



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

District Strategic Plan Update October 13, 2021



Wesley Jacques, Executive Director of Academics
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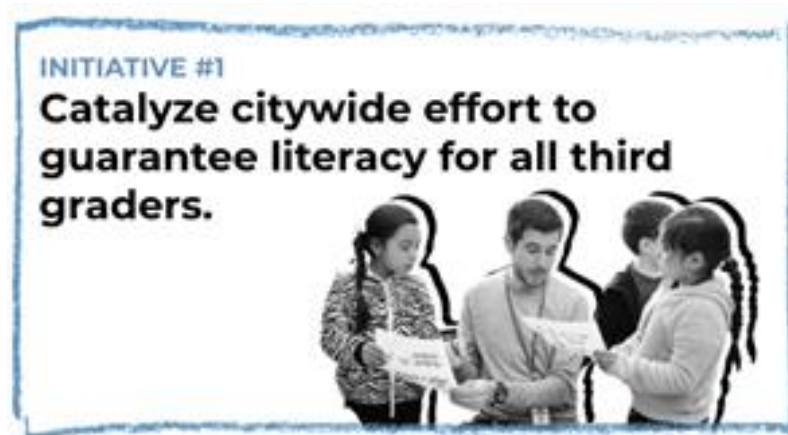
Ask of the Board

Provide feedback on progress of the District Strategic Plan Initiative 1: Early Literacy.

- Our Vision and Goals for Students
- Current State of Early Literacy
- Year 1 Actions & Progress
- Assessing Implementation and Impact

Initiative #1

“Literacy by third grade is the most important predictor of high school graduation. The ability to read by third grade is critical to a student’s ability to access content that is necessary for K-16 success. **There is nothing more fundamental.”**



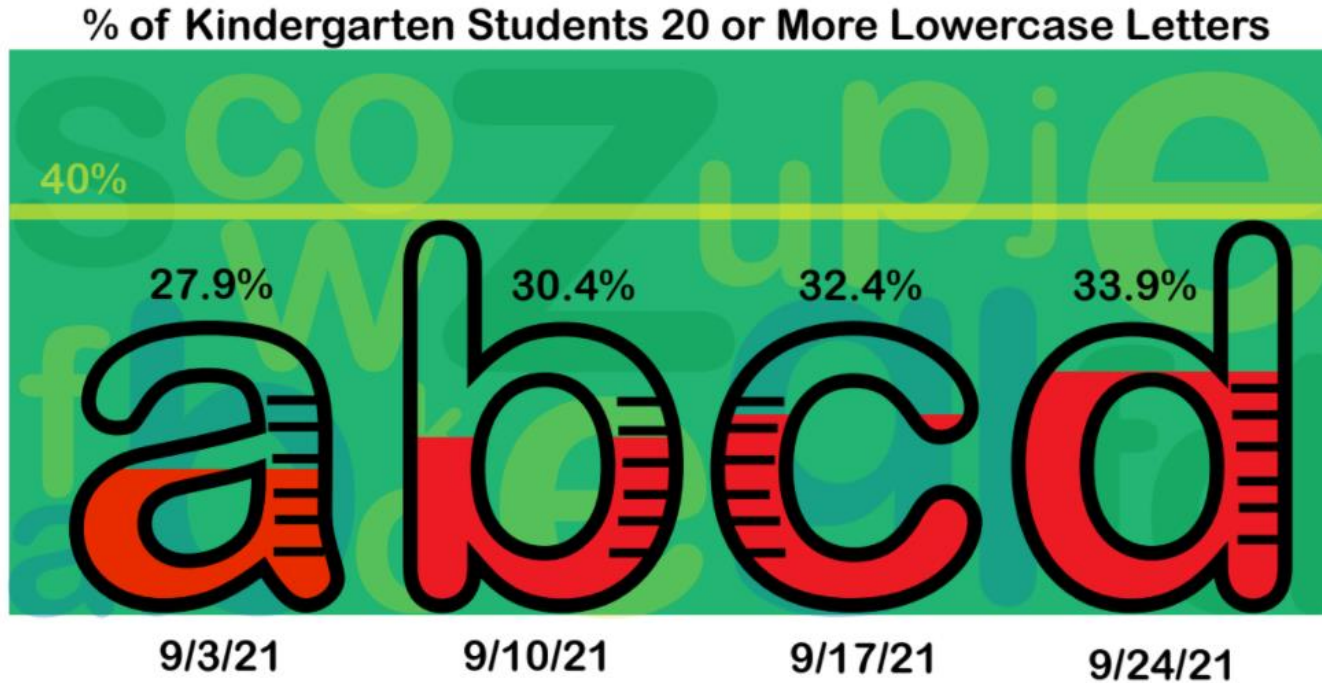
Goals for Students

LCAP Goals	Measures and Annual Targets
1: All students graduate college-career- and community-ready.	<ul style="list-style-type: none">● PK: Phonological awareness; Letter/word knowledge (80%)● TK/K: Letter Names; Phonological awareness (80%)● Grades 1-3: Reading at/above on i-Ready (+10pp)
2: Focal student groups demonstrate accelerated growth to close equity gaps.	<ul style="list-style-type: none">● African American and Latino Students● English Language Learners● Students with Special Education Services

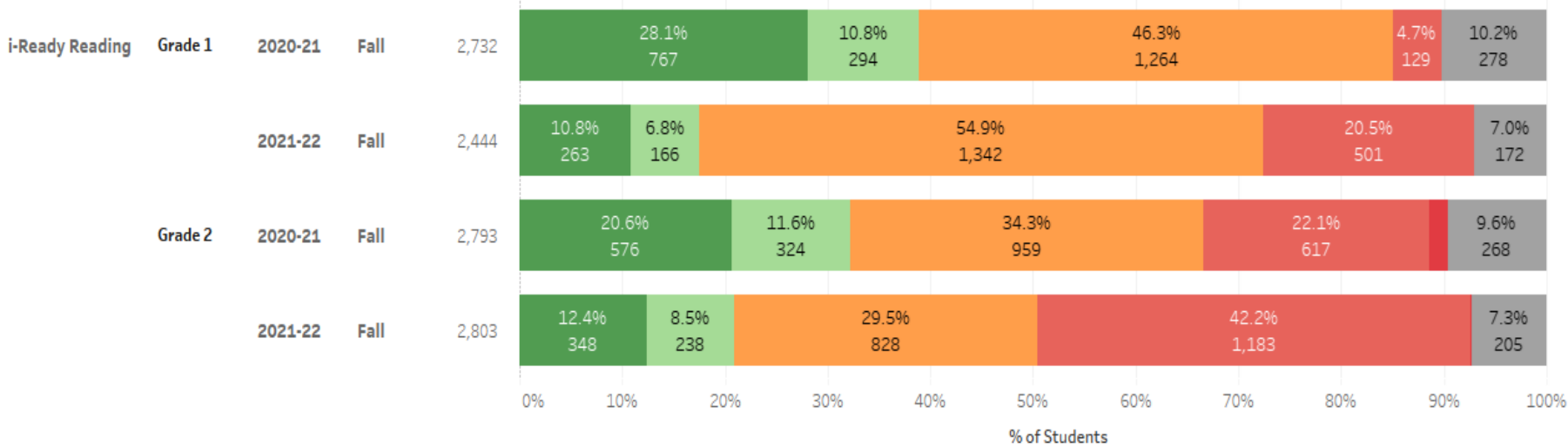
Grade K Letter Knowledge

% of Students Who Know 20 or More Lowercase Letters

(Goal: 80% by 10/29)



Summary of Baseline Data

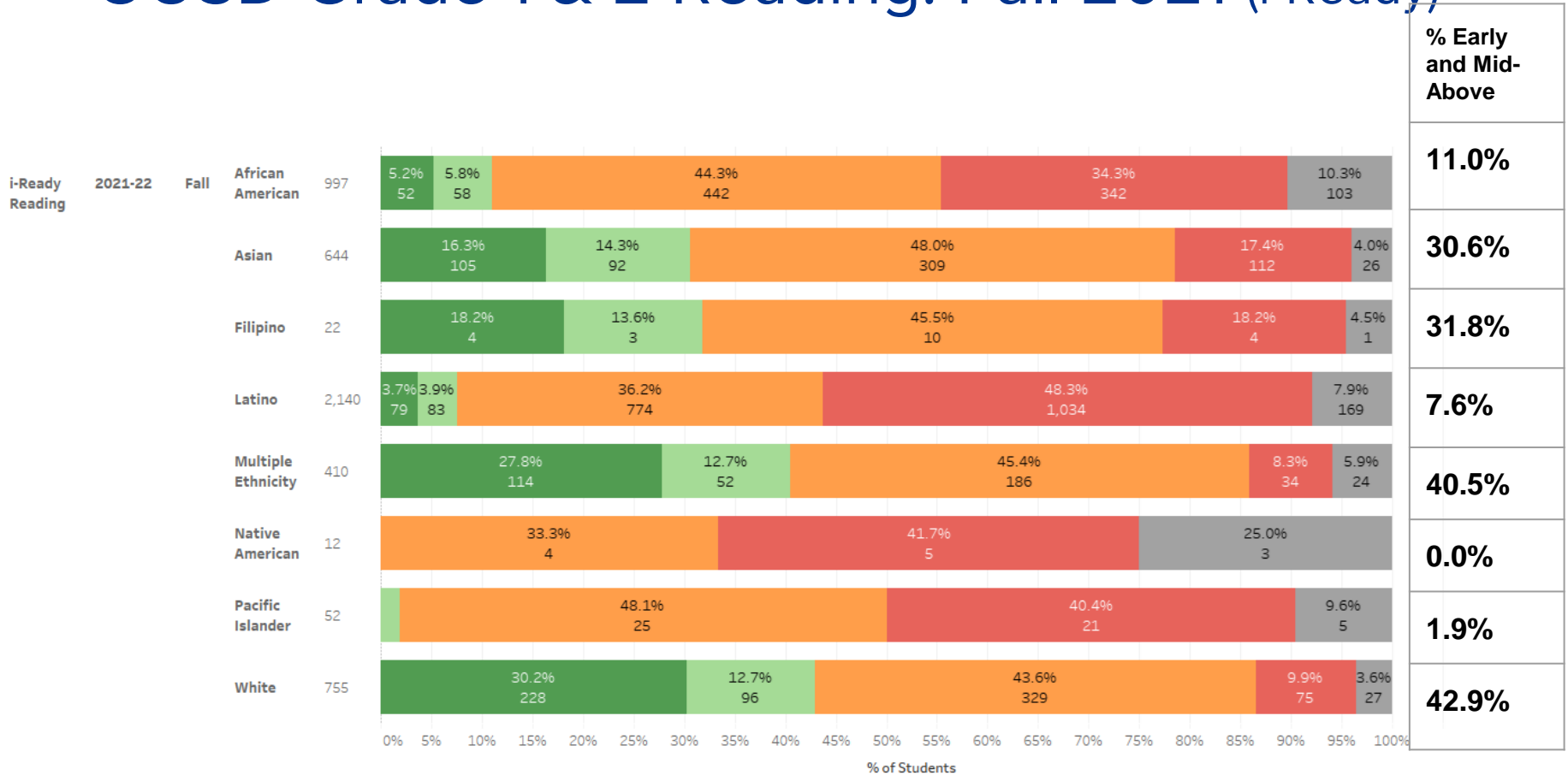


Remote testing last year makes year-to-year data comparison difficult.

- Performance Level
- Mid-Above Grade
 - Early On Grade
 - 1 Grade Below
 - 2 Grade Levels Below
 - 3 or More Grade Levels Below
 - Did not take

Grade	Fall 2020 % Early or Mid-Above Grade	Fall 2021 % Early or Mid-Above Grade
Grade 1	38.9%	17.6%
Grade 2	32.2%	20.9%

OUSD Grade 1 & 2 Reading: Fall 2021 (i-Ready)



2020-21 Growth: 1st & 2nd Grade i-Ready

1st Grade	Increase % at/above	2nd Grade	Increase % at/above
Acorn Woodland	+18%	Acorn Woodland	+14.9%
Carl Munck	+19.3%	Bella Vista	+14.5%
Chabot	+27.2%	Burkhalter	+17.2%
Cleveland	+22.8%	Chabot	+25%
Esperanza	+16.4%	Crocker	+26.2%
Franklin	+20.4%	Franklin	+17.9%
Glenview	+30.4%	Glenview	+30.8%
Hillcrest	+23.5%	Hillcrest	+27%
Howard (OAK)	+40.4%	Howard	+15.7%
ICS	12.7%	ICS	+12.5%
Joaquin Miller	+16%	Joaquin Miller	+31.9%
Lincoln	+28.7%	La Escuelita	+13.3%
Montclair	+25.6%	Lincoln	+14%
Peralta	+49%	MPA	+20.6%
Piedmont	+14.3%	Montclair	+16.4%
Redwood Heights	+21.4%	Peralta	+32.4%
Manzanita SEED	+19.7%	Redwood Heights	+19.7%
Sequoia	+34.2%	Sankofa United	+20.7%
		Sequoia	+22.8%
		Thornhill	+23.8%

School Leadership Practices

District Organizational Practices

Instructional Practices



Family and Community Practices



Student Learning



We align adult practices
in service of students and student literacy.

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

Focus Area 1:

Get aligned

Focus Area 2:

Put families in the driver's seat

Focus Area 3:

Invest in our educators

Focus Area 4:

Use data to make the best decisions



Strategic Planning - Process & Collaboration



- **3 Cross-Organization Co-Chairs**

- Wesley Jacques (ED, Academics Instruction)
- Lakisha Young (CEO, The Oakland REACH)
- Sanam Jorjani (Co-Director, Oakland Literacy Coalition)

- **4 Working Groups**

- Participation across departments and organizations

Focus Area 1: Get Aligned

- Citywide Vision of Quality Literacy Instruction
- Data Sharing Plans
- OUSD Community Partner Monthly Check-Ins
- Community Asset Maps



**Foundational
Literacy**

**Content Units
Anchored in
Complex Text Sets**

**Standards-
Based
Tasks**

**Assessment &
Differentiated
Instruction**

**English
Language
Development**

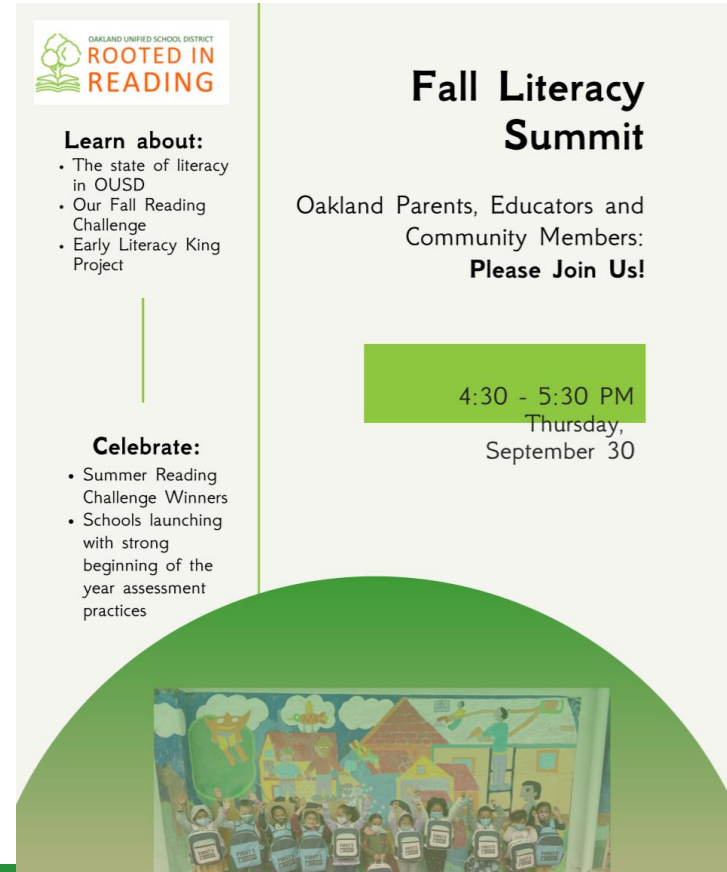
Equity Practices



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Focus Area 2: Put Families in the Driver's Seat

- Diverse, multilingual family literacy tutors to support in classrooms and community-based organizations
- Parent liaisons to focus on building parent literacy leadership
- Family and Community Literacy Summits
- Family Central Curriculum Pages and Milestones



OAKLAND UNIFIED SCHOOL DISTRICT
ROOTED IN READING

Learn about:

- The state of literacy in OUSD
- Our Fall Reading Challenge
- Early Literacy King Project


Fall Literacy Summit

Oakland Parents, Educators and Community Members:
Please Join Us!

4:30 - 5:30 PM
Thursday,
September 30

Celebrate:

- Summer Reading Challenge Winners
- Schools launching with strong beginning of the year assessment practices



Kindergarten Milestones



Literacy

FALL (By Thanksgiving)	WINTER (By Valentines Day)	SPRING (By Summer Vacation)
<p>Read at least 5 high frequency words</p> <p>Recognize and name all lowercase and uppercase letters in the alphabet</p> <p>Know that letters make up words and words are divided by spaces in sentences</p> <p>Blend sounds into words (/d/-/o/-/g/ DOG)</p> <p>Ask and answer questions after listening to a story.</p> <p>Tells stories: Dictating, drawing pictures, and writing.</p>	<p>Read at least 30 high frequency words</p> <p>Break words apart into sounds (DOG /d/-/o/-/g/)</p> <p>Make the most common sound for all letters in the alphabet. (short vowels: /a/ as in CAT, /e/ as in PEN, /i/ as in BIG, /o/ as in HOT, /u/ as in FUN).</p> <p>Read 3 letter words with short vowels (cat, sip, fun, and hop) fluently in text.</p> <p>Use complete sentences to talk about ideas, opinions and events.</p> <p>Explains ideas: Dictate, draw and write to explain.</p>	<p>Read at least 75 high frequency words</p> <p>Identify the first, middle, and last sounds in a word (What is the first sound in "win"? First sound /w/; What is the middle sound in "win"? Sound /i/)</p> <p>Read words with short vowels and digraphs, such as fish, chin, that, and when fluently in text.</p> <p>Name the setting and events of a story, and how characters are alike or different.</p> <p>Expresses opinions: Dictate, draw and write an opinion.</p> <p>Fluently read decodable text.</p>



Focus Area 3: Invest in Our Educators

- New, High-Quality Curriculum
- Foundational Training: 900+ Educators
- Ongoing Monthly Literacy Professional Development and Professional Learning Communities support
- Coaches and Early Literacy Site Reps at every site
- 105+ TK-2 Tutors / Early Literacy Kings



Focus Area 4: Use Data to Make the Best Decisions

Literacy Milestones

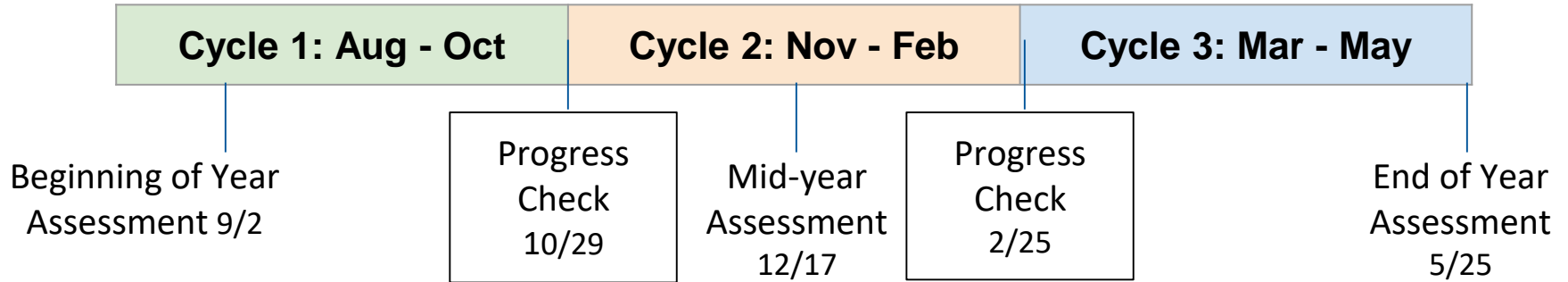
- Revised Assessment System
 - Fall Diagnostics: 95% of Students
- Communicating Progress, Celebrating Growth - Reading Challenges
- Principal Data Conferences
- Learning from Educators, Students and Families - Literacy Listening Sessions



Kindergartners learn letters by Halloween



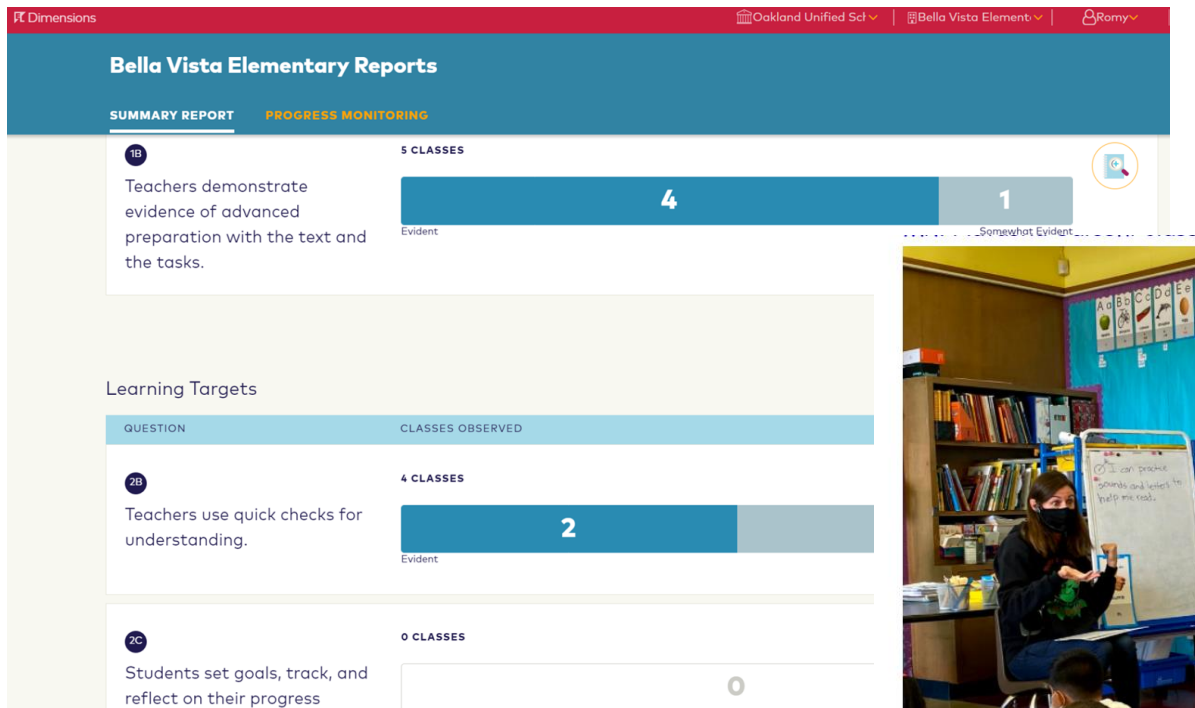
Monitoring Progress: Student Data



- Collect student data; i-Ready diagnostic screener plus tiered assessments (dyslexia screener is Tier -3);
- Data Summits and Conferences to analyze data;
- Celebrate and Learn from Growth

Assessing Implementation: Professional Practices

Learning Walks: EL Education/ Benchmark & Foundational Skills



- Foundational Skill learning walks completed at **43 sites** in Sept-Oct
- Scheduled EL Education/Benchmark learning walks at **ALL sites**



Mx. Jennifer Tunney exceptionally uses Heggerty to work on Phonological Awareness.

Monitoring Progress

Reflection and Feedback Spaces

- Teacher, Leader, and Family Literacy Listening Sessions and Engagements
- Feedback surveys - Every Professional Learning Communities and Professional Development
- Monthly Community Partner Meeting



Ask of the Board

**Provide feedback on progress of the District Strategic Plan
Initiative 1: Early Literacy**

APPENDIX

For additional information and/or in response to Board member questions

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Areas

Focus Area 1

Get aligned

Clarifying the roles of schools, district, families and community-based organizations, better aligning instruction and services across schools to build excitement about reading and writing across the city

Focus Area 2

Put families in the driver's seat

Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships

Focus Area 3

Invest in our educators

Ensuring that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices

Focus Area 4

Use data to make the best decisions

Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices

ENSURING STRONG READERS BY THE THIRD GRADE

Strategic Plan Focus Areas

Focus Area 1

Get aligned

Focus Area 2

Put families in the driver's seat

Focus Area 3

Invest in our educators

Focus Area 4

Use data to make the best decisions

Superintendent Work Plan Deliverables

- 1) Develop a **Language and Literacy Implementation Plan** that includes: 1) curriculum implementation dashboard, 2) professional development plan to build capacity of leaders and teachers, 3) Publicly-available Literacy Dashboard disaggregated by race/ethnicity, and 4) Calendar for Family Literacy curriculum and training.

Instructional Focus Plan 2.0 (2021-2024)

Building Block	Instructional Practices	Leadership Practices	Organizational Practices
<p>Conditions for Student Learning</p> <p><i>“Creating Joyful Schools”</i></p>	<p>IP1.1 Centering Relationships: Develop partnerships with students and families using strategies such as home visits, advisory, restorative circles, and community meetings.</p> <p>IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage students’ linguistic and cultural assets, and build empowering narratives.</p>	<p>LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all students and families, especially those with IEPs and from marginalized communities</p> <p>LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate student cultures into school-wide rituals and practices.</p>	<p>OP1.1 Centering Relationships: Engage diverse voices of students, staff, and families to and share best practices to improve partnerships and programming</p> <p>OP1.2 Equity Practices: Provide foundational PD and spaces for ongoing professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue</p>

Instructional Focus Plan 2.0 (2021-2024)

Building Block	Instructional Practices	Leadership Practices	Organizational Practices
<p>Standards-Based Instruction</p> <p><i>“Supporting Empowered Graduates”</i></p>	<p>IP2.1 Rigor and Relevance: Engage students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.</p> <p>IP2.2 MTSS: Share learning targets and set goals with students; analyze formative assessments and other data to differentiate instruction for student needs.</p>	<p>LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.</p> <p>LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.</p>	<p>OP2.1: Rigor and Relevance: Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.</p> <p>OP2.2 MTSS: Manage systems of standards-based assessment to support school teams in monitoring student learning and tiering support.</p>

Instructional Focus Plan 2.0 (2021-2024)

Building Block	Instructional Practices	Leadership Practices	Organizational Practices
<p>Language & Literacy</p> <p><i>“Ensuring Strong Readers by 3rd Grade--and Beyond.”</i></p>	<p>IP3.1 Rooted in Reading: Anchor instruction in complex text sets to build knowledge through extended reading, writing and discussion.</p> <p>IP3.2 Foundational Skills: Provide systematic instruction in phonics, phonemic awareness and fluency for all PK-2 students and those who need it in grades 3-12</p> <p>IP3.3 Language Development: Provide integrated and designated ELD instruction, including explicit instruction in vocabulary and language structures from core texts.</p>	<p>LP3.1 Rooted in Reading: Build a culture of literacy, facilitating consistent implementation of curricular units and celebrating student reading, writing, and speaking.</p> <p>LP3.2 Foundational Skills: Ensure schedules provide time for foundational skill instruction and track data to ensure students receive additional support when necessary.</p> <p>LP3.3 Language Development: Utilize staffing and instructional schedules to provide and monitor integrated and designated ELD for all ELLs.</p>	<p>OP3.1 Rooted in Reading: Provide curriculum grounded in relevant, complex text sets and standards-based tasks that integrate reading, writing and academic discussion.</p> <p>OP3.2 Foundational Skills: Provide Instructional materials, training and assessment tools, including universal and dyslexia screeners.</p> <p>OP3.3 Language Development: Provide material, training, guidance and monitoring for integrated and designated ELD.</p>

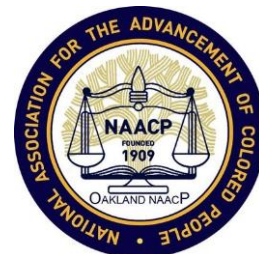
Instructional Focus Plan 2.0 (2021-2024)

Building Block	Instructional Practices	Leadership Practices	Organizational Practices
<p>Conditions for Adult Learning</p> <p><i>“Growing a Diverse and Stable Staff”</i></p>	<p>IP4.1 Growth and Representation: Demonstrate a learner stance, reflecting on practice and exploring personal bias to improve instruction.</p> <p>IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.</p>	<p>LP4.1 Growth and Representation: Coordinate and provide individualized coaching to support all educators, including affinity-based mentoring for educators of color.</p> <p>LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration</p>	<p>OP4.1 Growth and Representation: Build pathways to recruit diverse educators and solicit feedback from staff to improve conditions and retention.</p> <p>OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.</p>

Oakland Literacy Partners



Oakland Starting
Smart & Strong



STEPHEN & AYESHA CURRY'S
EAT.LEARN.PLAY.



ACCESS TO READING. ACCESS TO LIFE.
Full & Complete Reading is a Universal Mandate





Quality Schools in Every Neighborhood!



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