

9:30am, Christina welcomed us, reintroduced the OLC to the room and gave a brief history. Asked for feedback for the future. Everyone said their name and organization as the microphone went around the room. Then we did an ice breaker.

9:40am, OLC Updates and Housekeeping

- CJ reminded us of the norms and a little background on why norms were explicitly included on the agenda.
- Volunteer training series
- Oakland Reads 2020, stated goal of 85% of third graders will read at grade-level by June 2020: family engagement, summer learning, attendance, school readiness. This work has expanded the network of partners.
- SJ further updated
 - Psych, will do that later

9:50am, Oakland Teacher and Principal Panel:

David McKay, EnCompass Teacher
Leo Fuchs, Learning Without Limits Principal
Roma Groves, MLK Elementary Principal
Pamela Mullen, Garfield Teacher

SJ Questions:

Introduce yourselves again:

David, second grade teacher at EnCompass, 5th year at EnCompass, previously at Howard. EnCompass was a blended learning pilot school site, has done a lot of teacher leader work in mathematics and wants to share more about his reading practice, too.

Leo, 9th year at LWL, 14% proficient in reading, now 54% proficient in reading.

Pamela, 24th year in OUSD, taught 1st-4th, Kinder for 17 years and 3 years for TK.

For Leo, when LWL started at 12% and improved outcomes, what were some of your steps, and which ones yield the biggest impact.

10 referrals a day, students being suspended daily, students feeling known on the Jefferson Campus. First thing, created a culture where students felt known, loved and cared about. Built relationships with students and parents. Not a lot of trust then between staff and parents, but now there is a lot.

Responsive Classroom, National Equity Project, hired teachers new to the campus.

Specifically in reading: 1) done a good job of monitoring student progress and paying attention to individual student needs – high quality PD for teachers. 2) Balanced Literacy program, for four or 5 years, Readers Workshop, Guided Reading model, giving students differentiated support. OCR had only 10 minutes a day when kids read at their specific level. Students not with teacher at first were just doing whatever teachers could do to help keep them well managed. RFF helped LWL do more blended, supporting not-with-teacher time. 3) gotten much better at intervention, support from Seneca Center – small group or one on one support. Reading Partners helped with students less than two years behind and above 2nd grade.

David agreed and resonated with lots of Leo's comments.

Roma introduced herself, principal at MLK. Goal of every kid reading at or above grade level.

OR2020, birth-eight spectrum of kids, what do you believe it would take to increase 3rd grade reading proficiency? What would have to be different in the classroom? With families? With how partners work at schools?

Every school needs a structure that focuses on reading and writing. Meetings with teachers/parents. Data conferences with teachers, beginning each fall and throughout the year. Use reading assessments to help students and families know levels. Then use intervention as needed with kids below their reading level with trained reading specialists. Community needs to be involved in helping kids learn to read. We need reading reinforcement at home and after school, not just during the school day. MLK is educating parents on techniques on how they can work their children, they work with Faith Network with volunteers one day a week. Not good enough results – want to do an overhaul assessment of the structures in place. Done surveys. Checking in with community partners and what do we need to do to improve reading. Making changes every month.

Pamela, kindergarten readiness, TK started 3 years ago. Kids weren't ready, prepping babies for kinder. Focus on Social, Emotional Learning. Kids are growing. Lots of support and partners helping. Kids are excited to read with volunteers. Kinders coming back to the classroom with higher scores. Raising a Reader providing bags of books each week. Lots of attendance work to reach out to families and help kids get to school.

David, what are your ELL strategies of support? Print-rich environment, hear and see words. Use of cognates for Spanish speakers can help a lot of students. Important of students keeping their primary language – did summer studies in Oaxaca, Mexico. Empowering for students. Morning greeting in multiple languages. Not a bilingual school, Acorn Woodland, is bilingual. BCLAD program seen as a luxury for a school. Want to empower families along with students, and parents may not always approach teachers if they don't feel they can communicate effectively. Outreach to parents in primary language is very important. School-wide, teachers rely on the few staff and faculty that speak home languages. 60% of EnCompass students are ELLs, 65% Latino.

Leo, all teachers are GLAD (Guided Language Acquisition Design) trained, lots of PD, hard to find empirical research on what has worked for ELLs to grow proficiency. It has been powerful to do inquiry work as a staff 1) building empathy amongst faculty; 2) personal experience panel of adults who had been ELLs themselves in school. Allowed teachers to do individual English Language Development inquiries in their own classrooms.

At MLK, Roma has mostly Arabic-speaking families. Engaged parents, using Community Service Manager.

With Common Core and Balanced Literacy, what are some of the biggest benefits to these shifts, and what were some of the challenges? Six components to balanced literacy, and a challenge was focus shifted from science to balanced literacy due to low reading scores, and having teachers learned Balanced Literacy, particularly in the upper grades was hard, readers workshop and small groups. TK-3rd already had that down, and OCR had supported that. Good part is Readers and Writers workshop, focus on skill acquisition. Challenge is learning the structure for teachers, and for students.

Leo, next horizon for helping kids to read better is to support and take responsibility for giving parents more training around reading. Want to do that well, not just for middle class families. One of the biggest things kids need is just more practice. Students that make most progress are often the ones that just practice the most and read a ton.

Roma, CCSS want kids to know how to tackle things on their own. And know their process and can explain it and or show their work.

David, challenge with Balanced Literacy and CCSS transition at the same time, lots of focus on helping kids fall in love with reading, and need to also support kids through foundational reading skills so they can handle text complexity.

Pamela, *how does Garfield partner with Families?* Talk with families. Have an African American Advisory Council, English Learner Advisory Council and Parent Action Team – not just talk. AA Families wanted to interact more with their teachers. Adopted Academic Parent Teacher Team, take a standard at each grade level and invite families to come out and they are given tools to work with kids at home. Parents make a SMARTER Goal, TK looked at alphabet recognition, helped families set 60-day goals. Gave them activities. One to one conferences in September and ask them for their questions, hopes and desires and needs. Another one to one conference in December. Give parents a homework bag at the beginning of the year. Importance of kids keeping and strengthening home language.

David, *how is technology helping?* Class size was an issue, started using laptop cart. Then more classroom computers and online subscriptions with RFF grant. Using Achieve3000, helps students read more complex texts, at their level, news articles that are rewritten at different levels. Students can search by interest and teachers can assign. Use ST Math, popular with students, use both programs at home. This year, started to use ReadingA-Z, RazKids for the students, place kids at their F&P level, kids can do it at home, can read on their phone or tablet. Kids are read a story, and words and sentences are highlighted. Whole range of books. High interest for kids and parents wanting help setting up the app on their phone and tablet. Not every kid has access. Working with 81st Ave Library to help get families into the Library. Cheap Comcast internet, and OTX West also helps, but it's not 100% perfect. Programs have family components, haven't fully utilized them, still a lot of energy just to implement with kids and in the classroom. RazKids can really help with

building fluency, and kids can record themselves. Don't have enough humans to read to every kid all the time, computers can help. Having a station where the kids are engaged and accountable supports teachers in their small group.

Leo, Shout out to GREG KLEIN – BOOM. =P . Tech can help speed up the feedback cycle with kids, help kids try over and over, instead of waiting. Creative side, Google Docs for writing, collaboration features. Video and presentation creativity opportunities are powerful, too.

Leo, *what intervention based supports, and elements of those, that are key?* Close the feedback loop as quickly as possible for students. Programs that assess kids, or use the school's data, and can go talk to parents and kids are powerful. After school programs tend to have a lot of contact with families. Important to narrow focus and not overwhelm any audience, including families, with too many strategies. While we're focused on literacy, students in programs around music and drama and visual art can be powerful in helping kids talk and support their own literacy.

Roma, want kids to be highly engaged and have fun. With the arts, drama, exposure and field trips. Get a kid's mind going.

Audience, lack of background knowledge was an impediment to learning to read or building content knowledge. Other than field trips, other steps you all are taking to build in content to reading instruction? Roma, invite scientists to come and build projects with teachers and kids. Leo, doing analysis of six social studies units per year, across all the grades. FOSS is very hands on for science, and social studies is a bigger need right now in Oakland. Kids for the Bay will bring people, animals and other regalia come into the classroom. Pamela, SimLink Founder comes to TK Classroom and does science projects. Black History Month famous inventors.

Summer Learning component, and does it work at your school? Leo, tried in the past to maximize number of kids getting access. LWL experiences major summer slide in reading gains. Added a February break to lengthen the school year into summer. 120 kids from 9-11am, 120 kids from 11:30-1:30pm, enrichment and adaptive software for reading and teachers were pulled for targeted reading work.

11:17am, Alameda County First 5 School Readiness Assessment
Casey Coneway, with Applied Survey Research, Kindergarten readiness assessments for 15 years. County wide assessment in 2015.

11:20am, Oakland Reads 2020 Group Planning – Summer Learning Celebrations

11:55am, Meeting Close