

Welcome to the OLC Winter Literacy Forum!

We will get started soon!

Please take a minute to make sure:

- *Your name is correct on your zoom screen (if you need to change it, click on the three dots on the upper right corner of your square).*
- *You are muted (for now) but will be able to unmute yourself later in the meeting.*
- *You have a coffee/tea/snack (if you want)*

Winter Literacy Forum

January 27, 2020



OaklandLiteracyCoalition.org

Working together
to ensure every
Oakland child
learns and loves
to read



Check in

“All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.” -bell hooks

Welcome! Please introduce yourself in the chat box with your **name, organization,** and **something you’ve read recently.**

Eg: Rebecca, OLC, “Oh No, George” by Chris Haughton

Agenda

10:00 - 10:15 Welcome, introductions, and context-setting

Sanam Jorjani & Rebecca Schmidt, Oakland Literacy Coalition

10:15 - 11:35 Literacy and equity: OUSD Early Literacy Program and Curriculum Pilot - Presentations and Breakout Rooms

Romy Trigg-Smith and Mike Ray, OUSD

11:35 - 11:45 Poll and Closing

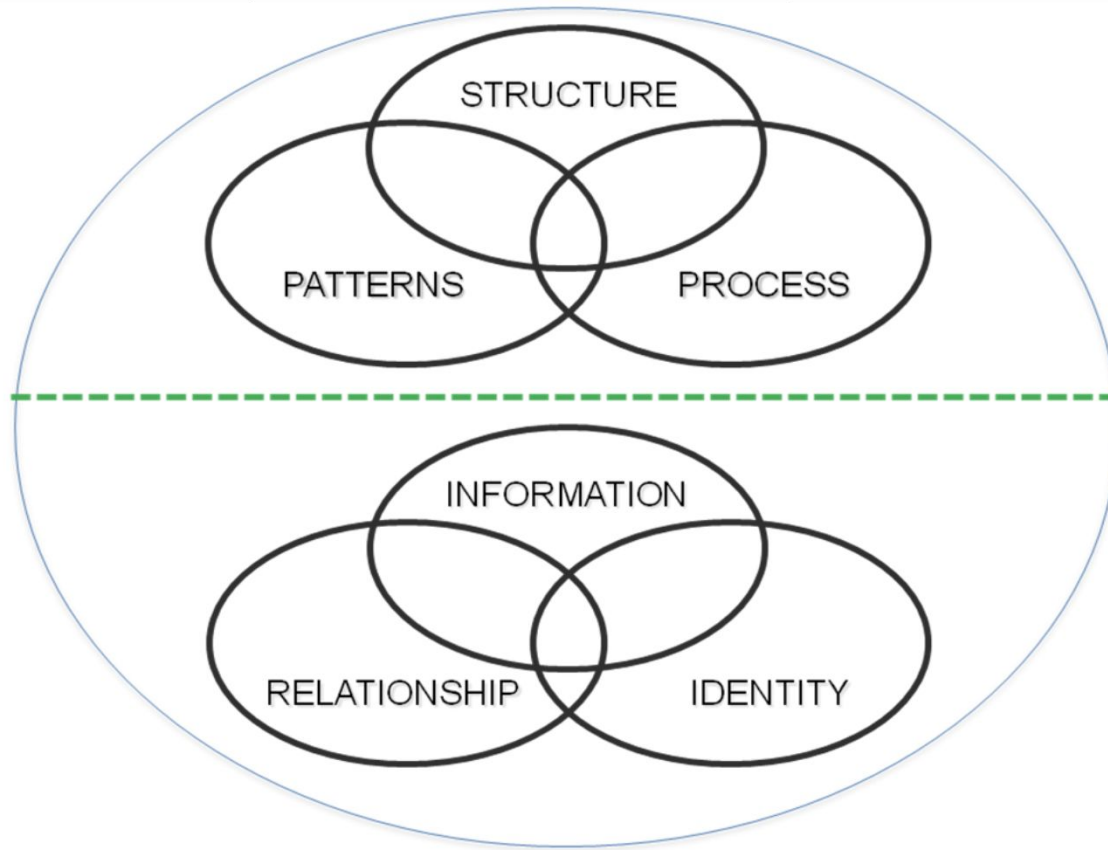
Participation Guidelines and Tools

- This forum will be recorded
- We will post our slides and agenda on our website after the meeting - feel free to download!
- We will refer to the **agenda** that will be shared in the chat box
- Please mute your mic during the presentations. There will be time for conversation in breakout rooms.

Objectives/Outcomes

- learn** about the new OUSD literacy framework, early literacy strategy, and ELA curriculum pilot
- examine** how these structures support equitable student outcomes
- discuss** how our roles and identities connect with each other and with students, families, teachers, and schools in Oakland
- provide feedback** and critical analysis
- plan** for how we can create and support system conditions that increase capacity to bring about more equitable outcomes and experiences for students in Oakland

“You have to act as if it were possible to radically transform the world. And you have to do it all the time.” — Angela Davis



Introducing...

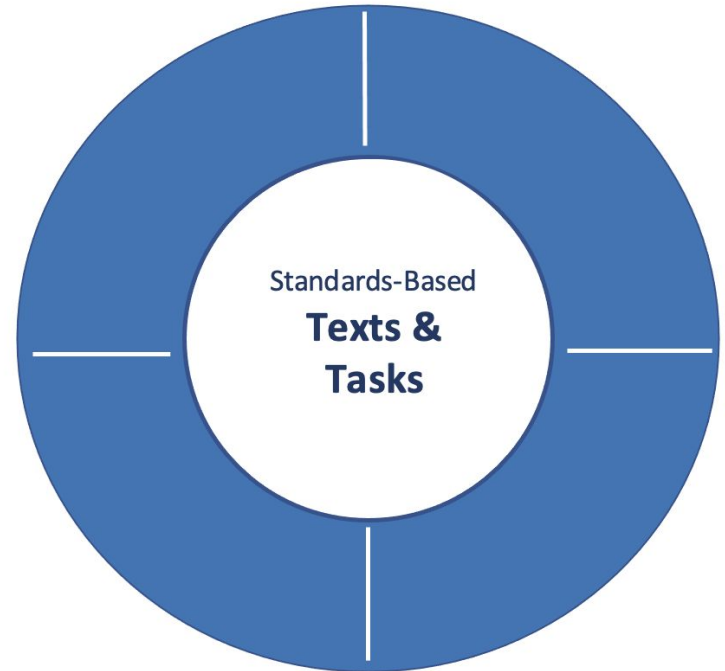
Mike Ray is Literacy Curriculum Coordinator for OUSD in the Academics and Instructional Innovation Department where he is coordinating the K-5 ELA selection process. Previously he worked in OUSD's ELLs and Multilingual Achievement (ELLMA) office. His passion is supporting language and literacy development for ELLs, Academic Language Learners, and all students. He has been an educator in northern California for 30 years mostly at the elementary level.

Romy Trigg-Smith is the Early Literacy Coordinator for OUSD in the Academics and Instructional Innovation Department where she is coordinating efforts to support Tk-2nd grade literacy instruction, assessment, data analysis, intervention, and professional development across all elementary schools. She previously worked as a principal and assistant principal for Greenleaf Tk-8, an OUSD 90/10 Dual Language school and 2019 Innovate Public School Top School based on Middle School ELA achievement. Prior to coming to OUSD, Romy was an instructional coach, 1st grade teacher, and 2nd/3rd grade combo class teacher.



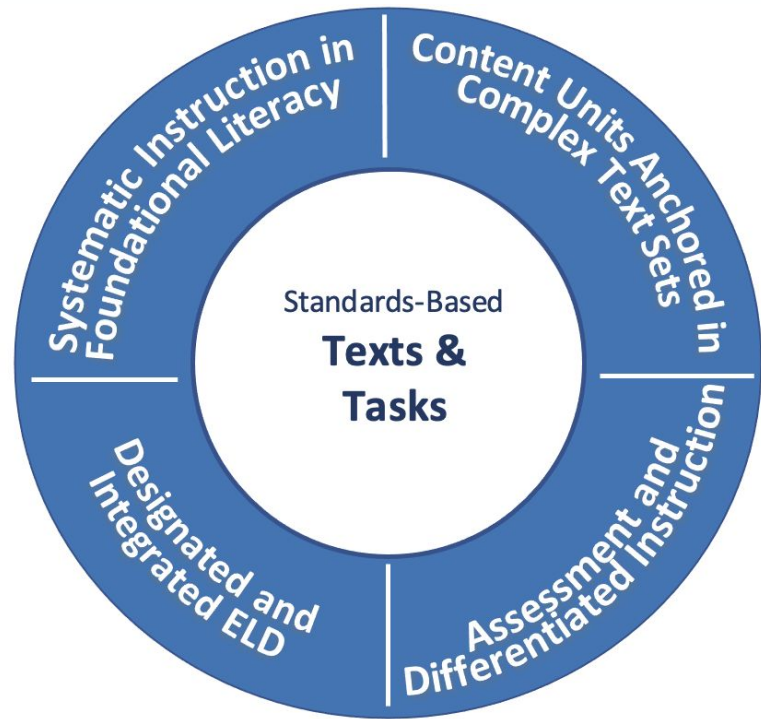
OUSD Language and Literacy Framework - TK-5 (DRAFT)

- **Text & Tasks at the Core**
- Essential Components
- Equity Practices



OUSD Language and Literacy Framework - TK-5 (DRAFT)

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Our Language and Literacy Framework - TK-5 (DRAFT)

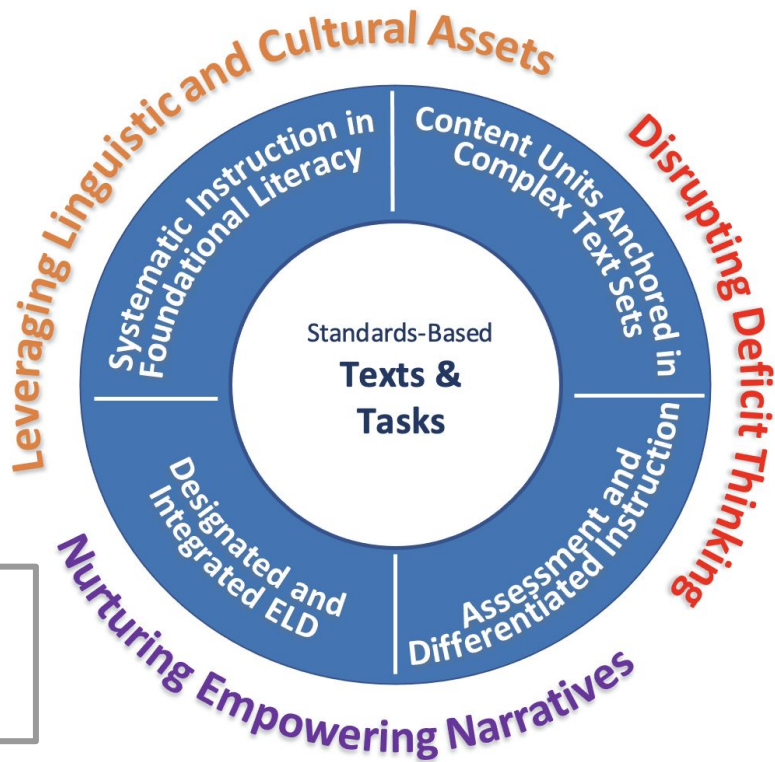
- Text & Tasks at the Core
- Essential Components
- **Equity Practices**



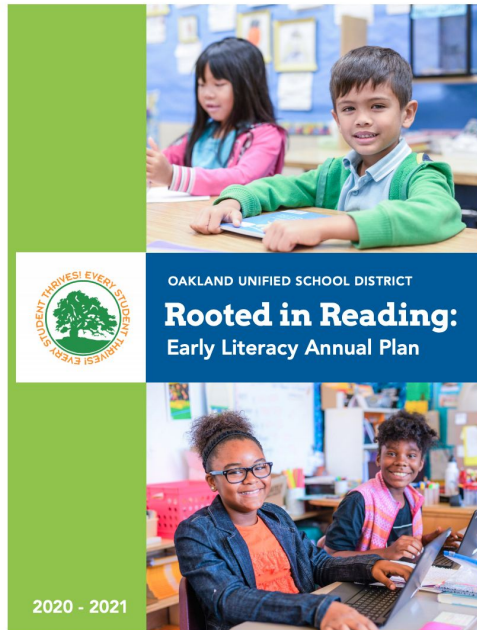
Brief Q&A in the chat

- Text & Tasks at the Core
- Essential Components
- **Equity Practices**

Click to see [DRAFT OUSD LANGUAGE AND LITERACY FRAMEWORK](#). See [here to give your feedback on the Framework](#).



Rooted in Reading Strategy

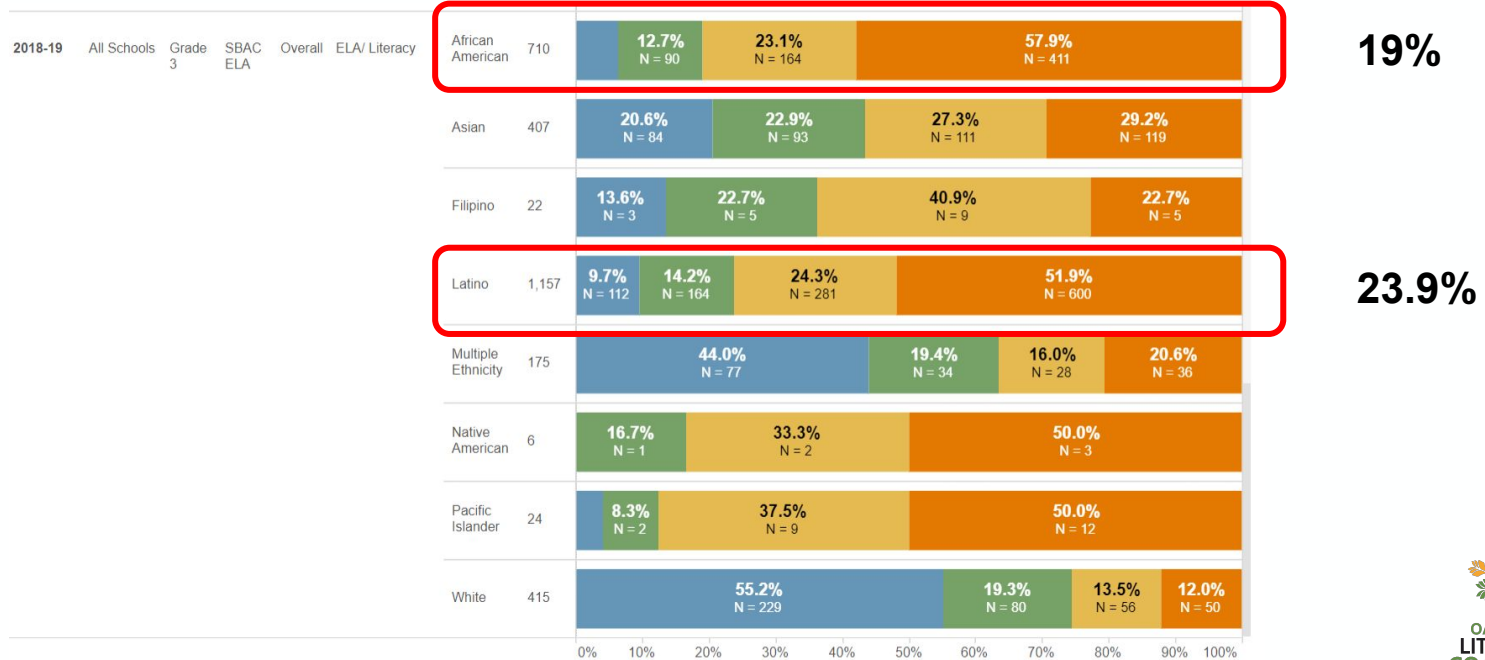


Why the new strategy now?

- Need for more alignment across all elementary sites
- Need for a Universal screener
- Align K-2 instructional practices to the Science of Reading across tiers
 - Explicit, sequential systematic foundational skill instruction
 - Engagement w/ Complex Text
 - English Language Development

Rooted in Reading Strategy

-What is the current state of reading achievement?



Rooted in Reading Strategy

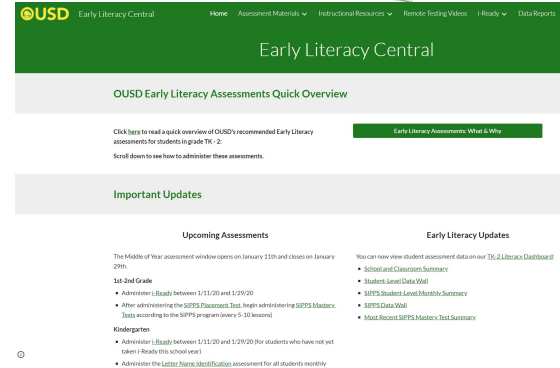
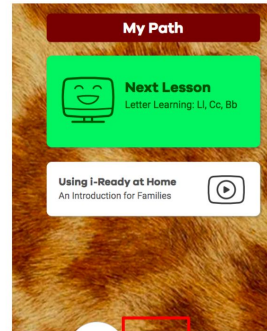
ORGANIZATIONAL PRACTICES - DISTRICT

Facilitate **foundational training** for teachers and leaders in core components of literacy instruction and curriculum

Support **assessment** administration and data analysis through district PD, data reports, and coaching

Early Literacy Annual Plan (2020-21)

- SIPPS
- Science of Reading
- i-Ready
- DIBELS
- Early Lit Central



Rooted in Reading Strategy

FAMILY & COMMUNITY PRACTICES

Host **Literacy Summits** for educators, families and community partners to monitor and celebrate progress towards student goals

Unpack grade-level milestones and ways to support students reach milestones

- Family Workshops
- Milestones



Early Literacy Newsletter
January 2021

Join Us: Literacy Summit & Family Workshop on Feb. 18



Greenleaf students celebrating books, pre-COVID.

Our second Literacy Summit and Family Workshop is coming up soon on **Thursday, Feb. 18, from 4:30 - 6:00p.m.**

Join us to learn about:

- The state of literacy **in** OUSD
- Our literacy progress based on middle of the year assessment
- Strategies to support **reading** at home with your PK-5 grade student
- What your student should know by the end of the year

Rooted in Reading Strategy

EXCITING

- Momentum across City
- Discourse centered on the Science of Reading
- Partnership
- Resources

CHALLENGING

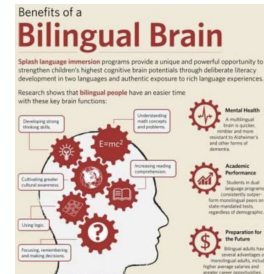
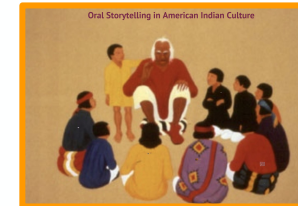
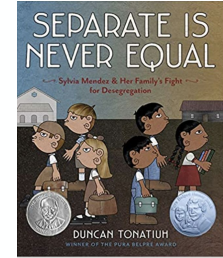
- COVID
- Supporting Change
- Teacher hiring and retention

BIGGEST LEVERS

- Teachers! - PD for teachers and leaders
- Curriculum that supports
- Family and community partnership

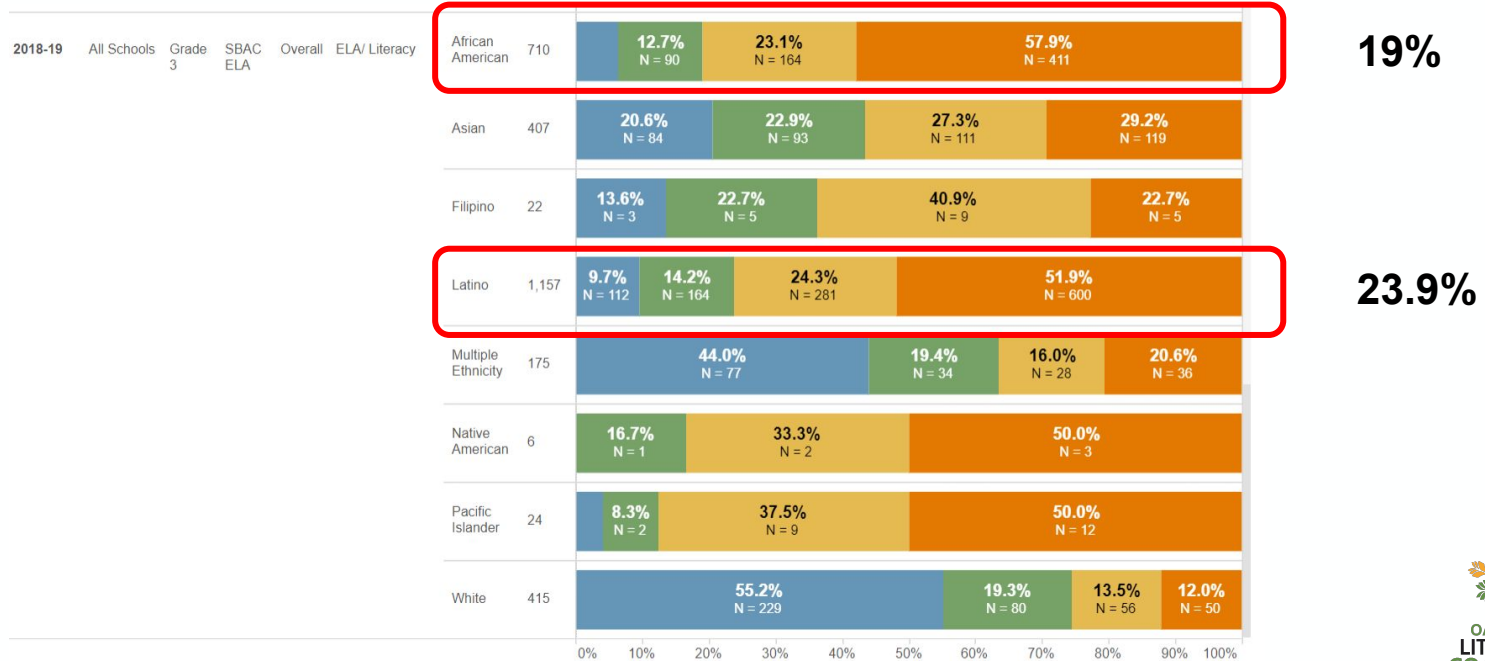
(1/29/19 Memo)

- | SIPPS Sounds | |
|--------------|--------|
| E1 | a_ |
| E2 | i_ |
| E3 | o_ |
| E4 | e_ |
| E5 | u_ |
| E6 | th (2) |
| E7 | |
| E8 | sh |
| E9 | qu_ |
| E10 | |



The Need for New ELA Curriculum - Revisiting the Data

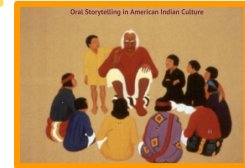
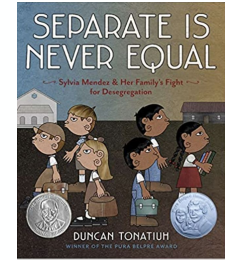
-What is the current state of reading achievement?



K-5 ELA Subcommittees and Indicators

- **Foundational Literacy and Dyslexia:** focuses on materials for teaching beginning reading skills. [See this committee's indicators here.](#)
- **Complex Text and Task:** focuses on the grade level texts and grade level activities. [See this committee's indicators here.](#)
- **ELLs and Cultural Responsiveness:** focuses on language learning for English Language Learners and Academic Language Learners and materials that recognize and utilize our cultural diversity to help students learn. [See this committee's indicators here.](#)

SIPPS Sounds	SIPPS Sounds
01 a_	01 ch
02 i_	02 _tch
03 o_	
04 e_	03 _ck
05 u_	04 _dge
06 th (2)	05 wh_
07 sh	
08 qu_	06 _ng
	07 _ing



[See list of K-5 ELA Steering Committee and subcommittees here.](#)

[Parent Sign up for Parent Study Group on K-5 Language Arts Curriculum Adoption / Inscríbese para la reunión del Comité Asesor Familiar sobre la Adopción del Plan de Artes de Lenguaje de K-5.](#)

Timeline Adopting new TK-5 ELA Curriculum

Please write questions or comments in the Chat

- Jan 2020 - Steering Committee convened (more than 50% are teachers)
- March 2020 - March 2021 - Curricula reviews, pilots, and community engagement
- April/May 2021 - Final K-5 ELA Steering Committee recommendations and possible board approval & adoption

[FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21](#)

How will things change and improve with a new ELA curriculum?

Please write questions or comments in the Chat

- The curriculum will cover all important parts of reading, writing listening and speaking for all student groups.
- Teachers, principals and staff will get the support and training they need to implement the program
- Love of learning and achievement will increase for ALL students, especially those that are behind.
- ***What would you like to see?***



Breakout Rooms

Participants will self-select breakout rooms based on interest.

1 - Advancing change at the school level - *ideal for people who work in organizations or programs directly serving students in literacy, or who are interested in how literacy strategy, teachers and students, and curriculum intersect in their work to support student literacy growth*

2 - Advancing change at the family/community level - *ideal for people who work in organizations connecting with families, or who are interested in how literacy growth and family engagement intersect*

3 - Advancing change at the system level - *ideal for people who work in organizations that are invested in student success on a broad level, across and within systems*

Breakout Rooms

- Choose a breakout room to join: 1, 2, or 3. If you cannot select a breakout room, change your name to either 1, 2, or 3 and we can assign you.
 - 1 = school based, 2 = family/community based, 3 = system based
- OLC Staff member will facilitate each room and take notes
- We will reconvene together and do a quick share/summary from each room
- OLC will compile responses and summarize for our community

Breakout Room Share-Out

- Facilitator from each room will share out a few main ideas discussed in their breakout room - any common themes, common questions, or big ideas that resonated
- 2-3 minutes per share
- Feedback poll

Closing

- Upcoming opportunities to engage in this process with OUSD:
Literacy Summit on Feb 18, 4:30pm-6pm - info on the website
- OLC Updates - announcements and upcoming events
- Updates from the field - please add to the chat box
- We will post our agenda and our slides to our website after the meeting - check them out there!

Thank You!

Please don't forget to complete an evaluation

Oakland Literacy Coalition

www.oaklandliteracycoalition.org



Twitter: [@oaklandreads](https://twitter.com/oaklandreads)

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