

Berkeley Unified School District Dyslexia and Literacy Improvement Plan Support Proposal

Submitted by Matthew Duffy and Tamara Arroyo

Overview & Goals

THE PROJECT: The Berkeley Unified School District seeks consultant support and partnership to implement the action items called for in the district Dyslexia Settlement. More specifically, BUSD leadership seeks support to ensure that all students, including those most struggling in reading, are able to excel as a result of the effective implementation of the BUSD Literacy Improvement Plan. The Plan, accelerated by the recent lawsuit settlement regarding dyslexia, also necessitates a coordinated implementation strategy that brings together key district stakeholders such as Literacy Teachers on Special Assignment, Response to Intervention (RTI) Teachers on Special Assignment, Special Educators, and school site administrators.

The Literacy Improvement Plan calls for thorough implementation of the instructional core at all levels of teaching, learning and intervention; Tier 1, Tier 2 and Tier 3. From consistent diagnostic screeners for all readers to effective and proven teaching of reading strategies, the Literacy Improvement Plan intends to strengthen literacy alignment across the district in service of BUSD readers. Shared protocols for intervention both in the core classroom and beyond as well as school and district wide data sharing processes are part of the plan. BUSD is searching for a strategic partner who can provide guidance, resources and support to ensure the strongest implementation of the Literacy Improvement Plan so that all students, especially those currently struggling in reading, excel.

THE OPPORTUNITY: The BUSD Literacy Improvement Plan gives the district a unique opportunity to bolster a coherent instructional vision for the district in order to support those students most behind in reading. The Literacy Improvement Plan aims to solidify systems to improve tiered instruction, identify struggling readers and monitor literacy tools and practices across the entire district. Opportunities exist to enhance alignment for support structures such as MTSS, School Study Teams and data analysis protocols that ensure school and district support for readers at all levels. Furthermore, as most struggling readers in BUSD are those students furthest from educational opportunity including low income students and students of color, the project is one that is equity centered and intended to ensure stronger access, support and outcomes for those most in need.

PROJECT GOALS

Support BUSD leadership and a set of cross district stakeholders to implement the Literacy Improvement Plan across the district. The Literacy Improvement Plan currently has 4 goals:

- 1) *Improve reading for all*
- 2) *Early identification of struggling readers*
- 3) *Monitor effectiveness of current reading programs*
- 4) *Increase achievement of those currently receiving reading intervention.* This strand of work may include the following:

- *Assessment of tools and practices currently in place*

- *Assessment of current levels of implementation of tools and practices*

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- *Assessment of district wide expectations around Literacy*
- *Stakeholder engagement including Principals and Teacher Specialists to build the Plan*

Support BUSD leadership to create and facilitate an ongoing Implementation Team. The Implementation Team will be charged with supporting the Literacy Improvement Plan from helping to communicate goals to reporting to the Board. This strand may include:

- *Support BUSD leadership to create an Implementation Team reflective of the key stakeholders of the district.*
- *Support the BUSD leadership team with agenda preparation and facilitation ideas for the Implementation Team*
- *Support BUSD leadership to synthesize feedback and determine next steps for the Implementation Team*

Support the BUSD CAO, Director of Schools, and other instructional leaders to align the following key district stakeholders around the Literacy Improvement Plan: BUSD Literacy TSAs, BUSD RTI TOSAs, school site leaders, teachers. This strand of work may include:

- *Support BUSD leadership to chart and monitor key roles and responsibilities for TOSAs and site leaders in their work to implement the Literacy Improvement Plan*
- *Support BUSD leadership to convene meeting spaces for TOSAs to discuss current implementation, key successes and challenges, and next steps*
- *Support to BUSD leadership to plan Principal meetings where Principals can discuss together questions, concerns, strategies, and ideas to further enhance the Literacy Improvement Plan*
- *Support to CAO, Director of Schools to manage individual and organization resistance to the implementation of the Literacy Improvement Plan*
- *Support BUSD leadership team to make site visits to neighboring schools or districts where components of the Literacy Improvement Plan may be enacted at a high level*

Outcomes

1. Established and ongoing support systems for the Literacy Improvement Plan including Planning Team, TOSA structure, site leader time and space
2. Initial assessment of current strengths and challenges of the components of the Literacy Improvement Plan in relation to current district tools and practice
3. Clearly aligned district strategy to implement and authentically monitor some/all of the Literacy Improvement Plan in the 2022-2023 school year

Key Deliverables, Timeline, Cost

Support period: November 2021 to June 2022

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November to May:

- Establishment of and ongoing support of Implementation Team
- Initial assessment of tools and practices in the field to support the Literacy Improvement Plan • Engagement with key stakeholders-Principals, TOSAs, etc.
- Facilitation of the Literacy Improvement Plan support structures-meetings, site visits, data protocols, etc.

KEY DELIVERABLES:

Literacy Improvement Plan ongoing support structures established

SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of current BUSD Literacy Improvement Plan completed

May/June

- Determination of strategy for Literacy Plan implementation in 22-23 school year
- Reflection and assessment of work to date and additional next steps

KEY DELIVERABLE:

Final definition of the scope of 2022-2023 implementation strategy

COST: To complete all of the above work by June 2022 and to ensure the ability to be nimble and responsive as the project evolves, our associated fees and expenses total **\$75,000**. This cost projects 30 total days of support that can be broken into half days where needed.

As lifetime Bay Area educators who understand the complexity of educational systems from the classroom to the Board room, we would be honored to have the opportunity to support BUSD in its goal to dramatically improve the literacy program and the literacy outcomes for its students.

About

Matt Duffy (mateoduffy@gmail.com)



Matt has nearly 30 years in education from teacher to Superintendent. Most recently serving for 5 years as the Superintendent of the West Contra Costa, a PK-12 district in the Bay Area. Matt has led in a variety of complex, fast-moving, and high-stress environments.

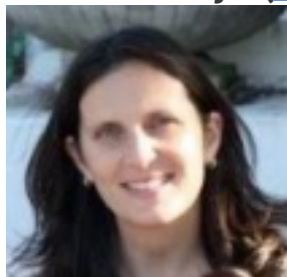
Matt has managed teams big and small, worked closely with elected

officials and political leaders and managed institutional finances up to nearly one billion dollars. Matt has been on the front lines of opening new schools and programs and has extensive knowledge of teaching and learning, school facilities, food services, community engagement, special education, extracurriculars, school safety and more.

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Matt's current focus centers around executive coaching for senior leaders and leading projects close to his heart. He is particularly passionate about school culture and youth voice, organizational learning, leadership in complex spaces, and pursuing equity through both work inside the classrooms and innovative models of school.

Tamara Arroyo (tdarroyo@gmail.com)



Tamara Arroyo has dedicated her career to improving K-12 education with a passion for ensuring equitable access to high-quality learning for students furthest from opportunity. She has worked as a teacher and educational leader in New York and California public schools, focusing on early literacy, bilingual education, and educator effectiveness.

Tamara has great experience around early literacy, specifically understanding key research based practices to improve reading for early learners. Tamara has also led whole district change efforts around teacher and leader growth, development and evaluation. She has supported educational consulting projects for both public and private organizations.

She is Spanish bilingual and happiest when reading a book--in any language--with students.

**Please note that while Matt Duffy and Tamara Arroyo currently work as independent consultants, they are also incorporating a new company Kelp Education. If ready in time, they will partner with the district through Kelp Education LLC.*

