

## REPORT TO THE BOARD

<b>Item:</b>	Our Culture of Resilience: Part II
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<b>Board Meeting Date:</b>	September 14, 2022

Prepared as of September 9, 2022

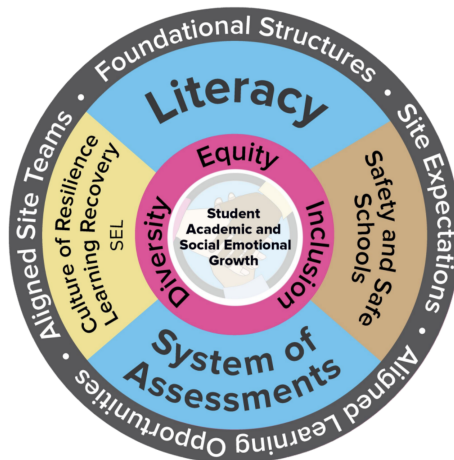
### Background

As shared in Part I of this Board report to Trustees presented August 17, 2022: In response to the Pandemic, on April 28, 2021, the Board of Trustees was presented with an “18-month plan” to address the social-emotional, academic, and physical needs of Natomas Unified School District students. (For reference, view Part I of our Board report at our Board meeting website at the link [here.](#))

In addition to these two reports being provided, a Board study session on September 28th will provide an opportunity to dive more deeply into Learning Recovery and how, through the use of an innovative communication tool, we are strengthening the communication between home and school. Part II of these two reports provides further details on how the NUSD district wide Literacy Plan and Co-Teaching TOSAs are responding to learning recovery data and provides an overview of the aligned professional learning opportunities.

### NUSD Areas of Focus Overview

As shared in Part I, the last two years of work led us to developing our next steps, which are captured in the graphic below, and depict the areas of focus for the 2022-2023 school year:



The graphic above was designed to not only capture our key areas of focus for the 22-23 school year, but to keep in mind the systems and structures required for this work to be implemented. Moving from the inside of the graphic out, Student Academic and Social Emotional Growth is the core “why” for our work, simply put. Diversity, Equity, Inclusion (DEI) is the lens through which we view all district wide initiatives and our four major areas of focus (Our Culture of Resilience (both Learning Recovery, and SEL), Literacy, Safety and Safe Schools, and System of Assessments). The binding agents to keep the elements within the graphic working together are our aligned learning opportunities, aligned site teams, foundational structures, and site expectations. While there will be a heavier emphasis districtwide on Literacy (through writing) and our system of assessments (to monitor the work we are doing to ensure positive outcomes for students), our site leaders will take a primary role at each of their sites in developing actions to support their climate and culture. Their focus will be on providing a safe space for students, as well as specific learning recovery and SEL actions appropriate to their site resources and student needs.

For more detailed information of each of the Areas of Focus please refer to Part I of the Board Report linked above.

### **Our Culture of Resilience through Interventions & Supports in 22-23**

As noted in Part I of the Board report, a key element of our district’s focus on Learning Recovery is comprehensive communication and outreach to families. This is rooted in our core value of ***families as partners in the education of their students***. The Learning Recovery and Intervention Guide represents a first step in our journey to engage in a deeper conversation with families that leads to each student getting the specific academic and social emotional supports that they need to succeed.

At the September 28, 2022 Board Meeting, Trustees will engage in a study session to deepen their understanding of the types of information that families will be receiving in this initial iteration of our Learning Recovery and Intervention Guide, to discuss what we are learning from the data that was gathered to prepare the Guide, and to consider next steps for strengthening the partnership between school and home. This will include an opportunity to review disaggregated data from the parent/guardian and student surveys, dig deeper into the types of recommendations being made, and discuss the interventions and supports available to students and families.

### **Our Culture of Resilience through District Wide Literacy Plan in 22-23**

#### **Literacy Plan - Phase I**

In 2021-2022, NUSD conducted a summer writing pilot, facilitated a literacy plan workgroup throughout the year, gathered teacher feedback and family input, and ran a spring writing pilot to develop Phase I of the Literacy Plan implemented in 2022-2023 focused on informational writing.

The data collection and analysis to inform Phase I included gathering feedback from teachers, students, and families about the needs of an effective literacy plan and using that feedback to develop next steps. As we were honing in on the potential areas of focus for our district wide literacy plan, we began talking with teachers on the area of informational writing being the area of focus over other areas, such as narrative writing, fluency, or reading comprehension. It was clear through the voice of 500+ teachers that staff wanted additional supports on how to teach writing with specific requests for support in the following areas:

- Common district wide assessments
- District rubrics TK-12

- Shared writing language
- Graphic organizers by writing genre (i.e. an organizer to help a student prewrite for an informational essay on the effects of water pollution would be different than an organizer to help a student prewrite for an argumentative essay on the best method for solving water pollution) that teachers and students could utilize to support instruction.

In addition to the voices of staff and families, research reinforces the importance of focusing on writing for students in order to support them with both reading fluency and reading comprehension. Simply put, better writers become better readers.

With this information, teachers were asked to pilot prompts, rubrics, and family communication templates in a Spring 2022 writing pilot to determine what would be the most effective for students and families, and also were asked to provide feedback on the rubrics so staff could adjust plans accordingly for Phase I.

As we move through Phase I in 22-23, we are having ongoing conversations with labor partners to have the most successful implementation of the literacy plan as possible, focusing on a long-term approach to student growth in writing and subsequently reading. For example, through collaborative discussion with labor partners, Co-Teaching TOSAs are pulling exemplar papers for the October 10th district wide professional development day in order to spend the afternoon norming with all teachers on the informational writing rubrics to ensure teachers across the district are calibrated on scoring writing TK-12th across content areas.

We will share additional data during the September 28 study session that compares parent and student input to what our teachers shared regarding writing, with the feedback supporting our direction with the literacy work.

### **Calendar of Professional Development 22-23**

The cycle of continuous learning and improvement guides the types and number of offerings. The professional development catalog is currently built out for August 2022 - December 2022 based on data from pilot work and input in 2021-2022. Additional PD for the 2022-2023 school year will continue to be developed and offered based on data. The current offerings focus on providing teachers with the tools and knowledge they will need to be successful with the implementation of the Literacy Plan. Teachers will engage in learning how to use the elements of the Literacy Plan (e.g. NUSD writing rubrics) to effectively communicate expectations to students and families and create district-wide grading norms. Professional development will also focus on how to use assessments to drive instruction, best practices for teaching informational and argumentative writing, and writing across content areas. These professional development opportunities have been strategically scheduled throughout the 2022-2023 school year to further support teachers with the implementation of the Literacy Plan and knowledge gained from these professional development experiences. As of this report, for professional development offerings from August-December, there are currently 307 teachers registered for professional developments in literacy. There are an additional 33 site administrators and 87 unique teachers registered for the mathematical literacy PD opportunities. For more details on current professional development offerings in literacy see table in Appendix A. As a reminder, these professional development opportunities are part of our 22-23 1% professional development plan for this school year (certificated and classified staff can complete a designated number of hours of training and receive a 1% one-time payment).

## **Role of TOSAs**

### Co-Teaching TOSAs

Co-Teaching TOSAs will again be supporting targeted students in classrooms and through after-school interventions during the 22-23 school year. This work is two-fold: (1) to focus on informational writing and reading skills, and (2) to focus on literacy in mathematics, such as making meaning of text in word problems. As we move forward in 22-23, CAO's staff will continue to use our cycle of continuous improvement with TOSAs to analyze data, including our recent CAASPP scores (from 21-22) IB scores, and AP scores, as multiple measures to help inform next steps with the implementation of the Co-Teaching model to meet student needs, as well as other potential interventions to occur during the school day or after school.

In alignment with learning recovery supports and interventions, Co-Teaching TOSAs will teach, use, and reinforce the district wide writing rubrics for students to self and peer assess informational writing this year. Additionally, TOSAs will model the use of the NUSD writer's glossary, for example, using the term thesis statement in every classroom rather than hook in some classrooms and topic sentences in others. Finally, Co-Teaching TOSAs will target their supports for targeted students in informational writing on crafting a thesis statement and using two select graphic organizers to organize informational 5-paragraph essays. The emphasis in afterschool supports will be focused on expository text handling, for example, text handling strategies in making meaning out of word problems or performance tasks like those found in California's mandatory state tests.

### **Next Steps**

Additional cycles will take place in Phase I of the Literacy Plan this year in spring with argumentative writing. Phase II in 23-24 will include narrative writing assessments and more development of process writing instruction. Updates on the Literacy Plan as well as further interventions, such as those being planned through the Expanded Learning Opportunities funding (ELO-P), will be shared in future communications and reports to the Board. We have the 2022-2023 year to plan for the expanded 9-hour day and are going to utilize this year to begin piloting interventions that may lend themselves to our continued focus on supporting students with their growth where data shows it is needed.

The information shared in this report helps provide a clearer roadmap of the interventions we have put in place through our Areas of Focus and our district wide Literacy Plan. However, as we continue to discuss the results from partner feedback and our first district wide writing assessments, findings will raise more questions for staff to investigate; this report is not the answer, this report is just the start to providing a path forward for more personalized interventions to come.

We will continue to provide updates to Trustees as we move forward through the 22-23 school year.

Appendix A

Professional Development August 2022-December 2022

Professional development for the 2022-2023 school year will focus on providing teachers with the tools and knowledge they will need to be successful with the implementation of the Literacy Plan. Teachers will engage in learning how to use the elements of the Literacy Plan (e.g. NUSD writing rubrics) to effectively communicate expectations to students and families and create district-wide grading norms. Professional development will also focus on how to use assessments to drive instruction, best practices for teaching informational and argumentative writing, and writing across content areas. These professional development opportunities have been strategically scheduled throughout the 2022-2023 school year to further support teachers with the implementation of the Literacy Plan and knowledge gained from these professional development experiences.

Goal: 1.0 growth from pre- to post- assessments in both informational and argumentative writing assessments on the NUSD rubric

PD Target	Target Audience	Expected Outcome
Leadership Institute ( <i>4 days</i> )	33 Site Administrators	<ul style="list-style-type: none"> <li>All administrators will identify literacy as an area of focus</li> <li>Creation of systems to monitor data and determine appropriate supports for literacy at the school site</li> <li>Understanding of expectations for formative feedback on literacy-based topics.</li> </ul>
Principal's Meetings ( <i>Monthly</i> )	16 Site Principals	<ul style="list-style-type: none"> <li>Continued support in formative feedback and norming for NUSD teachers</li> <li>Administrators will review past feedback provided to teachers and norm and calibrate effective writing feedback for staff.</li> <li>Increase in informational and argumentative pre to post scores by .5 utilizing NUSD's writing rubric on average across all sites.</li> </ul>
AP/Aspiring Leaders Meetings ( <i>Monthly</i> )	17 Assistant Principals and Invitation to 35 Aspiring Leaders	<ul style="list-style-type: none"> <li>Cross site planning for literacy initiatives</li> <li>Systems development to support site growth for literacy</li> </ul>
Administrative PLC ( <i>Monthly</i> )	33 Site Administrators	<ul style="list-style-type: none"> <li>Consistent monitoring of site wide data for writing instruction</li> </ul>

		<ul style="list-style-type: none"> <li>● CCLI process to monitor and adjust based on best practices within the PLC</li> <li>● Development of systems to support student growth</li> </ul>
Supervision and Evaluation ( <i>Asked to set a goal for leading Literacy Plan</i> )	33 Site Administrators	<ul style="list-style-type: none"> <li>● Feedback on writing instruction supported with student data</li> <li>● Focus of evaluative elements on writing terminology and use of rubrics</li> <li>● Knowledge and understanding of regular writing instruction within class</li> <li>● 100% of administrators will leave formative feedback geared to literacy based instruction and practice.</li> </ul>
Site-based TOSA focus led PD on writing	8 collaboration meetings across sites for all teachers	<ul style="list-style-type: none"> <li>● Joint scoring of pre and post writing assessment</li> <li>● Shared collaboration of use of writing rubrics, terms, and prompts</li> <li>● Instructional support across content areas for writing growth</li> <li>● Targeted instruction on key elements of writing based on student data</li> </ul>
District wide professional development - October 10	NUSD Teachers, one event	<ul style="list-style-type: none"> <li>● Morning is Culturally relevant classroom management practices</li> <li>● Afternoon is analyzing anchor papers and calibrating on the NUSD rubric</li> </ul>
District Wide Staff Development Early Release Day (commonly called "SDER Days")	All Teachers, 5 opportunities per year	<ul style="list-style-type: none"> <li>● Staff collaboration and ownership around literacy</li> <li>● Providing additional opportunities for teachers to review data and make informed, collaborative decisions to support student writing growth.</li> <li>● Instructional practices be shared and a focus on student growth</li> </ul>

Teacher PLC meetings	All Teachers, 3 Wednesdays a month	<ul style="list-style-type: none"> <li>Regular collaboration meetings where teachers will review data, including writing data of students, to support student growth.</li> </ul>
<i>New to NUSD Training (Literacy Plan Component included)</i>	100+ NUSD Certificated Staff (1 day)	<ul style="list-style-type: none"> <li>New to NUSD staff will be provided writing rubric and glossary overview</li> <li>All new to NUSD teachers will understand literacy through writing is an area of focus in NUSD</li> </ul>
<i>Silicon Valley Math Initiative (SVMI)</i>	<ul style="list-style-type: none"> <li>Up to 100 NUSD teachers for 8 SVMI PD days</li> <li>33 site administrators for 5 opportunities for walkthrough norming and feedback calibration</li> <li>10 teacher leaders for targeted coaching on numeracy</li> <li>All teachers will be provided the opportunity to experience instructional rounds</li> </ul>	<ul style="list-style-type: none"> <li>Support to embed literacy in math instruction</li> <li>Developing lesson plans and conducting lesson studies with teachers to bring literacy into math practice</li> <li>For some SVMI teachers, direct coaching to support implementation of literacy in math</li> </ul>
<i>Literacy Writing Rubric Best Practices and Norming</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>1% PDs that include norming, best instructional practice, rubric usage, and data analysis/classroom adjustment with writing</li> <li>Stronger instructional practice for teachers</li> </ul>
<i>Best Practices for Teaching Writing Informational Texts</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>1% PDs that include norming, best instructional practice, rubric usage, and data analysis/classroom adjustment with writing</li> <li>Stronger instructional practice for teachers</li> </ul>
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<i>Literacy Writing Using Data to Drive Instruction</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>1% PDs that include norming, best instructional practice, rubric usage, and</li> </ul>

		<p>data analysis/classroom adjustment with writing</p> <ul style="list-style-type: none"> <li>• Stronger instructional practice for teachers</li> </ul>
<i>Writing Across Content Areas</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>• 1% PDs that include norming, best instructional practice, rubric usage, and data analysis/classroom adjustment with writing</li> <li>• Stronger instructional practice for teachers</li> </ul>
<i>Using Data to Drive Instruction with Formative Assessments</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>• 1% PDs that include norming, best instructional practice, rubric usage, and data analysis/classroom adjustment with writing</li> <li>• Stronger instructional practice for teachers</li> </ul>
<i>Best Practices for Teaching Writing Argumentative Texts</i>	120 teachers, optional PD	<ul style="list-style-type: none"> <li>• 1% PDs that include norming, best instructional practice, rubric usage, and data analysis/classroom adjustment with writing</li> <li>• Stronger instructional practice for teachers</li> </ul>
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		<p>data analysis/classroom adjustment with writing</p> <ul style="list-style-type: none"> <li>• Stronger instructional practice for teachers</li> </ul>
<i>Writing Academy Day 1</i>	40 NUSD teachers per grade level (560 through voluntary PD)	<ul style="list-style-type: none"> <li><i>o Background and discussion on the info/expository writing genres</i></li> <li><i>o Deeper analysis of the Anchor Standards for writing, analysis of the informative/explanatory writing process</i></li> <li><i>o Expectations for writing at each grade level</i></li> <li><i>o Instructional strategies for informative/explanatory writing</i></li> </ul>
<i>Writing Academy Day 2</i>	40 NUSD teachers per grade level (560 through voluntary PD)	<ul style="list-style-type: none"> <li><i>o Discuss successes and challenges related to informative/explanatory writing instruction</i></li> <li><i>o Analyze student writing using NUSD rubric</i></li> <li><i>o Action plan for instructional modifications</i></li> <li><i>o Mini-lesson ideas for instructional modification based on NUSD rubric</i></li> </ul>
<i>Writing Academy Day 3</i>	40 NUSD teachers per grade level (560 through voluntary PD)	<ul style="list-style-type: none"> <li><i>o Discuss successes and challenges related to informative/explanatory writing instruction</i></li> <li><i>o Analyze student writing using NUSD rubric</i></li> <li><i>o Action plan for instructional modifications</i></li> <li><i>o Mini-lesson ideas for instructional modification</i></li> </ul>