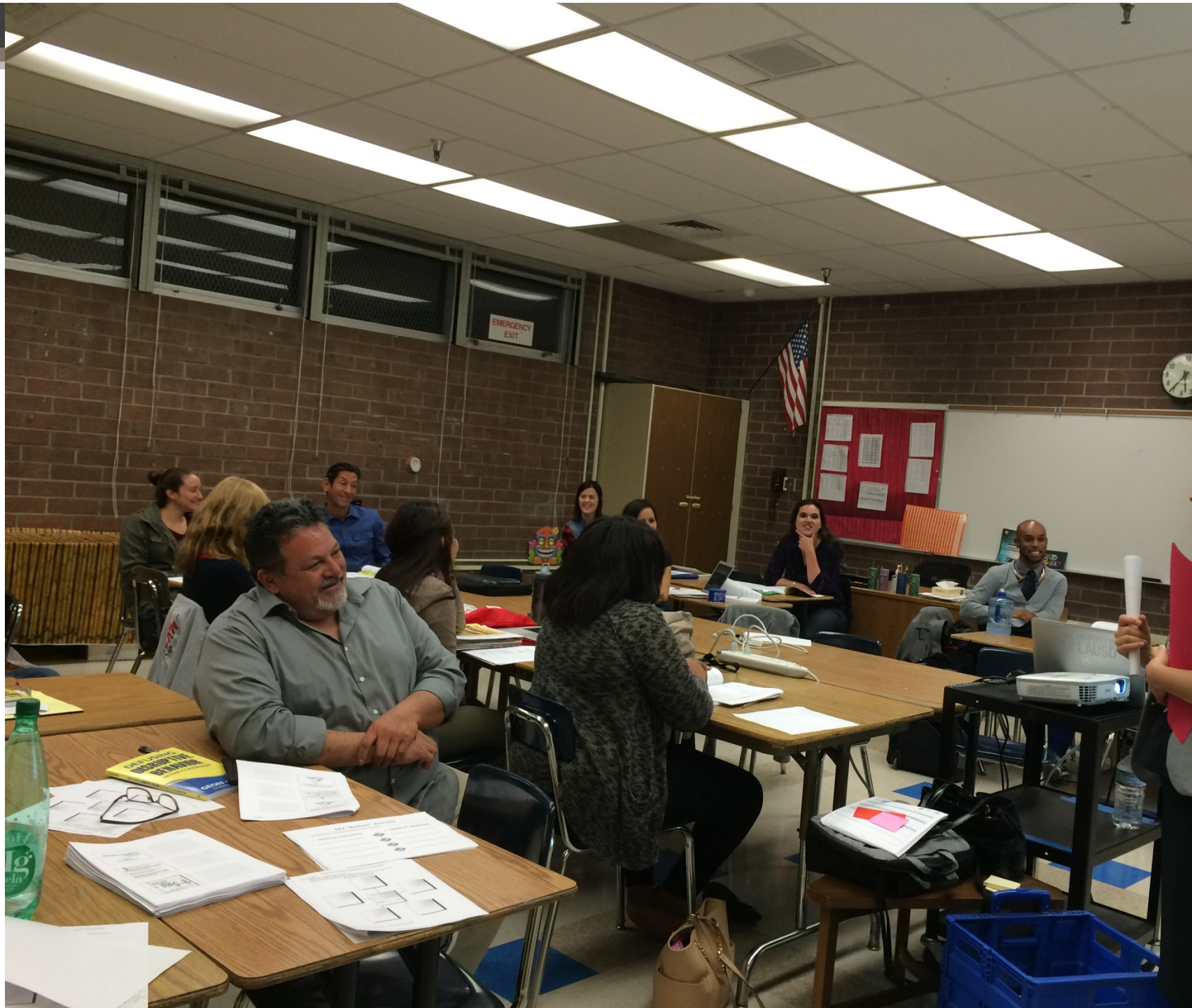
Parent Literacy Workshops



“The trainings in the Summer Institute were all very well prepared, organized, thoughtful, and informative. The best LAUSD training I’ve attended so far.”

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Professional
Learning Series
Summer 2015
Fall 2016
Spring 2016

Informatives

Early Literacy Academy - Brochure LP - Overview



EARLY LANGUAGE & LITERACY PLAN, LAUSD 2015-2016

Language and Literacy model is a data-driven instructional approach designed to support student language development and achievement in English Language Arts in grades TK-5. Students receive targeted instruction in Foundational Reading Skills and Oral Language Development, to support their growing independence in using and understanding language, and to develop written code.

Language development and foundational reading skills are essential to the success of all students. LAUSD language and literacy trend data indicate that without focused attention to oral language and teaching foundational literacy skills in a targeted and coherent manner, student growth in these areas will continue to stagnate.

A paradigm toward the varied use of time and instruction to create consistent successful outcomes for students requires a multi-year process. **The Early Language and Literacy Plan** is being phased in at 90 schools across all six local districts, and will reach all elementary schools over a three-year period. The intent is to provide maximum flexibility and viable options for implementation, guided by the evidence of student learning and engagement as measured by formative assessment. Additionally, a proportional number of primary grade teachers, approximately 15% of all primary grade teachers, in cohort I schools will be paid to attend introductory professional development on **Multi-tiered System of Support (MTSS), basic literacy pedagogy, using data driven instruction, and Universal Design for Learning (UDL)**. The intent is that designees will work with principals, teacher teams, and other staff to share professional development; to develop processes to analyze and make public student progress data; and support the planning and implementation of effective small group instruction and intervention to developing readers PreK-5.

To support the shift and facilitate teacher collaboration at sites, schools in implementation will designate a Language and Literacy Designee, a role receiving a coordinating yearly stipend. In 90 schools, 15 schools per Local District, in 2015-2016. Literacy and Language Designees will receive professional development and participate in network meetings in their local districts. They will help to organize efforts in literacy and language instruction to best support students in need of foundational skills at their site.

In the building of schools' professional capital, Division of Instruction and Local Literacy Coordinators have developed a course catalogue of professional development in the Multi-tiered System of Support (MTSS), basic literacy pedagogy, data driven instruction, and Universal Design for Learning (UDL). This growing catalogue will be available to the entire district and include presentations, videos, archived webinars, planning materials, and other resources to support Literacy and Language Designees and Principals as lead learners carrying out the ongoing work of supporting schools in improving language development and literacy skills and outcomes for students.

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



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



Data Wall

Los Angeles
Unified School
District

All Youth Achieving



Early Language & Literacy Academy

A data-driven instructional approach designed to improve K-2 student achievement in Language and Literacy

achieve.lausd.net/Page/6545

IDEA Instructional Supports

Intensive Diagnostic Educational Centers (IDEC)

Intensive Diagnostic Educational Centers (IDEC) are district-wide that provide K-12 intensive literacy and math instruction to students in Special Education who have not responded to previous interventions. See detailed description below.

Integrated Learning Academies (ALA)

Integrated Learning Academies (ALA) are district-wide that provide intensive literacy and math instruction to general education students at-risk for referral to special education. See detailed description below.

Affiliate Schools

Affiliate Schools are schools where IDEA Instructional Facilitators (IFs) support existing classroom instruction and school staff with toolbox of supports. IFs provide IDEC resources and strategies, along with professional development, coaching, co-teaching, and co-planning opportunities for the IDEA Center School Staff. See detailed description below.

Co-Teaching Model

Co-teaching Model is implemented at three IDEC sites (Telfair ES, K-3; Ramona ES, Grades 4-5; Burbank MS, Grades 6-8) where a co-teaching model is used to have a Special Education teacher address foundational skills while concurrently a General Education teacher offers accessibility and transition skills through grade-level standard-based instruction. See detailed description below.

Compensatory Instruction Providers (IIP)

Compensatory Instruction Providers (IIP) are district-wide that provide compensatory education offered as a legal remedy to compensate a student for past denial of FAPE. See detailed description below.

LA Literate Adolescents (LA) Intervention Project

LA Literate Adolescents (LA) Intervention Project is a district-wide collaboration with Cal State Northridge through the awarded Federal Model-Demonstration Grant focusing on addressing access to and applied literacy with high school students. See detailed description below.

DEC STUDENTS . . .



struggling readers who demonstrate significant difficulty in reading fluency, vocabulary development, and reading comprehension

in grades K-12 working on the Common Core State Standards

identified for IDEC through the IEP process which includes the participation of a member of IDEC Team

participate in physical education and elective classes and follow the core curriculum

receive a battery of diagnostic reading and math assessments to determine their areas of strength and academic need

use interactive technology and web-based programs to support learning

become engaged learners who develop effective study skills that support their ongoing success in school

Applying Close Reading to a Piece of Artwork

Helping Your Child Succeed in CCSS English Language Arts Student Workshop

July 26, 2016
August 2, 2016
August 9, 2016

Webster MS
Byrd MS
135th St. EL



Handout

or more information:

**LAUSD Division of Special Education
K-12 Instructional Programs**

(213) 241-6701

<http://achieve.lausd.net/sped>



A teacher affects eternity; he can never tell
where his influence stops. ~Henry Adams

