



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



Language & Literacy K-5 Annual Plan: 2023-24

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Goals and Measures of Student Success

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/Kinder: Letter Names, Phonological awareness (80%)● Grades 1, 2, 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, Latinx Students● Multilingual Learners● Students receiving Special Education Services

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



Our Vision

All students will graduate with the language and literacy skills they need to become lifelong readers, critical thinkers and effective communicators. Our students will develop a joyful curiosity and a love of reading, writing and self-expression. They will harness 21st century skills to enhance collaboration and creativity. Oakland students will unlock the power of literacy as a means of personal expression, economic opportunity, and community leadership.

Our Mission

We will ensure that our youngest students develop the literacy skills they need to become lifelong readers, writers, critical thinkers and empowered community Members.



To fulfill this vision, we will dramatically increase the number of 3rd graders reading at grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families and community.

Our Theory of Action (2023-24)

Curriculum-based Strategies for Instructional Improvement*

Organizational Practices (Central Office)

Content Coaching School Visits

Coaching Collaborative Cohorts; Focal School Visits; Professional Learning

Principal PL and Coaching

Learning Walks; Data Conferences; PPL; Coaching Visits

Site-Based Leadership Practices (Coach + Principal)

Content-Based PLCs & Coaching

Systems for DDI and Progress Monitoring

Schedules, Systems, and Teaming

Instructional Practices (Teachers, Tutors/Paras)

Curriculum Internalization & Backwards Planning

Collaborative analysis of CEAs to differentiate and reflect on literacy **and** language instruction

Student Learning

All students make continuous progress towards **grade-level standards** and demonstrate growth in proficiency (including key subgroups)

Minimum 10+pp on grade: SBAC, i-Ready

Four Strategies

Strategy 1	Build teacher capacity to implement curriculum with integrity and in ways that make the content accessible to all students; and to use assessments to progress monitor, inform instruction, and connect students to tiered supports
Strategy 2	Build coach expertise in curriculum, assessments and their implementation, the science of reading behind them, and high-impact coaching and PLC facilitation

Four Strategies

Strategy 3	Build principal capacity to create the conditions for coaching in schools and PLCs to hold teachers accountable for implementation of curriculum and assessment administration and analysis
Strategy 4	Central teams align our efforts to provide school based leadership with high quality leadership development, professional learning, curricular guidance and accountability.

Coherent Instructional Approach



Coherent Instructional System 2.0



LANGUAGE AND LITERACY FRAMEWORK

**Foundational
Literacy**

**Content Units
Anchored in
Complex Text
Sets**

**Standards-
Based
Tasks**

**Assessment &
Differentiated
Instruction**

**English
Language
Development**

Equity Practices



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Quality Standards-Based Curriculum

Implementing K-5:

- **Core Literacy and Designated-ELD:** EL Education & Benchmark
- **Foundational Skills:** SIPPS, Heggerty, OUSD Letter Naming

Implementing PK and TK:

- Creative Curriculum



Foundational Teacher PD

- **Language & Literacy K-5 Institute**
 - Vision & Equity
 - EL Education/Benchmark
 - Foundational Skills
 - Assessment
- **Baseline PD for PK & TK teachers**
- **Baseline PD for mClass & SIPPS**



Professional Learning in Action



New K-5 Elementary Teachers receive in-person Language & Literacy Institute: July



New K-5 Teachers receive baseline training on SIPPS: Beginning, Extension & PLUS, Challenge: Sept.

Direct-To-Teacher Centrally Facilitated Professional Learning EL Education CEA Analysis



- Monday, Jan. 8th @ Bret Harte
- 6 Grade-level sessions (K-5th)
- 14 schools participated
 - Over 180 teachers and leaders
- **97% of teachers** Agreed or Strongly Agreed that the session would have an impact on classroom instruction
- **99% of teachers** Agreed or Strongly Agreed that the session supported them with analyzing their students' work

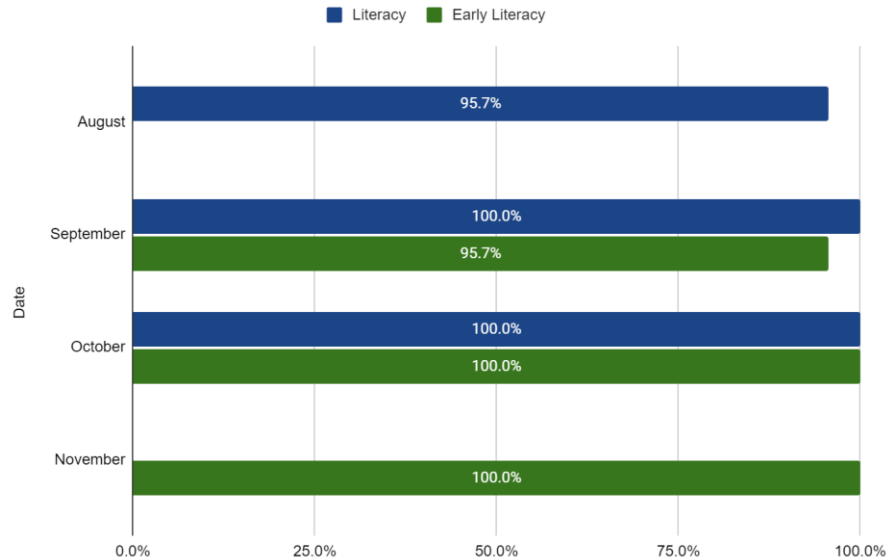
Curriculum-based Professional Learning

- **Monthly Coaching Collaborative**
 - Coaching & PLC Support
 - Embedded Learning Walk
- **Monthly Early Lit Data Driven Instruction Professional Learning**
- **PK/TK Teachers: Monthly PD and Full PD Days**



Literacy Coach Professional Learning Effectiveness

Survey Results: Session Effectiveness at Building Capacity as an Instructional Leader (% Agree and Strongly Agree)



CORE Literacy Coaching Collaborative August-December

	Network 2	Network 3	Network 4
Average Attendance	74%	67%	86%
Impact of Coaching Collaborative (3 and 4 ratings: agree & strongly agree)			
Today's facilitators supported me in meeting today's outcomes	100% (Strongly Agree: 91%)	100% (Strongly Agree: 82%)	100% (Strongly Agree: 96%)
Today's session will support me in building my capacity as Literacy instructional leader	100% (Strongly Agree: 90.4%)	100% (Strongly Agree: 81.4%)	100% (Strongly Agree: 91%)

DDI Professional Learning (Foundational Skills) September-December

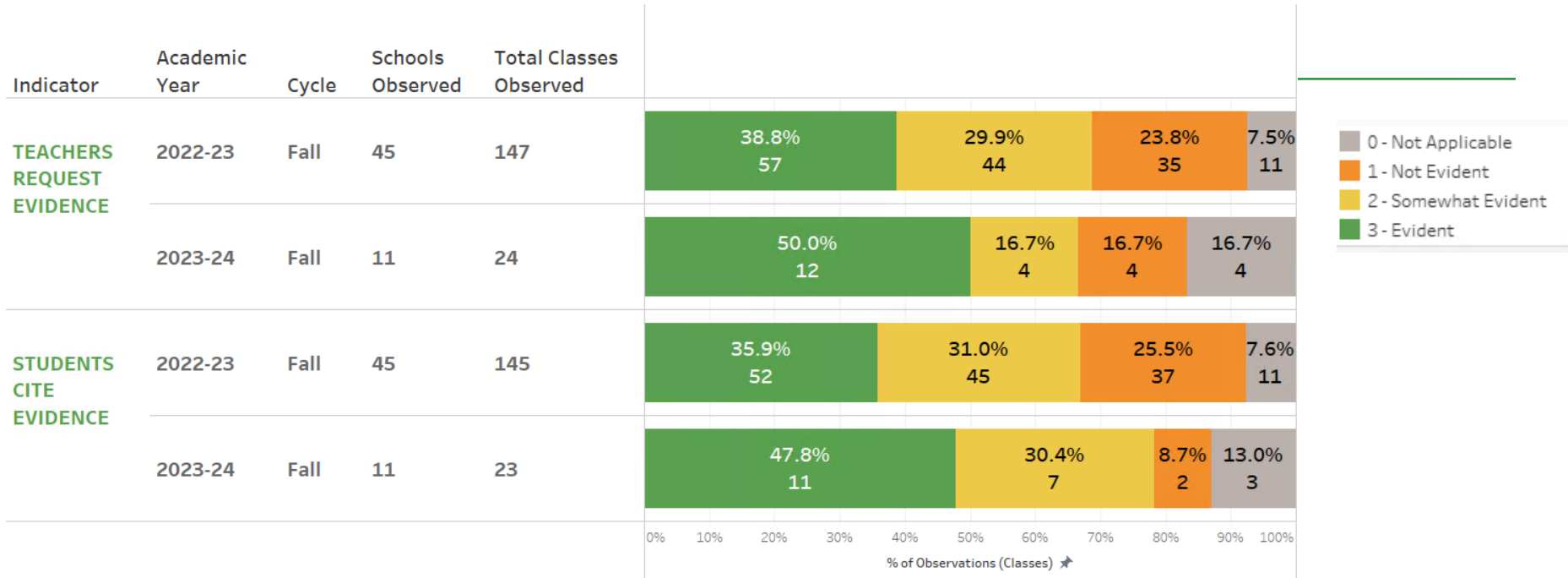
	Network 2	Network 3	Network 4
Average Attendance	68.8%	48.9%	72.5%
Impact of DDI (3 and 4 ratings: agree and strongly agree)			
Today's session met its outcomes	100% (Strongly Agree: 76.25%)	100% (Strongly Agree: 80.8%)	100% (Strongly Agree: 85.85%)
Today's session will support me in building my capacity as Literacy instructional leader	100% (Strongly Agree: 69.6%)	100% (Strongly Agree: 78.6%)	97.5% (Strongly Agree: 68.7%)

On-site Coaching

- **Fall Learning Walks**
 - Embedded in Focal School Support & Monthly Coaching Collaborative
- **Focal School Support**
 - District Coach/Coordinator
 - PLC, PD, Observation, Data Review & Analysis



EL Education & Benchmark: Citing Text Evidence



Assessment System

- **Comprehensive Assessment system**
 - Universal screening
 - Dyslexia screening
 - Progress monitoring
- **Big Shift and Focus:** Curriculum-Embedded Assessments




Why the Shift to Curriculum Embedded Assessments in OUSD for Core Literacy?

**Replaces IAB:
Fewer
Assessments
for students**

**Fosters student
ownership of
their learning
progress
(Leaders of Their Own
Learning)**

*Tracking
Assessment 3-
4x per year
minimum*



**Assess 3
Writing
Genres K-5**

**Authentic
Assessment of
Student
Learning tied to
daily learning
targets & unit
content**

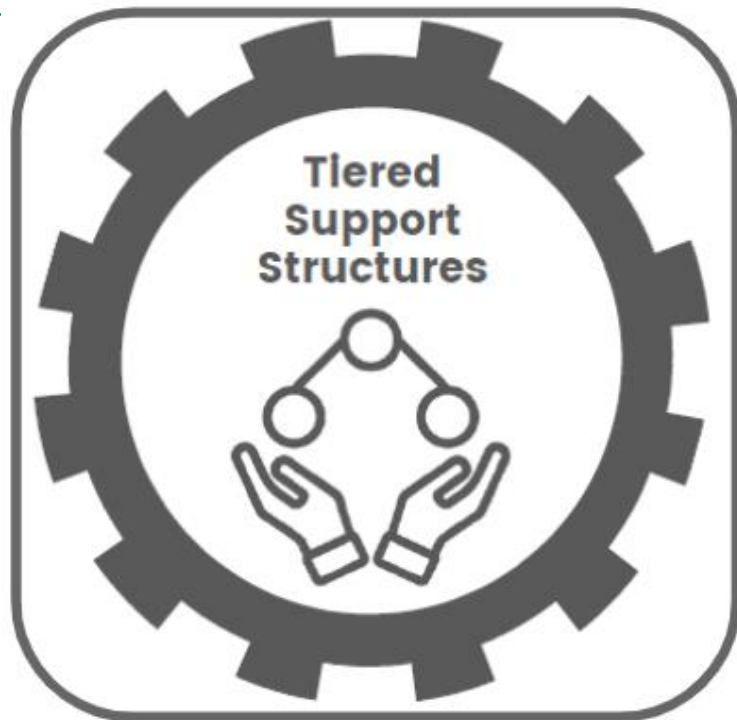
**Focus on
student work
analysis**

**Track Focal
Student Growth:
ELLs**

**CEA
Alignment in
Math and ELA**

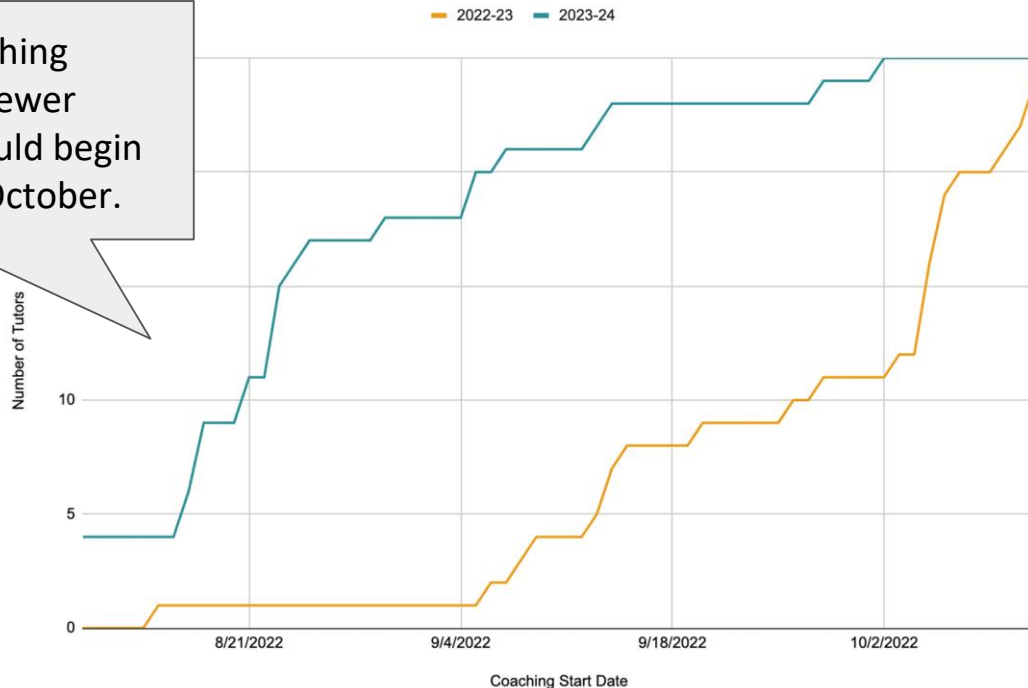
Tiered Support Structures

- **TK-2 Tutor Support**
 - TK tutors: SEEDS
 - K-2 tutors: SIPPS and Bookshop Fonetica (*90% hired*)
- **August Week-long PD Institute & Monthly PLC for ALL Tutors**
- **Launched Attendance Taking Initiative**

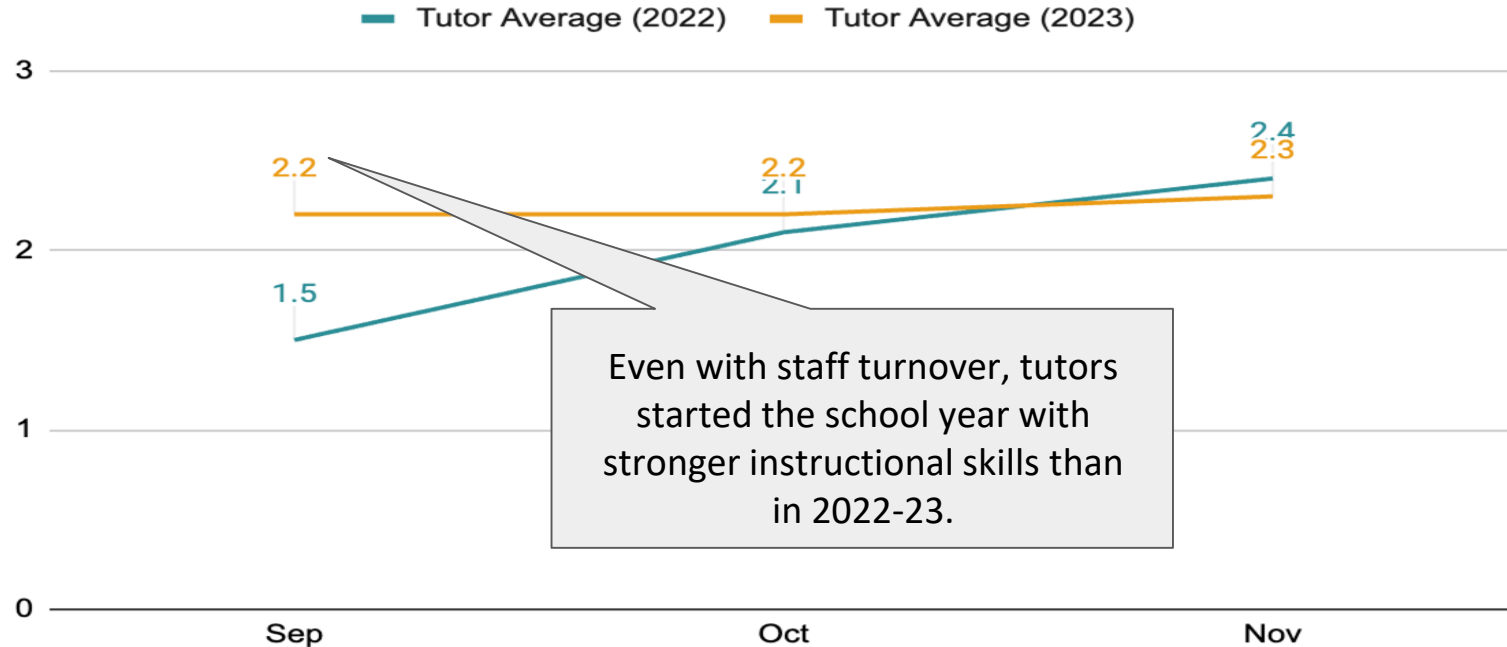


Coaching Start Dates

With existing coaching relationships and fewer vacancies, coaching could begin in August instead of October.



Overall Fall Tutor Performance



Even with staff turnover, tutors started the school year with stronger instructional skills than in 2022-23.

1 = Emergent, 2 = Accurate, 3 = Fluent



Student Data

Fall Grade K-5

Where are we now? **2023-24 Baseline Data**

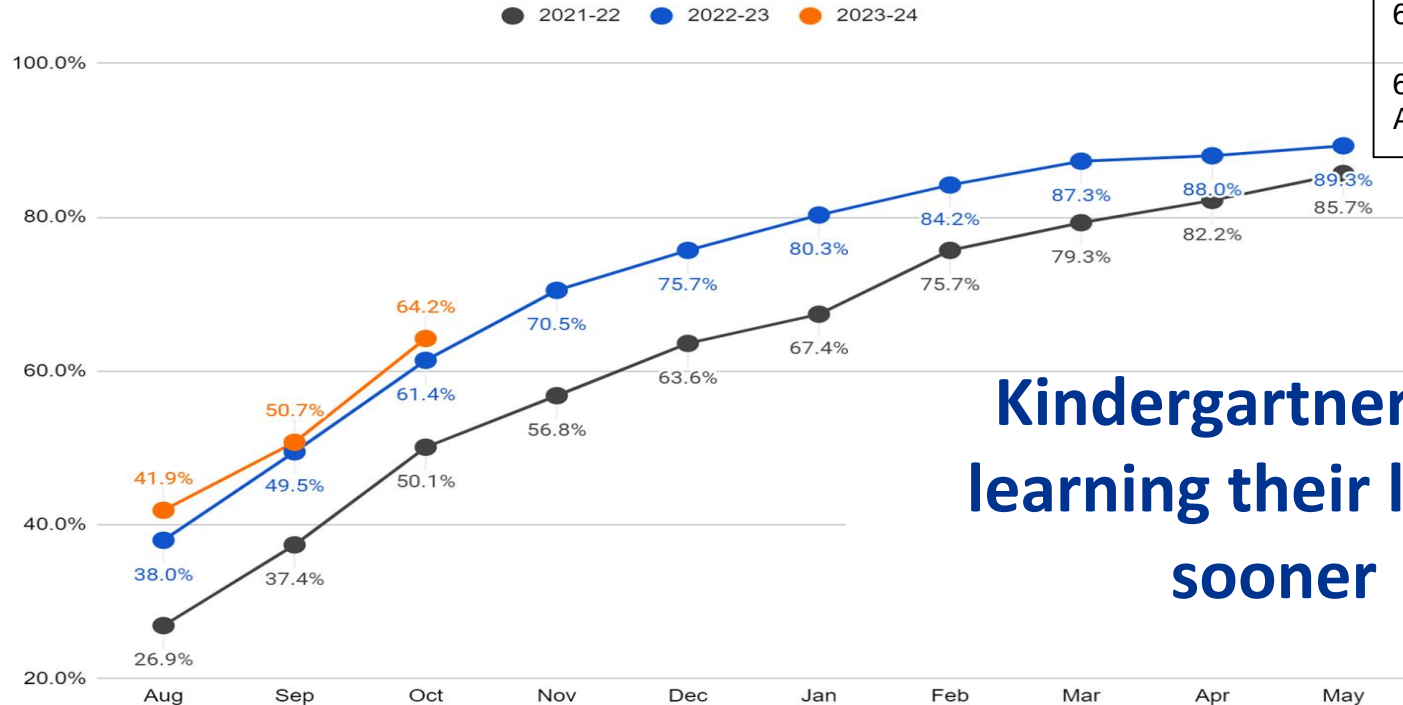
Fall 2023:

- Letter ID for (K)
- SIPPS Mastery Tests (1-2)
- i-Ready (K-2)



District Kinder Letter Naming By Month

Kinder Letter ID - % Students Who Know 20 or More English Lowercase



As of Nov 8:
64.2% All Students
68.9% African American Students

Kindergartners are learning their letters sooner

Celebrate Progress to Goals

	Aug % 20+ LC Letters	Oct %20+ LC Letters	Growth
OAK	30%	84%	54%
Burckhalter	29%	81%	52%
Franklin	39%	87%	48%
Brookfield*	33%	80%	47%
SEED*	30%	70%	40%
Cleveland	41%	80%	39%
Horace Mann*	33%	72%	39%
Piedmont	50%	85%	35%

13 schools 80%+ mastery compared to 8 schools in 22-23

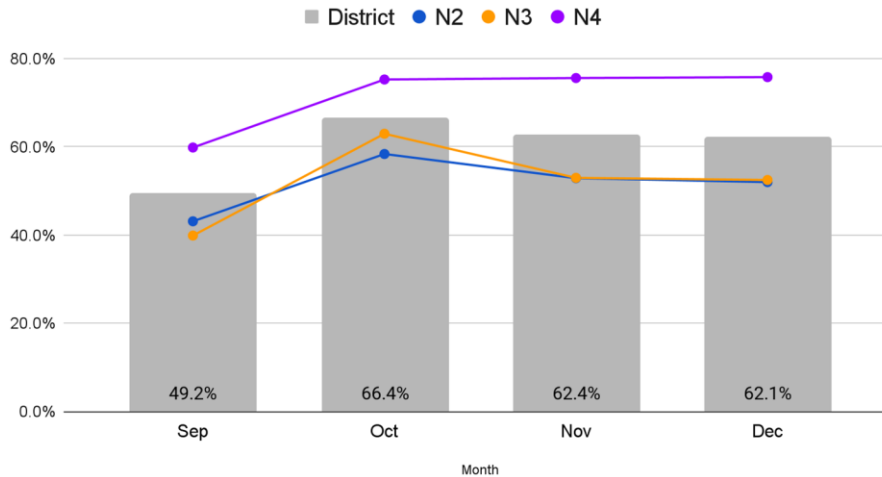


OAK Letter Naming Challenge Winner from 2023!

SIPPS GRADE 1

% Passing 1+ Mastery Tests, By Network 2023-24

SIPPS Grade 1 Passing 1 or More Mastery Tests: District, N2, N3 and N4

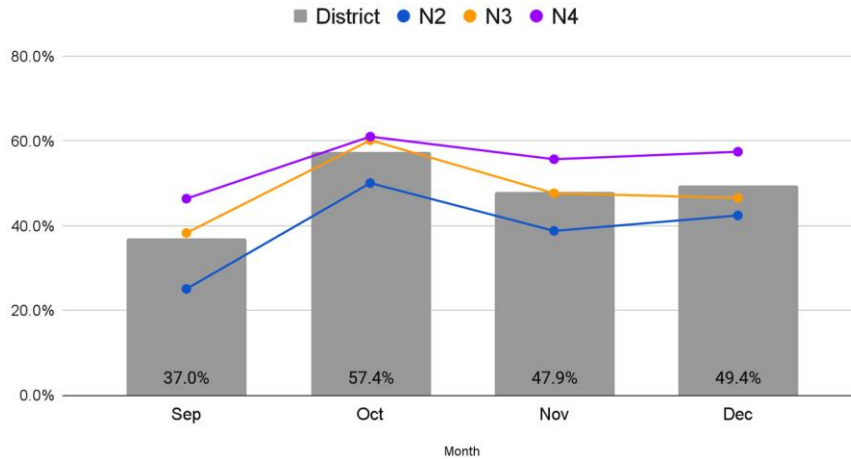


Network	Grade	Sep	Oct	Nov	Dec
District	1	49.2%	66.4%	62.4%	62.1%
N2	1	43.1%	58.4%	52.9%	52.0%
N3	1	39.9%	63.0%	53.0%	52.5%
N4	1	59.8%	75.3%	75.6%	75.8%

SIPPS GRADE 2

% Passing 1+ Mastery Tests, By Network 2023-24

SIPPS Grade 2 Passing 1 or More Mastery Tests: District, N2, N3 and N4

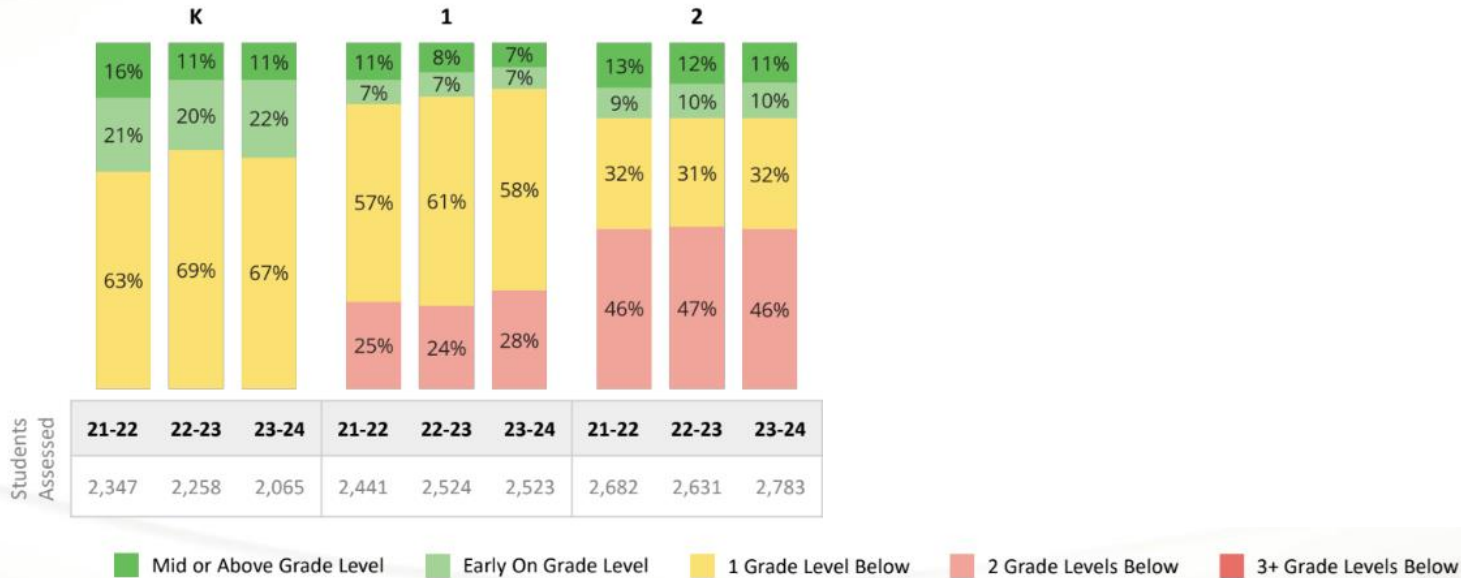


Network	Grade	Sep	Oct	Nov	Dec
District	2	37.0%	57.4%	47.9%	49.4%
N2	2	25.1%	50.1%	38.8%	42.4%
N3	2	38.3%	60.2%	47.7%	46.6%
N4	2	46.4%	61.0%	55.7%	57.5%

i-Ready Fall 3 Year Comparison

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 21-22 to Fall 23-24



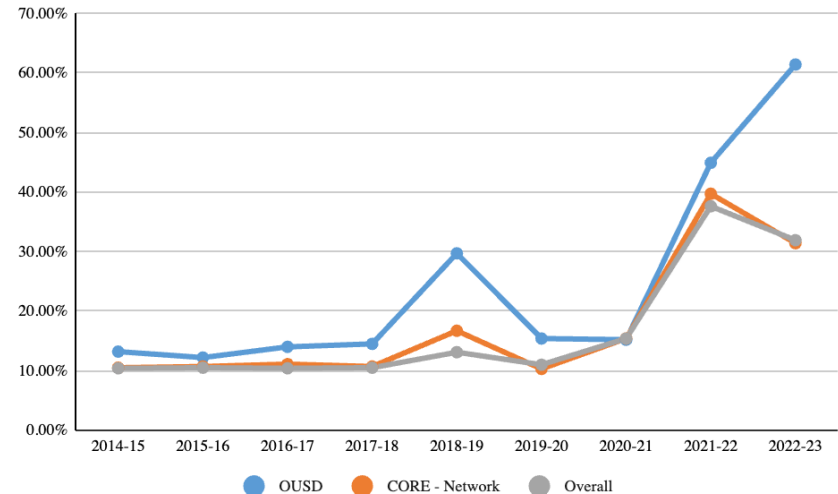
This is a cross-sectional analysis.

Exploring Root Causes

We know we need to further explore....

- Teacher vacancies, hiring challenges, lack of retention
- **Chronic Absenteeism (students and staff)**
- Classes/Schools with Quality instruction
- Turnover in Coach/TSA support
- Creative solutions to increase collaboration time

Chronic Absence
All students





APPENDIX

Strategic Plan Initiative #1

Updates

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



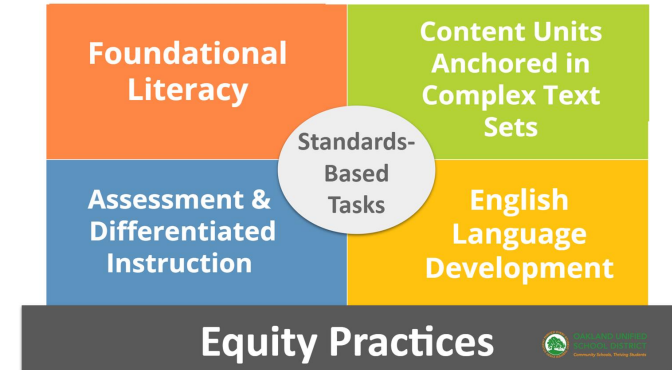
Priority 1: Deepening Curriculum Implementation

Focus Areas: Let's Get Aligned and Invest in our Educators

Deepening curriculum implementation

(presence-fidelity-quality) through:

- Improving Language & Literacy Site-based Coaching
- Implementing new Foundational Skill Curriculum guidance
- Supporting strong Designated ELD implementation

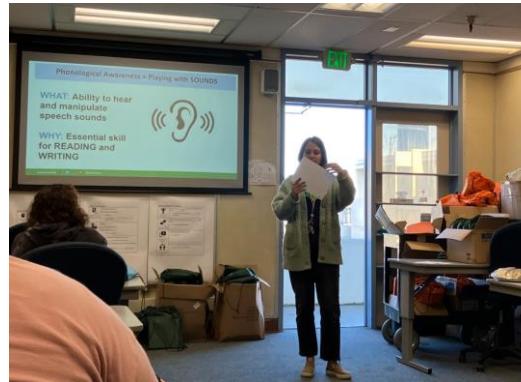


Priority 2: Strengthening Family Partnership

Focus Area: Put Families in the Driver's Seat

Strengthening Family Partnership by:

- Providing at-home strategies through family workshops and Home Litkits
- Providing opportunities for direct student support through Literacy Liberator Fellowship

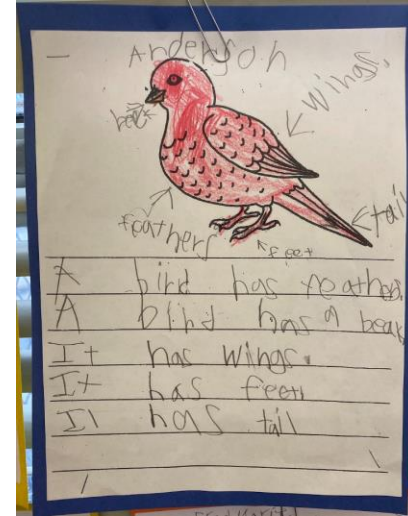


Priority 3: Improving DDI and Tiered Supports

Focus Area: Using Data to Make the Best Decisions

Improving Data Driven Instruction and Tiered Supports by

- Providing central Coach and Coordinator support to Focal Schools
- Analyzing Curriculum-embedded assessments to drive instruction
- Focusing on High-Quality Student Work
- Supporting Tier 2 and Tier 3 literacy interventions



Teacher Ms. Williams in K/1 celebrates her students' learning with work posted throughout the class, showing how students' knowledge of Birds' Amazing Bodies developed.

Year 3: Deepening Curriculum Implementation

Invest in Our Educators

Deepening curriculum implementation
(presence-fidelity-quality) through:

- Improving Language & Literacy Coaching
- Foundational Skill Curriculum guidance implementation
- Supporting strong Designated ELD implementation

Aligned Independent Work Rotations			
	Instruction	Independent Work (aligned to each student's small-group differentiated SIPPS level)	
Rotation 1 30 minutes	SIPPS Groups Teacher and Tutor Small Groups	Word Work (15 min)	i-Ready (15 min)
Rotation 2 30 minutes	SIPPS Groups Teacher and Tutor Small Groups	Fluency Practice (15 min)	Writing (15 min)

Guidance for each Rotation
<p>Word Work Students play with and manipulate words using the phonics skills and sight words they have learned in their differentiated SIPPS groups.</p>
<p>Resources Word Work Packets Aligned Word Work Activities (EDITABLE BY TEACHERS) Kinder Letter Naming Word Work</p>
<p>Before (preparation and expectation setting) During on-ramp lessons or on flex days</p> <ul style="list-style-type: none"> • Word Work Packet - model how to do each type of activity in the packet during the On-Ramp lessons or on flex days as needed. • Phonics Games & Activities - Model, fishbowl, or facilitate guided practice of new activities, including expectations for using and engaging with materials and recording thinking.
<p>During (focus) During differentiated foundational skills instruction</p> <ul style="list-style-type: none"> • Provide students with a visual or playlist to ensure they can stay on task with activities. • Option 1: Students work independently or with strategic partners to complete the assigned pages in the word

Year 3: Family Partnership

Putting Families in the Driver's Seat

Strengthen Family Partnership

by:

- Family Workshops & Grants for LitKits (10 additional schools)
- Second Literacy Liberator Fellowship
 - 21 additional Fellows in OUSD



Allendale Family Literacy Night & Literacy Liberator Fellowship #2



Year 3: DDI and Tiered Supports

Using Data to Make the Best Decisions/Let's Get Aligned

Improve Data Driven Instruction and Tiered Supports by

- Focal School Support
- Analysis of Curriculum-embedded assessments
- High-Quality Student Work & Celebrations of Learning
- Supporting Tier 2 and Tier 3 literacy interventions



Emerson 3rd grade student shares her performance task about Overcoming Learning Challenges Near and Far during a celebration of learning, "Learning Challenges Bookmark Party".