

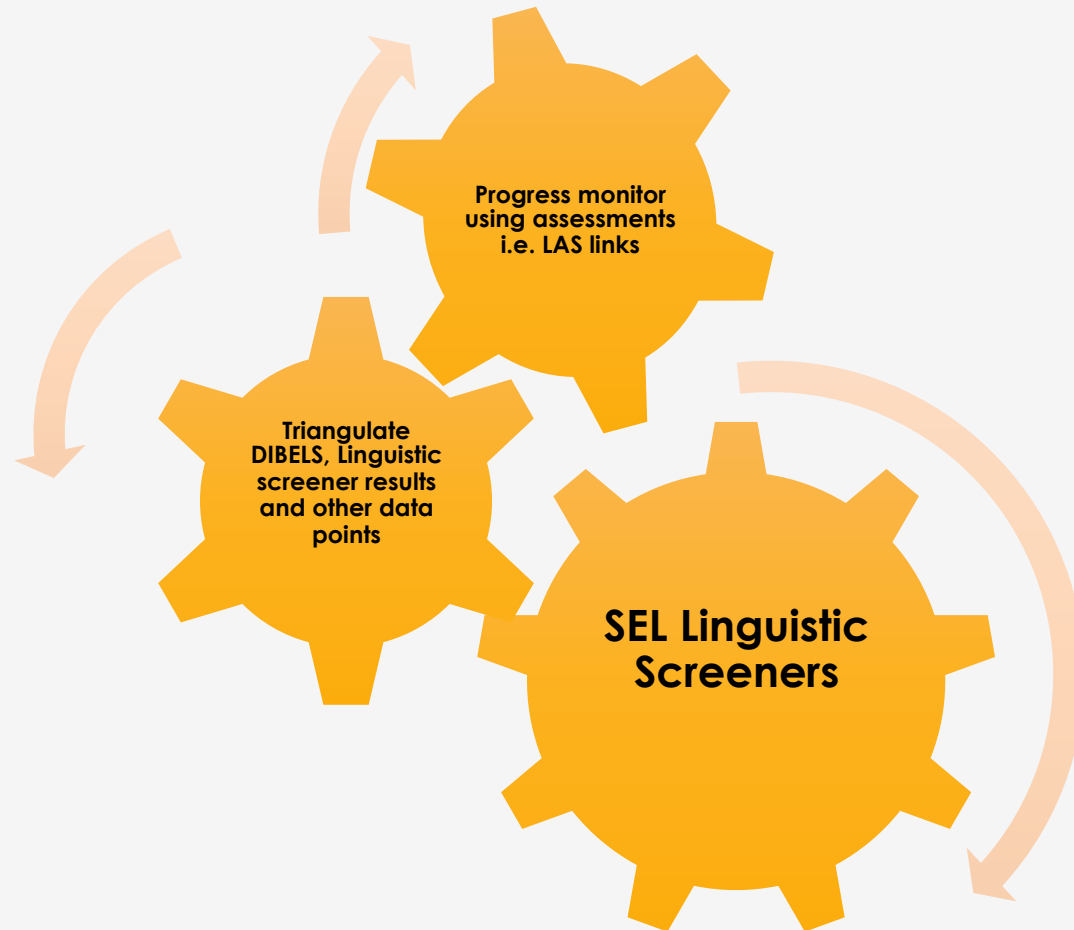
**STRENGTHEN SUPPORT FOR  
STANDARD ENGLISH LEARNERS  
BOARD RESOLUTION UPDATE**

Kandice McLurkin Program Coordinator

Cherise Roper Principal 74<sup>th</sup> St Elementary School

May 2016

# 1. Appropriate Assessment





# DIBELS<sup>®</sup> Next



## ALL DATA *Comprehension*

BEGINNING OF YEAR (FALL 2015)

Goal: 8 points

Level	# of students
Benchmark	5
Below Benchmark	8
Far Below Benchmark	8

Each 0 = 1 student

Rm 21: Dr. King

## DIBELS DATA *Fluency*

BEGINNING OF YEAR (FALL 2015)

Goal: 70 correct words per minute

Level	# of students
Benchmark	5
Below Benchmark	8
Far Below Benchmark	5

Each 0 = 1 student

Rm 21 Dr. King

## Knowledge of Language: CCSS.ELA- LITERACY.CCRA.L.3

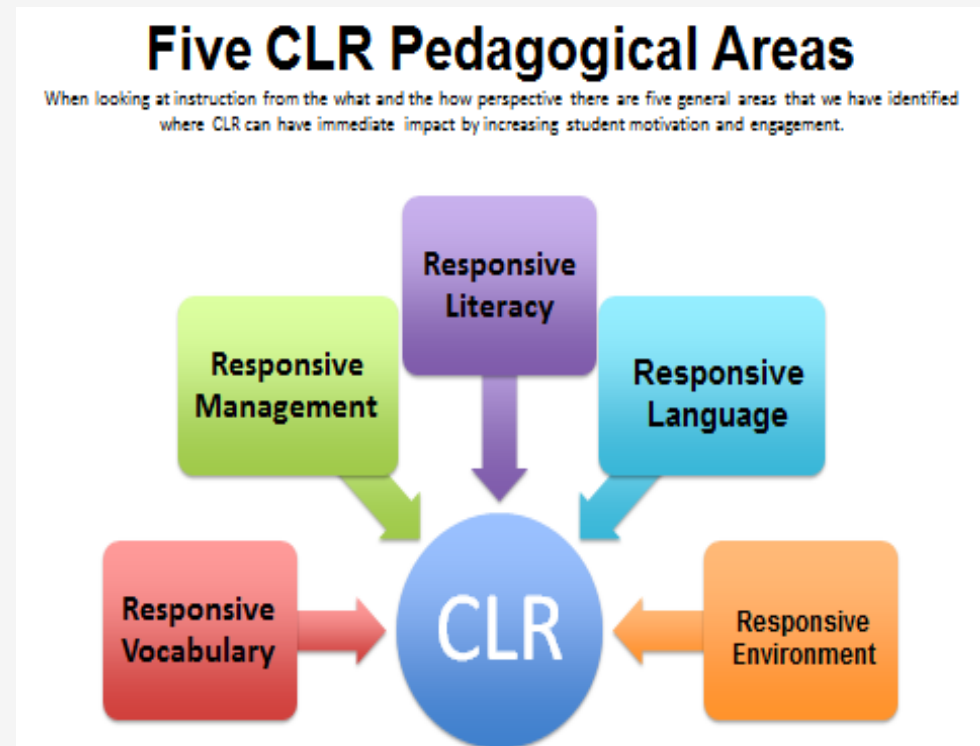
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Intervention Progress Results

Area of Reading Intervention	Child's Name	Pre-Intervention Scores	Week of 2.19.16	Week of 2.26.16	Week of 3.4.16	Week of 3.11.16
FSF – Goal 30		9	18	21	Absent	42 FSF 36 PSF
FSF – Goal 30	<u>Noemy Marcial</u>	8	10	19	13	Absent
FSF – Goal 30	<u>Sabrina Samaniego</u>	19	22	32	27	28
FSF – Goal 30	Evelyn Lopez	0				
PSF – Goal 40	Maria Aragon	7	25	36	46 Move to NWF	34 NWF
PSF – Goal 40	<u>Tracy Avelarde</u>	3	11	31	37 Move to NWF	82 NWF 16 DORF
PSF – Goal 40	<u>Brandon Barranco</u>	3	21	37	38 Move to NWF	37 NWF
PSF – Goal 40	Jorge Gonzales	5	27	44	38 Move to NWF	31 NWF
PSF – Goal 40	Kaylee Lemus	22	31	46	45 Move to NWF	58 PSF 65 NWF 14 DORF
PSF – Goal 40	Esmeralda Sandoval	32	45	32 PM FSF	30 FSF 54 PSF Move to NWF	57 PSF 48 NWF
PSF – Goal 40	Johnny Tatum	2	33	30	38 Move to NWF	38 PSF 27 NWF
PSF – Goal 40	Nicole Thomas	1	6 Aide + 3	6 Teacher + 3	6 Listening Center with	10

## 2. Professional Development

- Equal Access Series
- CLR Institutes
- Fellowships

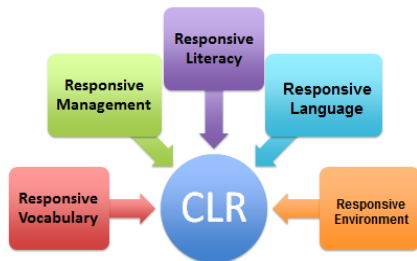


# CULTURALLY AND LINGUISTICALLY RESPONSIVE PROFESSIONAL LEARNING NETWORK



## Five CLR Pedagogical Areas

When looking at instruction from the what and the how perspective there are five general areas that we have identified where CLR can have immediate impact by increasing student motivation and engagement.



- Crenshaw High School
- Susan Miller Dorsey High School
- Orville Wright Middle School
- Horace Mann Middle School
- Harte Preparatory Middle School
- YES Academy
- Raymond Elementary
- 74<sup>th</sup> Street Elementary



“If we build structures of responsiveness, all students will achieve excellence”

# Classroom Walkthrough Tool: CLR Room Environment and Management

Indicate which "Look Fors" are present.

Teacher

Grade Level

- ETK
- First
- Second
- Third
- Fourth
- Fifth
- Fourth/Fifth

Identify research-based access strategies:

- Making Cultural Connections
- Instructional Conversations
- Contrastive Analysis
- Advanced Graphic Organizers
- Cooperative/Communal Learning
- Academic Vocabulary Development

Identify use of Responsive Management (Hollie, 2015)

- Strategic use of attention getting signals
- Use of protocols for responding
- Use of protocols for discussing
- Use of movement activities
- Use of extended collaboration activities

Determine levels of engagement:

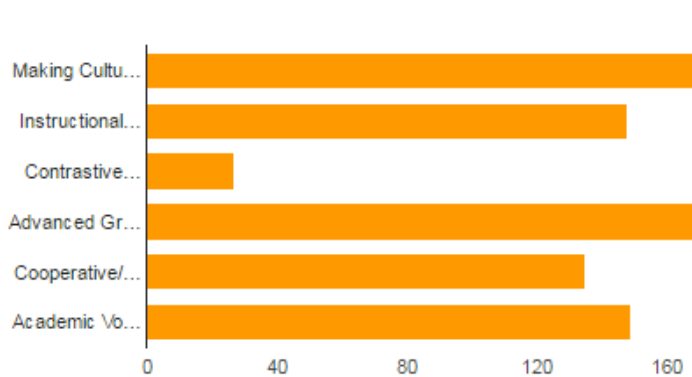
- Highly engaged- Most students are authentically engaged.
- Well-managed- Students are willingly compliant, ritually engaged.
- Disengaged/Dysfunctional- Many students actively reject the activity.

Focus on a Culturally Responsive Classroom Environment

- Classroom is reflective of the students' culture



## Identify research-based access strategies:



Making Cultural Connections	170	85.4%
Instructional Conversations	148	74.4%
Contrastive Analysis	27	13.6%
Advanced Graphic Organizers	172	86.4%
Cooperative/Communal Learning	135	67.8%
Academic Vocabulary Development	149	74.9%





### **3. Targeted Resources to support SELs in all schools**

- Contract with university partner – UCLA Center X
- CDE partnership to provide an additional \$300,000 to support our research efforts
- 6 Local District SEL Coordinators
- 11 SEL Language Coaches

## 4. Parent Education and Engagement

- Partnerships
- Funding support for 40 Parent Representatives
- Capacity Building



## Parent Engagement Activities

AEMP Parent Rep -  
Presenter at the AMAE/  
AEMP Parent Conference

Walk to School Day

Nutrition Workshop

eChoices Workshop

College and Career  
Readiness Workshop

Engaging Young Readers to  
Improve Reading  
Comprehension

Big Smiles: Free Dental Care



## 5. Model Schools in every Local District

- These emerging models of excellence in CLR will be developed in every Local district.
- The emerging model schools include:
  - LD West: 74<sup>th</sup> Street ES
  - LD East: 2<sup>nd</sup> Street ES
  - LD South: Manchester Avenue ES
  - LD Central: Lizarraga ES
  - LD North East: Rio Vista ES
  - LD North West: Nevada ES

# 74th Street School



AEMP Model School

Support Team comprised of:


SEL Data Coordinator  
Parent Representative  
SEL Instructional Coach



## SEL Instructional Coach



- Problem-solving data analysis
- Provides demonstration lessons.
- Plan and deliver professional development.
- Classroom observations to determine areas for support.
- Deliver actionable feedback.
- Collaborative planning of lessons.
- Provide opportunities for parent and community engagement.

**AEMP Classroom Walkthrough Notes**



Mr./Ms./Mrs. <<Teacher>>,

The process of offering feedback is to engage in dialogue and reflect on teaching practices and school wide goals.

Teacher: <<Teacher>>	Room: <<Room>>	Grade: <<Grade Level>>
<b>Focus: Culturally Responsive Classroom Environment</b> <<Focus on a Culturally Responsive Classroom Environment>>		
	<<Glow>>	
	<<Grows>>	

Thank you for all you do to help provide instruction for Standard English.

Please feel free to follow up with me on any of the aforementioned.

*Ms. Myles*



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

**AEMP CWT Look Fors 3.0**

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_  
 Time: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Focus: \_\_\_\_\_

**1. Focus on Curriculum**

1a. What is the learning objective(s) for the lesson?  
 \_\_\_\_\_

1b. Learning objective(s) is evident to the students? (select one)  
 Evident     Not evident     Unable to determine

1c. Learning objective(s) on target for grade-level standards (select one)  
 Yes     No     Unable to determine

**2. Focus on Instruction**

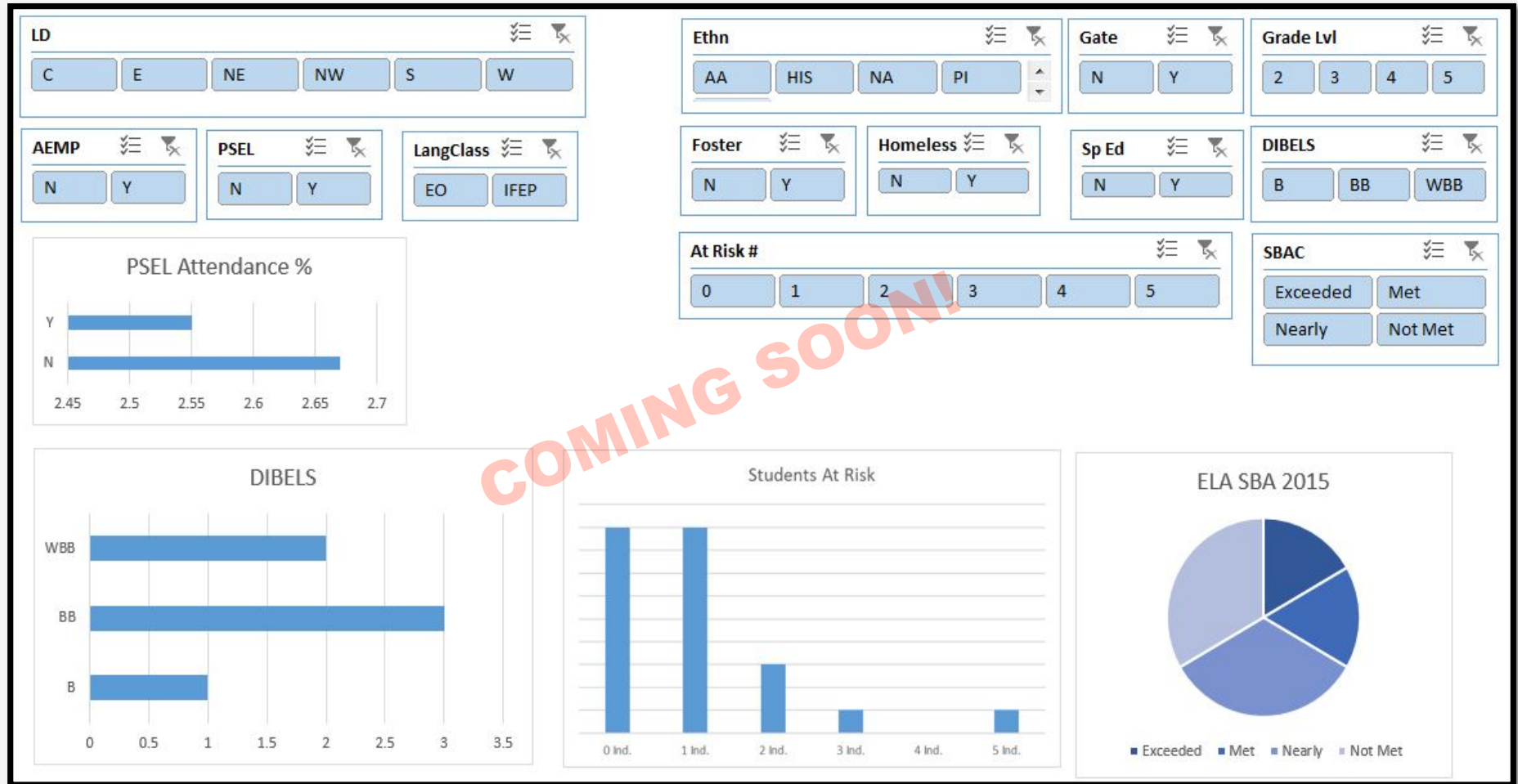
2c. Identify research-based access strategies  
 T S \_\_\_\_\_ T2 \_\_\_\_\_  
 Making Cultural Connections     Instructional Conversations  
 Contrastive Analysis     Advanced Graphic Organizers  
 Cooperative/Communal Learning     Academic Vocabulary Dev.



## 6. Identification of SEL Students

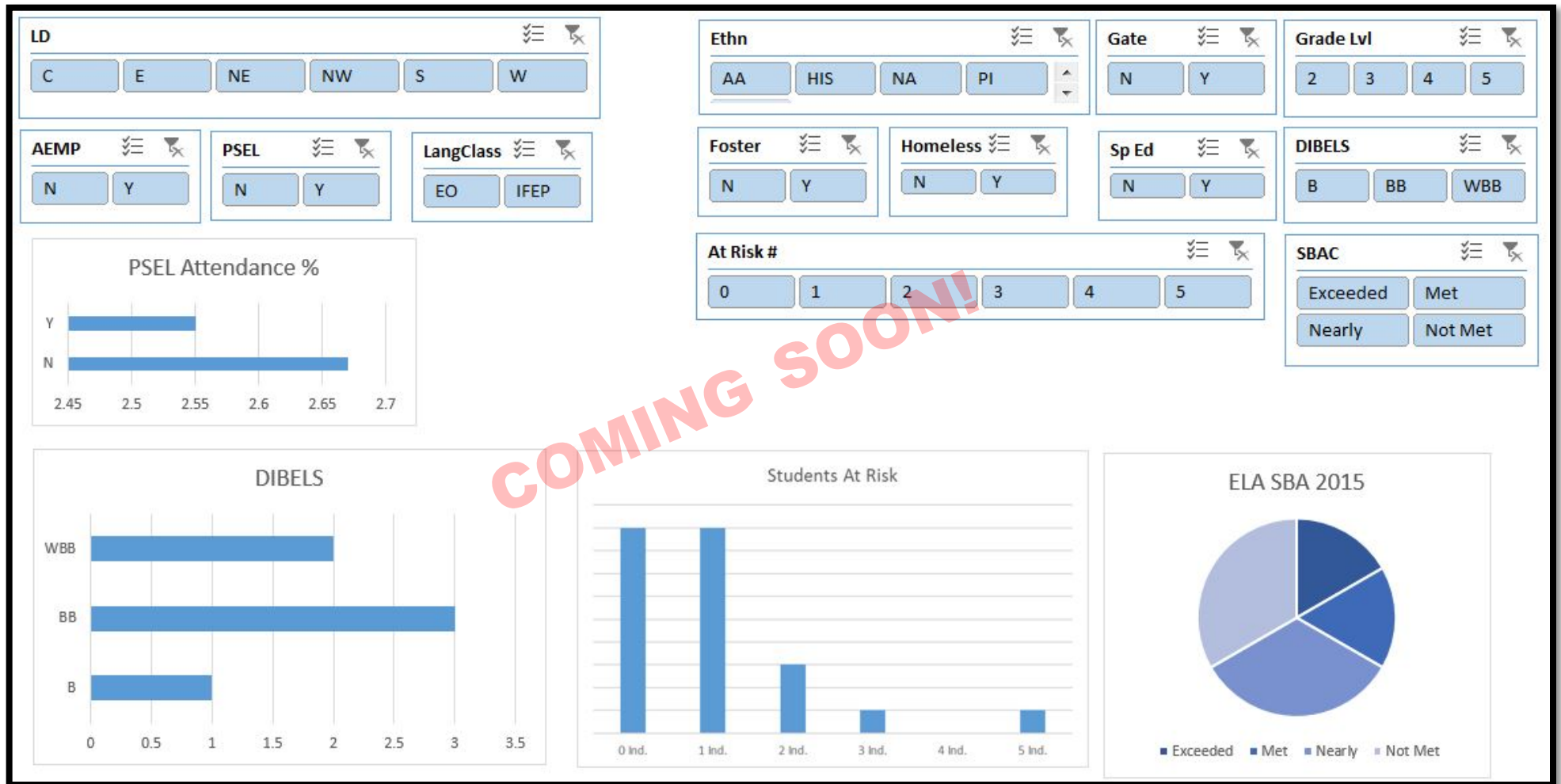
- Partner with UCLA on use and administration of
  - Linguistic Screener
  - LAS Links
- Development of SEL Dashboard
  - Academic Data Alerts
  - Social Emotional Data Alerts
    - Attendance
    - Suspensions
    - Foster Care
    - Homeless

# SEL Dash Board (Available August 2016)



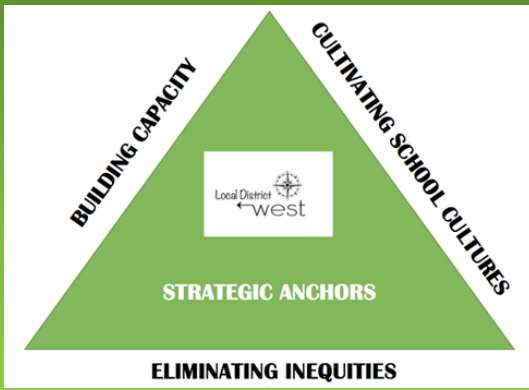


# SEL Dash Board (Available August 2016)



# Local District West

## CULTURALLY AND LINGUISTICALLY RESPONSIVE K-12 PROFESSIONAL LEARNING NETWORK



*“If we build structures of cultural responsiveness. all students will achieve excellence.”*

## Superintendent’s Message



**Cheryl Hildreth**  
Local District West  
Superintendent

The Los Angeles Unified School District serves one of the most linguistically diverse student populations in the country. Our Standard English Learners (SELs) are among the most underserved populations in our district and across this nation. Data from preliminary screening of students in LAUSD

identify probable SEL’s in LD West to be somewhere north of 10,000 students.

Local District West is proud have the largest population of SELs in LAUSD. With the support of the Academic Mastery Program (AEMP), LD West created a K-12 Culturally Responsive Professional Learning Network (CLR-PLN) in order to better prepare teachers to support SELs. The CLR-PLN includes AEMP model and emerging model schools and provides teachers with an opportunity to work, share, learn and observe CLR strategies in a safe, supportive environment. Selected teachers and staff regularly visit AEMP schools to engage in teacher-to-teacher observations, learn together, and provide actionable feedback. The feedback then informs school site coaching, support and professional development crucial to a continuous cycle of growth and improvement.

Teachers and administrators from elementary and secondary schools have benefited greatly from our Culturally Responsive Professional Learning Network. Our goal is to build capacity in regards to culturally responsive teaching at every grade level so that all schools in LD West can learn from one another. This newsletter provides just a glimpse of the extraordinary work done by this cadre of professionals. For more information contact Stephen Rochelle, Coordinator, Standard English Learners at [srochell@lausd.net](mailto:srochell@lausd.net).

Keep an eye out for monthly updates!

### **Local District West CLRPLN Schools**

Crenshaw High School  
Susan Miller Dorsey High School  
Orville Wright Middle School  
Horace Mann Middle School  
Harte Preparatory Middle School  
YES Academy  
Raymond Avenue Elementary  
74<sup>th</sup> Street Elementary

## Academic English Mastery Program

The Los Angeles Unified School District's Academic English Mastery Program (AEMP) is a comprehensive researched-based program designed to address the language, literacy and learning needs of Standard English Learners (SELs), which includes African-American, Mexican-American, Hawaiian American, and Native American students for whom Standard English is not native. The primary goal of the Academic English Mastery Program is to scaffold learning for SELs in order to increase their access to core standards-based curricula and to increase academic achievement.



## Parents as Partners

AEMP Parent Representatives are essential members of the CLR community. They understand the role of parents in improving student achievement and promote the goals and objectives of the Academic English Mastery Program at their local school sites and the community at large. They help to ensure the integrity of the program by promoting Cultural and Linguistic Responsiveness through Parent Empowerment Workshops, the distribution of literacy and language acquisition materials, and by overseeing the operation and function of the AEMP Parent Information/Involvement Center. AEMP Parent Representatives actively engage and recruit parents to become partners with the school in support of equal access to the core curriculum for underserved students.



## Coaches' Corner

*Jamall Farr is a first year SEL Coach at YES Academy. He shares his experiences in the first of a series of columns that spotlight coach's roles, duties, and contributions.*

My first year at YES Academy has been both challenging and rewarding. Every day is an exciting opportunity for growth and an exciting opportunity to raise the level of cultural competency in my school, the district, and eventually the nation. I know that the work we do matters.

Fortunately I have been able to use Culturally and Linguistically Responsive principles to validate, affirm, build and bridge in order to provide meaningful feedback and build positive relationships with other staff members.

When visiting classrooms, I am often amazed at the phenomenal instruction our students are receiving. Our work is to highlight, replicate and improve upon what we see so that all of our students benefit from instruction that is affirming and culturally responsive.

Planning and organizing Culturally Responsive walk-throughs at various schools as part of the Local District West team has broadened my knowledge and skills around calibrating my rater proficiency during classroom observations. The most rewarding thing about the walkthroughs is the way stakeholders at all levels leave inspired and with a renewed sense of possibility and purpose. The walkthroughs are a great time to see best practices in action! Everyone from teachers to coaches to principals have an opportunity to see Culturally and Linguistically Responsive strategies, then brainstorm ways to improve instructional practices at their individual school sites.

The Academic English Mastery Program is important to me because it is devoted to researching and implementing instructional strategies that increase cultural proficiency. AEMP seeks to provide educators with the skills needed to positively impact the achievement of students who have historically been on the wrong side of the achievement gap. This work is important and I am proud to be a part of it.

# CLR-PLN Classroom Walk-Throughs

## *Building Capacity Through Collaboration*

This school year, several schools embarked on a special journey with the final destination being CLR Proficiency. Several elementary, middle, and high schools became a part of the first ever Local District West Culturally and Linguistically Responsive Professional Learning Network (CLR-PLN). The goal of LD West's CLR-PLN is to build knowledge and increase capacity for schools who serve Standard English Learners.

LD West has the highest number of schools in Academic English Mastery Program's support network. In order to provide an opportunity for administrators and teachers to gain access to what CLR looks like in action across the local district, a series of Classroom Walkthroughs were scheduled. Before we knew it, this vision for increased collaboration took on a life of its own. This series of walkthroughs have impacted teachers and administrators as well as local district and central staff. They took time out of their busy schedules to share their experiences as participants in the CLR-PLN Walk-Through process.



By visiting various campuses, I was able to see discussion and participation protocols in action. I saw how the protocols needed to be explicitly taught in lower grades and reinforced as students advance toward 12<sup>th</sup> grade. As the protocols remain in place, students require less direction to remind them how to use them.

- Adam Beckner, SEL Data Coordinator, Wright MS STEAM Magnet

"The AEMP walk-through observations were a meaningful experience. I was excited to be able to highlight the culturally and linguistically responsive instructional strategies in my classroom. It was a learning experience being able to read my visitors' comments and reflect on how I can grow as an educator. As an observer at a secondary school, I was eager to learn how CLR strategies were being implemented in the classroom and how high school students would respond to culturally relevant instruction."

- Miisha Davis, Third Grade Teacher-74<sup>th</sup> Street Elementary School



Dorsey was extremely proud to be the first high school that participated in the CLR walk-through process as the observed school. Of course we were nervous, but Mr. Rochelle's team of SEL Instructional Coaches assisted our staff throughout the planning process. From developing the agenda, the observation schedule, gathering school data, preparing packets for visitors and collaborating with our parent center, his team supported Dorsey along the way. They reminded us that this process was not evaluative, but a tool to help our school grow and increase student achievement. We appreciate the elementary, middle, and high schools that attended the CLR walk-through and provided feedback. It is great to receive confirmation that Dorsey's teachers are amazing. It was also great to receive immediate and actionable feedback that the administration team was able to share with teachers the same day. I highly recommend that more schools sign up and participate in the process. It is important to equip teachers and staff with the tools and resources to support the success of ALL learners.

- Dr. Dorothy Cotton, Assistant Principal- Susan Miller Dorsey High School



## **Cherise Roper**

Principal  
74<sup>th</sup> Street & Gifted Magnet  
Elementary School

# **Principal's Perspective**

## **Views on Culturally Proficient Leadership**

As the principal of Seventy-Fourth Street & Gifted Magnet Elementary School, I am proud to work with an exceptional staff that recognizes the unique opportunity we have to address the Language Proficiency needs of our Standard English Learners (SELs). Together, we are dedicated to assuring excellence in education for traditionally underperforming and underserved students.

Here at Seventy-Fourth Street & Gifted Magnet, we believe that Culturally and Linguistically Responsive Instruction is critical to closing the achievement gap. Through my participation as a principal at two Academic English Mastery Program school sites, I have come to understand that students who successfully navigate through the educational system tend to be those who have a rich command of the

academic language skills needed to satisfactorily read, speak, and write.

I am excited about the opportunity to be a part of the Local District West's CLR-PLN continuous learning cycle. This provides teachers and administrators with multiple opportunities to improve current practices. Having the chance to learn from one another and duplicate effective practices throughout the school district is the exact model that LAUSD needs to increase Standard English Learners' access to core standards-based curricula.

## **LD West: *Embarking on a Journey to Cultural Responsiveness***



### **Our Journey Began with...**

74<sup>th</sup> Street Elementary  
Harte Preparatory Middle School  
Raymond Avenue Elementary  
Susan Miller Dorsey High School  
Horace Mann Middle School

### **The Journey Continues...**

#### **Crenshaw High School**

(April 28, 2016)

#### **YES Academy**

(May 12, 2016)

#### **Orville Wright Middle School**

(May 28, 2016)

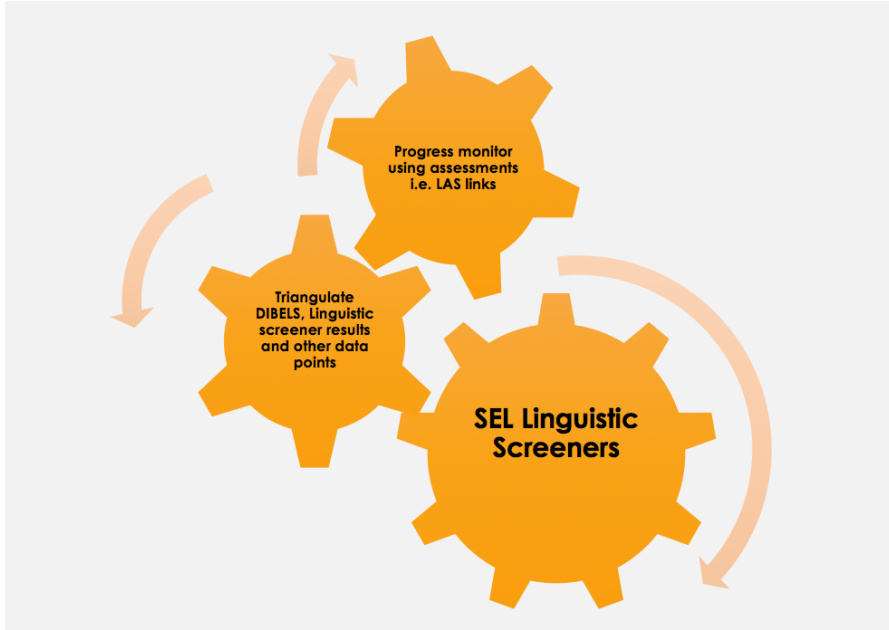
#### **CLR Resources can be found by visiting:**

- The AEMP Website at [bit.ly/AEMPWebsite](http://bit.ly/AEMPWebsite)
- [Culturallyresponsive.org](http://Culturallyresponsive.org)

*Submissions compiled by: Regina Myles, SEL Instructional Coach-74<sup>th</sup> Street and Gifted Magnet School.*

**Action Step #1:**

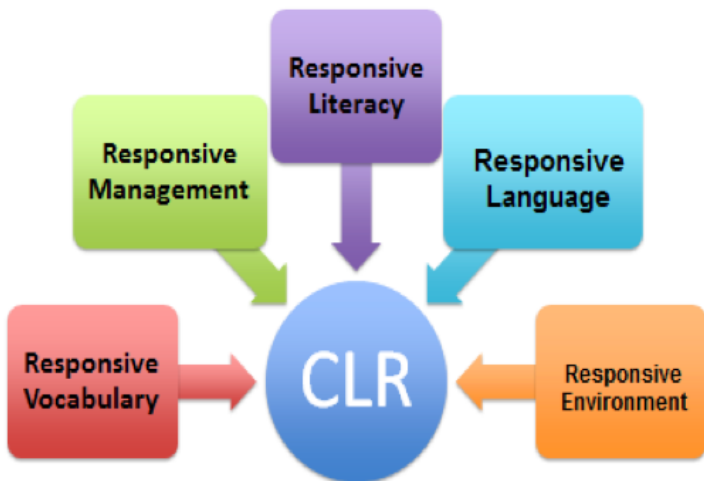
**Appropriate Assessment**



**Action Step #2:**

**Professional Development**

- **Equal Access**
  - Two-day series which addresses unconscious biases and the five tenets of CLR.
- **CLR Institutes**
  - Designed for AEMP schools (expanded from 60-76 schools)
  - Topics included: STEAM, brain compatible teaching, research-based cooperative learning structures, culturally empowering texts in classrooms, and responsive academic vocabulary
- **Fellowships**
  - Balanced Literacy



**Action Step #3:**

**Targeted Resources to support SELs in all schools**

- Partnership with university (UCLA Center X) to ensure a quality plan and support in addressing unconscious biases and best practices for supporting for SELs
- Additional funding from CDE to support our research efforts
- Fund 6 Local District SEL Coordinators
  - Implement and support other district initiatives
    - Early Literacy Project
    - Master Plan Institute
    - LAUSD/UCLA Collaboration- 28 Schools Project
    - Student Support Progress Team
- Fund 11 Strategically Placed SEL Language Coaches
  - Responsible for the development of an emerging model of excellence in CLR at every local district

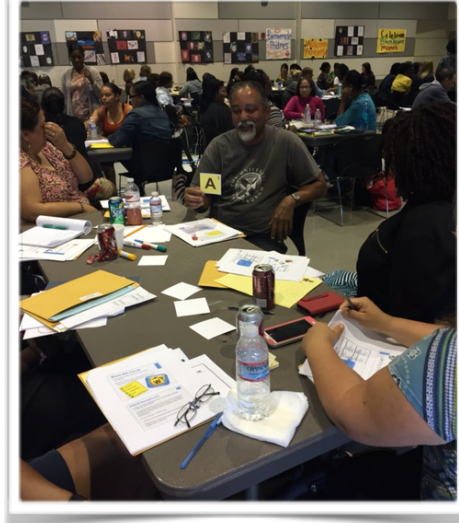
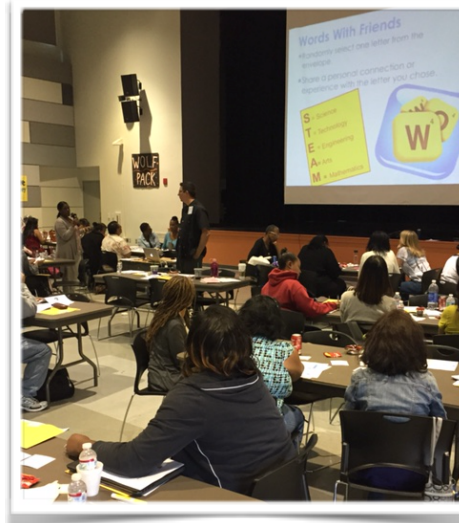
**Culturally Linguistically Responsive (CLR) Teaching** can be defined as using the cultural knowledge, prior experiences, frame of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. CLR Education to be implemented in the fall 2015 which includes the following action steps:

1. Appropriate Assessment of the academic language needs of SELs as delineated in the Master Plan
2. Professional Development for teachers and administrators regarding best practices
3. Targeted resources to support SELs in all schools
4. A parent education/engagement component to support learning at school
5. A model school to be available in every Local District
6. An annual count of SEL students beginning in the 2016-17 school year

**Action Step #4:**

**Parent Education and Engagement**

- Created Partnerships with:
  - Parent Community Student Services Branch (PCSS)
  - College Board
  - UCLA
  - AMAE
- Parent Representatives at select AEMP schools are responsible for implementation of effective Parent Information Centers (PICs) and attending quarterly professional developments
- Build parents' capacity to provide professional developments at their school sites and other conferences



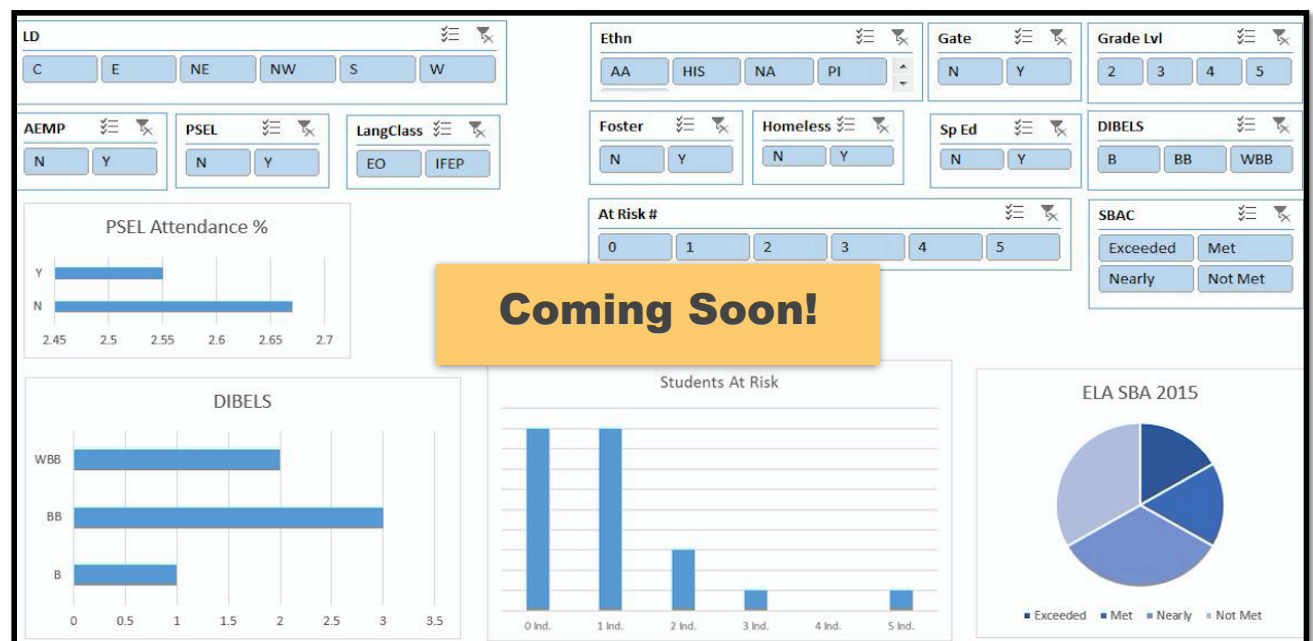
**Action Step #5:**

**Model school in every Local District:**

- LD Central: Lizarraga ES
- LD East: 2nd Street ES
- LD North East: Rio Vista ES
- LD North West: Nevada ES
- LD South: Manchester Avenue ES
- LD West: 74th Street ES

**Action Step #6:**

**Identification of SEL Students**

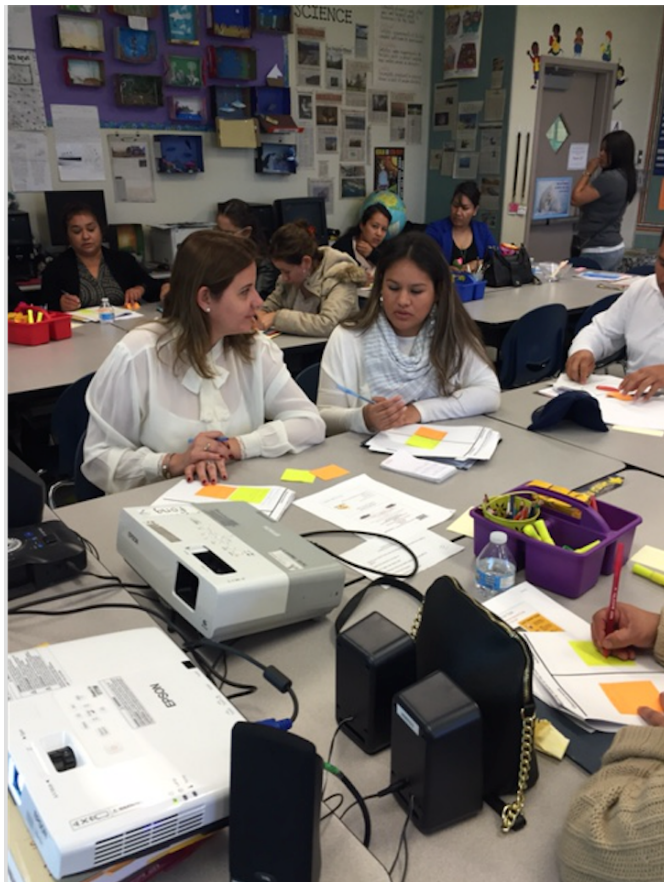




Full STREAM Ahead With C.L.R.



Recognize Academic Excellence



Build Parent Engagement and Capacity



## Strengthen Support for Standard English Learners

Update May 2016



Validate and Affirm Students' Assets

### Standard English Learners (SELs)

SELs possess a variety of linguistic and cultural abilities that are viewed as assets.

Focused instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent through use of high-impact essential practices.