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DATE: April 18, 2024 (revised)

TO: Jennifer Sachs, Executive Director, Educational Services, Mt. Diablo Unified School District

        Christina Filios, Assistant Director, Instructional Supports, Mt. Diablo Unified School District

FROM: Annie Tran, Partner & Jamie Wallen, Director, TNTP

RE: Proposal for Support: Principal Coaching for CSI identified schools and HS Math Learning Acceleration

Thank you for reaching out for additional support and continuing to see us as trusted advisors. Transformative change takes intentional effort, and through our partnership, we have continued to build a strong, trusting working relationship within the district and we are eager to continue the important work of ensuring equity for all MDUSD students. TNTP respectfully submits this proposal to continue to support MDUSD's implementation of learning acceleration with specific support to 7 identified CSI schools to increase coherence across all levels of the system to ensure alignment with efforts that impact the student experience. Your focus on providing extra support for CSI schools shows your dedication to your students.

We have had the privilege of partnering with MDUSD over the past three years to support the implementation of Learning Acceleration, in both math and ELA. Over time, and because of our strong collaborative working relationship, we've become strategic partners and trusted advisors, helping leaders articulate their vision, and build talent and academic strategies to have long-term, positive outcomes for students. We have strategically supported the district leaders to build their content knowledge, understand and integrate instructional coherence to include implementation of district-wide professional development, as well as supporting school leaders and teachers with building math and ELA content knowledge to implement grade-level content as well as plan and execute lessons that support ALL students.

By integrating our learning acceleration work with the district's work in Parent, Family and Community Partnerships and College and Career Readiness, we see the MDUSD's vision for equity come alive for students at MDUSD.

The Opportunity

Currently, Mt. Diablo Unified School District has seven (7) schools identified for receiving additional support under the state's continuous school improvement program. These schools have the opportunity to dramatically improve the student experience at their school sites that impact that the school climate, sense of belonging and equity across the district. Ultimately, this results in student outcomes that allow students the choices and opportunities to choose their path in life.

Our support

We propose to support MDUSD with direct support of the seven identified schools in two main workstreams.

- Direct leadership coaching for the school site principals – providing support in creating and executing their vision for the student experience at their sites grounded in their current reality and using a data-driven approach to progress monitor and make informed adjustments.
- Direct teacher and leader professional learning on high school instructional strategies and content development. This provides the foundation necessary for establishing a student-centered classroom and being critical consumers of instructional materials.

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We know change and change management happens over time and therefore we see this work unfolding over two years. The first year is to establish the foundation and habits necessary to implement change and the second year to establish a network or cadre of leaders to support implementation at multiple levels. Below is an overview of how we see the work over the next two years:

Scope of Work Overview

Workstream	Summer 2024	Year 1 (SY24-25)
Workstream 1: Principal Coaching for CSI Identified Schools	Phase 1 June School Leader Intensive	Phase 2 Create a vision for the student, staff and family experience at the school Create a plan to operationalize the vision and priorities SY24-25 and August/September 2025: Implement ongoing data driven cycles of inquiry to progress monitor and adjust plans as necessary June 2025: School Leader intensive for new school leaders/Asst. Principals in Year 2
Workstream 2a: High School Learning Acceleration at two (2) identified high schools Workstream 2b: Curriculum Adoption and Implementation Consultation	August/September: School Leader and department lead school year kick-off	Full design and facilitation of professional learning direct to teacher with 2 identified High Schools in CSI Facilitation of PLCs incorporating professional learning topics Summer 2025: School Leader intensive for new school leaders in Year 2 Curriculum Pilots w/ Summer 2025 Adoption

Workstream 1: Principal Coaching for CSI Identified Schools

School leaders and leadership teams are critical players in successful school improvement efforts. TNTP will focus on building principal and site-based leadership team's ability to be the instructionally focused leaders needed for their school improvement efforts. While this work will be customized to the needs of the school, the leader support will focus on four key domains of effective school leadership:

1. **Unified Vision.** Engage in an inclusive process with the entire school community (particularly those systematically marginalized or lacking power in educational processes) to develop a vision of collective responsibility for the educational success of each student, regardless of background.
2. **Designing for Equity.** Acknowledge that most schools do not serve all students well and design the school to both disrupt that inequity and be responsive to the complex and evolving needs of the community.
3. **Teaching and Learning.** Steward a strong instructional culture and team rooted in a sense of shared responsibility for realizing the school's vision for a thriving student experience.
4. **Reflective and Empathetic Practice.** Model a committed practice to both growing knowledge and fostering personal development and wellbeing in service of leadership for school transformation.

This support will be accomplished in three phases outlined below:

Phase 1: Data Deep Dive (May-June 2024)

Gathering our current reality – It is important to know where we are to currently in order to plan the priorities and strategies to get to the end of our school-year vision. The following data collection plan focuses on gathering input from the school community and hear from their lived experiences along with traditional quantitative data.

During the Spring 2024, we will support schools to administer and collect key survey/focus group data, assessment data and additional economic and social mobility measures including but not limited to:

- Caregiver survey (at least 80% response rate)
- Student survey (at least 95% response rate)
- Staff survey (100% response rate)
- iReady assessment data (broken down by student groups)
- SBAC data/IAB data (broken down by student groups)
- Attendance/Chronic Absenteeism (broken down by student groups)
- Suspension/Expulsion rates

We will work with the district to find efficiencies in collecting this data to eliminate redundant surveys and questions to each group.

Data Deep-Dive to Create a Vision/Priorities

June/Early Summer 2024: Two-Day Principal Leadership Institutes

Once the data is collected and analyzed, we will gather the principals and district leadership to do a data deep dive to create a school vision for the student experience and to inform strategic priorities for the SY24-25. We will also use this time for change management strategies and how to invest in others in a shared vision. We would work with the district leadership on a finalized scope for the principal leadership institute and adjust based on the data collected, but a starting point for how we spend that time is shown below:

Day 1: Data Deep Dive

Activity	Time	Outcome/Deliverable
Pre-work: *Complete school data sheet with data collected in the spring*	Spring 2024	Compiled qualitative and quantitative data to create a school academic culture profile
Vision Setting: What would you want to be true if you had families, students, teachers and instructional leaders on your site finish the sentence – My school is… Families: Students: Teachers: Instructional Leaders:	1 hour	School Vision for the student experience for each school site.

Dig into your data:
- **Trends analysis by school**, grade-level, teacher tenure, student subgroups
- **Identify and analyze wins** (where does the data show we've met/close to meeting our vision)
    o What are the student outcomes/actions that support this?
    o What are the teacher actions/mindsets that support this?
    o What are the leader actions/mindsets that support this?
- **Identify and analyze misses** (where does the data show we're not meeting/close to meeting our vision)
    o What are the student outcomes/actions that support this?
    o What are the teacher actions/mindsets that support this?
    o What are the leader actions/mindsets that support this?
	1.5 hrs	Detailed analysis of the data identifying root causes and specific actions taken (not taken) that lead to those outcomes.

Action Planning: Prioritizing Based on trends, wins and misses – what are some high-leverage priorities that would move the misses → wins. Group them in 4 broader outcomes: - Student outcomes - Teacher outcomes - Leader outcomes - School culture outcomes	1 hr	4 clear, high-leverage priorities related students, teachers, leaders and school culture.
Action Planning: Operationalizing What systems and structures need to be in place to make this work? *Largely dependent on the prioritized outcomes developed but a few systems and structures that need to be established and communicated with teachers ahead of time are:* - Whole School PD time (not meeting, PD where teachers are engaging in learning and practice) - PLC time by grade-level for instructional collaboration and student work analysis - Observation/Feedback cycles and 1:1 coaching meetings - Assessments: identified common assessments, calendared assessment windows, results analysis structures - High quality instructional materials - What else….?	1.5 hrs	Systems and structures outlined that enable the school vision to come alive
Action Planning: Progress Monitoring What are the systems and structures you will use to monitor progress in between data cycles? Creating calendars and blocking of the time now will put you one step closer to executing on those action items you come up with in the cycles.	1 hr	Year-long calendar that shows the data cycles, which data will be collected and reviewed when, schedules for observation, etc.

Note: Digging into Data through Action Planning: Progress Monitoring are repeated steps in the data cycle each month with School Leaders.

Day 2: Investing Others in a Shared Vision

Activity	Time	Outcome/Deliverable
Story of your why (cohort builder)	1 hr	Build connection with each other and to your why
Kotter's Change Management/Switch Change Management Frameworks	45 mins	Edit action plans to incorporate change management strategies
Investing Others in a Shared Vision Creating their School Vision Slide Deck	2 hrs	Draft School Vision deck ready to deliver to teachers/key stakeholders
Practice Deliver your draft vision to peers for feedback	1 hr	Receive actionable feedback from peers based on success criteria from shared vision domain
Celebrations	1 hr	Celebrate successes over the last 2 days.

Phase 2: Principal Coaching through Data Driven Inquiry Cycles (August 2024-September 2025)

Each School Leader will receive ongoing support to follow through on their strategic priorities and action plans through consistent touchpoints and coaching with a TNTP leadership coach:

Activity	Frequency	Purpose	Outcome/Deliverable
Site walkthroughs with individual principals & 1:1 coaching and action planning	Every 4-6 weeks	Conduct site walkthroughs, norm on ratings and feedback for teachers Create next cycle action plan with concrete leader actions.	4-6 week action plan to address campus and teacher needs based on the data collected. Professional Development and coaching conversations arcs planned for the next high-level next steps
Virtual 1:1 coaching/	Monthly (up to 2x a month as needed)	Progress monitoring on action plan	Progress monitor on the 4-6 week action plan using weekly walkthrough data principal brings to the check ins
CSI Leadership Cohort Meeting	Quarterly	Cohort collaboration on how strategic plans/action plans are	Shared bank of tools and resources from peers doing the work.

		going – present problems of practice, group learning	

Workstream 2a: HS Math Learning Acceleration (August 2024 - September 2025)

In addition to coaching and supporting the two (2) high school principals in continuous school improvement, we propose to directly support the teachers and instructional leads at the two high schools through two main pathways focused on 1) building a repertoire of math instructional strategies[1] and 2) direct implementation planning with grade-level peers allowing for cross-campus collaboration. An overview of the activities are listed below:

Activities	Who/How	Timeline/Frequency	Outcome/Deliverable
Professional Learning on concrete strategies and learnings to implement in the classroom	Whole Group and by Math content teachers depending on topic of PD	Monthly – half day professional learning (AM) and half day PLC facilitation (PM) with cross campus grade-level sites	Teachers build a toolbox of strategies using Building Thinking Classrooms Strategies + Standards internalization to implement in classrooms
Grade-level professional learning communities for cross-campus collaboration	Content alike across the two campuses		Opportunities for Lesson study/Student Work Analysis to integrate instructional strategies into upcoming lessons based on student data.

While we would collaborate closely with the high schools and math lead in the district to align on dates, frequency and topics, a sample schedule of how we see both learning and implementation could look like over the course of the school year 1 is shown here:

Sample Scope of PD and PLCs for SY24-25

Month	Whole Group	PLC Topics
September	BTC Kick off (VNPS, Task Selection, VRG) Vision setting and mindset work Intro to 5 Practices Intro Student Work Analysis	Plan a common non-curricular task
October	BTC continued Focus on Task Selection Intro Curricular Tasks Assessing and Advancing Questions	Plan a common curricular task

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[1] Building Better PL: How to Strengthen Teacher Learning

November	Refining BTC Refining Assessing and Advancing Questions to scaffold up to standards Focus on Student Work Analysis	Plan a common curricular task with a focus on questioning to scaffold up Meet and focus on how instructional strategies impacted student learning
December	Stepback: Celebrations and Reflections	
January	Focus on Practices 3-5 (Selecting & Sequencing, Connecting Responses, Summarizing the Learning) Focus on scaffolds	Plan a common curricular task with a focus on selecting and sequencing Meet and focus on how instructional strategies impacted student learning
February	Refining Practices 3-5 Focus on summarizing the learning Focus on student work	Plan a common curricular task with a focus on how you will use the summary of the lesson to stamp the learning goal OR introduce a new strategy. Meet and focus on how instructional strategies impacted student learning
March	Refining Practices 3-5 Focus on summarizing the learning Focus on student work	Plan a common curricular task with a focus on how you will use the summary of the lesson to stamp the learning goal OR introduce a new strategy. Meet and focus on how instructional strategies impacted student learning.
April	Reflections and Planning for Adoption	
May	Planning and soft launching the implementation process with key stakeholders	

Workstream 2b: Math Curriculum Adoption Consultation (August 2024-September 2025)

A key foundation to our learning acceleration work is access and use of high-quality instructional materials for teachers to access and implement in their classrooms for students to access grade-level content everyday. The professional development offered in Workstream 2 on instructional strategies positions teachers and leaders to be critical consumers of any new potential curriculum nominated for adoption. This is based on 1) any recommended curriculum will be rated "green" in EdReports which guarantees standards alignment to all math contents and 2) provide teachers and leaders the nuance to test each curriculum for its alignment and viability in executing the district's math instructional vision.

We propose to work with the district to ensure alignment between the professional learning on instructional strategies alongside light-touch support with the adoption process as follows:

- Provide initial (short list) of HQIM that is rated "green" on Ed Reports & has indicated that they would provide updated materials if they were released post-adoption
  - Provide suggestions for "asks" from vendors to demo curricula
- Provide sample schedule for review committees, piloting timelines, and rubrics to rate potential new curricula after piloting
  - Facilitate session on using the rubrics to rate each curriculum
- Co-create sessions to engage various stakeholders and get their input on adoption process and content of the curriculum
- Complement PD sessions (Workstream 2) with complementary curriculum pilot committee sessions to cross-walk the instructional strategies to the curriculum pilots to measure ease of adoption

Budget

The cost for the scope of work listed above occurring between June 2024 – September 2025 is. A breakdown for each stream and year is listed below.

Workstreams	Cost
W1. Principal Leadership Coaching Year 1: Principal coaching for seven (7) leaders at the identified CSI schools to include: - Summer intensive (June) - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle	Program Staff: $132,535 Program Expenses: $24,095 Total*: $156,630
W2. High School Math Learning Acceleration & Curriculum Pilot/Adoption Year 1: Math Learning Acceleration support for two (2) high schools identified as CSI schools to include: - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed - Provide consultation and support around curriculum piloting structures and sessions.	Program Staff: $204,215 Program Expenses: $15,486 Total*: $219,701
Year 1 Costs*:	**$376,331**

Year 1 costs are subsidized due to increased efficiencies with travel and staffing on our current Learning Acceleration contract with MDUSD's Elementary and Middle Schools through SY24-25.

Contact Information

TNTP is thrilled to continue our partnership with Mt. Diablo for this extended partnership. For questions or further discussion, please reach out to Annie Tran, Partner, at annie.tran@tntp.org.