# Kent City Schools

# Local Literacy Plan

## 2020-2024

## Spring  2021 Revision

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Updates:

1. Update Table of Contents and document outline to align with ODE Template.

2. Update Literacy Leadership Team membership

3. Update Introduction to include CLSDG and acknowledge constraints experienced due to COVID response

4. Condense and update:

   a. Section 1: Leadership Team, Development Process and Monitoring Implementation

   b. Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

   c. Section 3: Comprehensive Needs Assessment data, including R-TFI analysis

5. Shift explanation of Simple View of Reading and Science of Reading to Appendix B (from Section 4)

6. Include Systemic Goals in Section 4 and shift all updates to Appendix D; Absorb Former Goal 4 (Data) into Goal 1 (Structure)

7. Revise Section 5 to highlight THREE learner performance goals.

8. Revise Section 6 to reflect Action Maps toward learner performance Goals (and not Systemic Goals)

9. Condense and update Section 7: Plan for Monitoring Progress Toward the Learner Performance Goals

10. Update Appendix A R-TFI data

11. Add progress toward systemic goals to Appendix D and shift updated 5-year professional learning plan to Appendix F

12. Insert Draft K-5 Decision Rules Overview as Appendix E

13. General:

    a. Remove/ update references to planning for remote learning

    b. Adjust verbiage to reflect progress

# Table of Contents

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# Introduction

The Kent City Schools learning community holds to the belief that strong reading skills provide access to the knowledge and communication essential for an informed citizenry and a strong democracy. In a community with over 40% of its children in poverty, approximately 17% of students identified with disabilities, and almost 4% of students identified as English learners, our school district has been successful at improving our students' reading skills from preschool to high school graduation. While we are very proud of our historical success, we want to do even better to prepare Kent's children. This Local Literacy Plan details our goals and strategies to create stronger readers across our entire student population..

***The Kent City School District's vision for literacy is for all learners to acquire the knowledge and skills to be successful readers at or above their grade level, enabling them to access information as independent critical and creative thinkers, as well as to be collaborative communicators and problem solvers in our global society.***

The original Local Literacy Plan was developed in 2018 to raise student literacy achievement by creating opportunity and support for all educators to **develop a systemic literacy structure** rooted in shared analysis, decision-making, and leadership; **implement a universal evidence-based core language and literacy plan** based on the Simple View of Reading and Adolescent Reading; **identify proven systemic and discrete reading interventions** aligned with core lessons and student needs; **share and analyze data to monitor student growth and guide interventions** when needed; and **train all Kent educators to deliver universal literacy instruction** purposefully integrated into collaborative learning experiences. These aims remain a driving purpose behind building and district level decisions.

These goals are being realized through numerous strategies and action steps including universal training in evidence-based reading systems, adjustments to current intervention structures, new curriculum maps, vertical articulation of reading benchmarks, and utilizing support from external literacy consultants. The plan also incorporates data-rich team decision-making, regular progress monitoring, and a dashboard program to facilitate frequent access to internal and external student achievement and assessment data. Additional components include the creation of multi-tiered reading supports, increased family and community engagement in decision-making, and the establishment of a district-wide professional learning community to ensure fidelity to the literacy plan. The original and revised plans were developed in many stages by engaging stakeholders and calling upon teachers, specialists, and administrators at the building and district levels to collaboratively craft meaningful goals drawn from a rigorous needs assessment process. Special attention has been given to including English learner, literacy, and intervention specialists due to their unique interaction with struggling readers within the general population. The leadership of the district's preschool provides insights regarding regular communications with other early childhood providers in the city and surrounding area, including Head Start, to discuss the needs of Kent's children. This plan continues to reflect committed partnerships with the community and an intention to strengthen family partnerships and internal opportunities for collaboration.

A maintained element of the original plan has been the establishment a dedicated team of educators to implement and monitor the plan, and so the Local Literacy Plan Committee (LLP-C) was formed in Spring 2018, and reorganized in 2020 as the District Literacy Leadership Team, which now collaborates with Building Literacy Leadership Teams at each school. This team structure has provided guidance and leadership in implementing the plan and has informed revisions found in this updated document.

The district originally planned to utilize general and federal grant funds for professional development and the acquisition of materials; the Comprehensive Literacy State Development Grant awarded in August of 2020 has provided significant

support.  The district was awarded $2.1 million over four years to develop model literacy sites in the K-5 elementary schools, the 6-8 middle school, and the 9-12 high school.

Over the past sixteen months the world experienced a drastic shift in the entire teaching and learning process, and effective face-to-face literacy instruction had to suddenly adapt to virtual learning platforms and hybrid instructional environments. Educators have had to rethink content and methodology, resources and assessment tools, and all while partaking in new learning around the Science of Reading. As such, our Literacy Plan implementation plan has been revised to reflect a shift in the pacing of planning and professional development activities to account for the  capacity and resource needs inherent with our experience with  part-and full-time remote learning in the 2020-21 school year.

**Highlights of progress toward original 2018 goals (Elaboration in Appendix D):**

- Establishment of building and district Literacy Leadership teams, and exploration of DLT for fall 2021

- Investigation and implementation of core instructional resources for systematic and explicit phonological and phonemic awareness instruction: Heggerty Phonemic Awareness Curriculum (PK-1) for core phonemic awareness and Fundations (Wilson) (K-3) for phonics

- Implementation of district-wide assessments for monitoring early literacy growth (Acadience K-5)

- Implementation of K-10 core English language arts program (*Wit and Wisdom*, Great Minds K-5; *My Perspectives*, Pearson 6-10)

- Draft ELA Curriculum Maps 6-12

- DataMap (ProgressBook Data Warehouse)

- Professional learning focus on literacy; District-wide introduction to principles of adolescent and disciplinary literacy; LETRS Lead Learner Cohort K-5; Low Stakes Writing and PLC framework 6-12.

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# Section 1: Leadership Team, Development Process and Monitoring Implementation

All iterations of the Kent City Schools Local Literacy Plan have closely reflected the versions of *Ohio's Plan to Raise Literacy Achievement*.

In the 2017-18 school year, concern about stagnant literacy data district-wide combined with new learning focused on principles now discussed as the science of reading, leading to a systemic study of existing and potential literacy-related practices and resources and the development of the original district Local Literacy Plan. A team of teachers, specialists, and administrators K-12 met several times over the year to conduct a thorough needs assessment, to craft a vision and systemic goals, and to develop a plan of action for the district. The team recognized early on that we were starting from scratch - Kent did not yet have the structures, resources, or collective capacity to make immediate and sweeping changes, but the Plan (LLP) was transparent about this and laid out a plan to prioritize establishing a shared leadership framework, identifying a core literacy instruction and assessment model, and building capacity with those evidence based practices and resources, as well as with data collection and analysis. We saw that we already had a passion to address interventions for struggling learners, but in the absence of the other components - notably an established core - intervention was never going to be effective.

The Local Literacy Plan Committee (LLP-C) met regularly from its inception to oversee implementation of Plan elements, and conducted a revision of the LLP in the spring of 2020, both to reflect the progress made thus far as well as to apply for the Comprehensive Literacy State Development Grant. As a condition of the award, the Plan was further revised in Fall 2020. The LLP-C transitioned into a District Literacy Leadership Team in the 2020-21 school year, a district-level team to oversee the implementation of the LLP and Grant activities and to interact with related Building Literacy Leadership Teams. These teams have met monthly since December, 2020, and have contributed to this version of the LLP.

## Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

The Kent City Schools Local Literacy Plan aligns with multiple district strategic plans focused on literacy outcomes. The district is not required to develop an improvement plan under state law or policy. The following sections will reveal that this plan has been developed in the absence of an existing comprehensive plan for language and literacy development or other multi-leveled system of data collection and analysis.

### DISTRICT STRATEGIC PLAN

Kent's Local Literacy Plan directly supports the goals set by the district in the 2019-2024 Strategic Plan, particularly in the first Strategic Area of Academic Achievement.

Goal 1: Academic Achievement: Provide a comprehensive academic program that considers and values the diverse needs of every student. Prepare students for the demands of the 21st century by utilizing research-based practices in a high-expectations environment. Provide mental health support personnel and resources to students and families in need.

    A.  Ensure equitable student access to a rigorous and relevant core curriculum across all disciplines that prepares students for career and college readiness.

    B.  Study and make recommendations on best-practice strategies which focus on gap-closing for all student subgroups (i.e. economically disadvantaged, minority, etc.).

    C.  Design a comprehensive system for academic intervention(s) that will be applied consistently at all grade levels; focus resources to support personnel currently working with at-risk students and students with special needs.

    D.  Increase internal and external collaboration to positively impact consistency of curriculum and student achievement.

Additional elements of district priority are embedded in both plans: supports for students' needs (SP 2.B), and staff training in youth mental health and inclusive practices and supports (SP 2C), internal and external communications that foster collaboration between educators and with families.

### OHIO'S STRATEGIC PLAN and PLAN TO RAISE LITERACY ACHIEVEMENT

As discussed in Section 1, this revision of Kent's Literacy Plan mirrors the priorities of the Ohio Literacy Plan, which supports the Ohio Strategic Plan Goals 8 and 9.

### OHIO ONE PLAN

Annually the district convenes a steering team to review and update the comprehensive needs assessment document to reflect current issues facing its students, staff, and the district, and revises or establishes new goals to guide future decisions and actions. The Ohio Department of Education has revised the needs assessment (One Needs Assessment)

and planning process, and Kent CIty Schools completed the new systems as members of Cohort 1 in the ODE transition cycle.  Kent's One Plan Goal 2 (Literacy) is "Implement in 100% of courses an evidence-based core language and literacy plan that incorporates the Simple View of Reading and the Simple View of Adolescent Reading as a foundation for interventions within a multi-tiered system of support. All educators will align literacy instruction to a district literacy model that includes state standards, evidence based practices, and high quality resources, supported by a system of professional learning and coaching. All educators participate in a system of integrated collaborative decision making teams to assess data and practice to improve student learning.This implementation will increase the percentage of learners K-12 who are at or above benchmark at the end of each year as measured by the Acadience and/ Star assessment spring benchmarks, and/ or the state assessments, both in reading/ ELA and in content areas." All of the strategies and action steps are drawn directly from the LLP.

## FEDERAL GRANT PROGRAM SUPPORTS

Title I-A funding is to be directed toward supporting at-risk students, and the Kent School District provided reading and mathematics intervention services in grades K-5 for many years through a Targeted Assistance model, and since 2018 all four elementary buildings have moved to a Schoolwide Assistance model. Data illustrate the changing needs of early learners, as increasing numbers of students come from poverty, and thus a diminished likelihood of early literacy experiences, and so the collective resources have targeted early literacy and numeracy through the hiring of support personnel (tutors) and have provided for two literacy specialists/coaches to work with teachers in this regard.  Title I-A funds also provide assistance to homeless students and their families, and education for district personnel as to their needs.

Title III-LEP (Limited English Proficiency) funds have enabled the three full-time English Learner Specialists to provide supplementary supports for 4% of the student population who are English Learners, and the Title III-Imm (Immigrant) funds support our immigrant students and families (2%) .

A portion of the Title IV allocation has been used to support professional learning in literacy, notably cross-disciplinary/ adolescent literacy.

## STANDARDS and ASSESSMENTS

The Kent City School District has adopted and strives to align instruction and assessment to Ohio's Learning Standards in each domain. The District also complies with all state assessment requirements and is in the process of building an internal assessment and data system that aligns with the state tests in order to give educators the most complete picture of student achievement and progress in literacy in order to inform instruction and intervention.

## CURRICULUM AUDIT

A Fall, 2019, audit of teacher understanding and use of Ohio's Learning Standards in planning and practice revealed significant disparities in approach and emphasis with regard to foundational literacy within and between grade levels. This finding underscores the need to ensure professional learning and the intentional development of a consistent core literacy program (resources and scope/sequence).

## QUALITY PRESCHOOL

The district's preschool program, housed in one of four elementary schools, earned and has maintained a Five-Star Rating in Step Up to Quality (SUTQ). It utilizes a research-based early literacy and numeracy curriculum which currently includes two universal progress monitoring measures to measure progress in all developmental domains and highlight areas of deficit for further intervention.

## PROFESSIONAL LEARNING ADVISORY COMMITTEE

The district-wide Professional Learning Advisory Committee developed a framework in 2017 that would guide professional learning activities, ensuring a connection of individual and collective professional development to district priorities. Elements of this framework that correlate to and support this literacy plan include *Depth of Knowledge, Interconnection of Ideas*, *Integration of Technology,* and *Whole Child* considerations. This team has supported the utilization of the district's dedicated professional learning time to support collective capacity building in the Simple View of Reading/Adolescent Reading in alignment with Systemic Goal 4 in the LLP.

## OTES 2.0

Professional learning associated with transitioning to the new state evaluation system will involve assessment literacy and data analysis to enable teachers to select, interpret, and utilize two high quality data points to inform instruction, as outlined in the new OTES (Ohio Teacher Evaluation System) rubric.

## SIX DISTRICT EDUCATIONAL COMPACT

The Six-District Educational Compact is a partnership that formed fifty years ago to pool resources in the provision of robust and specialized career-technical education programming. Working together the member districts (Kent, Hudson, Cuyahoga Falls, Stow-Munroe Falls, Tallmadge, and Woodridge Schools) has expanded beyond its original purpose and includes numerous initiatives for students and educators. Several planning meetings occur throughout the year for various district and building leaders regarding career-technical, general  and specific curriculums, gifted and special education services, counselling programs and others. Members from these districts share practices and with the Compact leadership have jointly facilitated annual STEM conferences for girls, Aeronautics Career Experiences, Mathematics collaboratives, and family wellbeing and engagement activities, among others.

## TEAM KENT PARTNERSHIP

Teachers and Administrators from the Kent City School District and the Kent State University College of Education, Health, and Human Services have formed a collaborative network designed to foster conversations that explore opportunities for partnership in areas of mutual concern. As Team Kent has taken root since 2017, several sub-groups have formed to develop action plans in areas that reflect the priorities of the Kent Schools professional learning framework of the Kent State University strategic road map.  Many of the priorities of these teams directly support the needs described in this literacy plan, including:

- Data-Analysis: Students enrolled in a university course (Evaluation & Measurement) analyze and interpret district data; recent findings correlate disadvantagement with traditional summer slide, and correlate various data points to better understand the academic needs of struggling readers
- Diversity and Connections: Development of a student-driven Multicultural Club at Roosevelt High School has expanded to a cultural fair in which district third graders visit the high school for several experiences planned by Kent's international students.
- Mentorships, Visitations, & Post-Secondary: Actively providing universal experiences to encourage students to recognize college as a real option for them, and specifically targeting students who would be first generation or would lack external supports for pursuing college.
- Special Education: Collaboration between district and university personnel provides data and professional learning with planning and implementing effective interventions
- Wellbeing and Counseling: This team has addressed food insecurity in our schools and expanded the capacity for student counseling; it is taking the lead in unpacking and recommending implementation of Ohio's Social and Emotional Learning Standards

# Section 3: Comprehensive Needs Assessment

The Kent City School District is committed to the education of its students in the foundational and adolescent literacy skills that will enable them to be independent and productive adults as well as lifelong learners. This needs assessment addresses learner performance data, additional qualitative information, and then the root cause analysis. Analysis reveals a critical need for a systematic approach to the collection and discussion of student performance data that supports the intentional selection and implementation of evidence-based language and literacy instruction and intervention to improve student learning outcomes from preschool through graduation.

## SECTION 3, PART A: DISTRICT DATA

### Analysis of district R-TFI (Fall 2020)

In addition to learner demographic and performance data, for both the original and revised Literacy Plan development, the District Literacy Leadership Team collected and analyzed the building team results of the Reading Tiered Fidelity Instrument (R-TFI) from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), now Michigan's Multi-Tiered System of Supports (MTSS) Technical Assistance Center. Some improvement was registered in the Fall 2020 inventory, and the most significant findings are described here.

Through the R-TFI process, several themes emerged as consistent across the district and/or across grade bands; significant gaps at the district level have repercussions for the individual buildings. Notably, as the district has not been required to do so, it had not had the Ohio Improvement Process (OIP) or any other decision framework in place to support decision-making regarding universal language and literacy instruction or the implementation of intervention strategies and resources within a multi-tiered system of supports. The development of the DLLT-BLLT structure was introduced at the time of the R-TFI (and installed science then) as a precursor to the development of a system-wide framework to support large-scale initiatives and building processes. The DLLT-BLLT structure would coordinate aspects of school leadership and/or student support, purposefully being to discuss and implement core reading instruction and related intervention supports. The system was not at a level to meet R-TFI criteria that specify expectations for grade-level/ department teams to meet regularly with consistent membership (considering specialists and administration) and frequency, the use of systemic protocols, and targeted collaboration on instructional plans and Tier 2 supports.

Some existing teams had meeting protocols to varying degrees of formality depending on grade/department or building. There were no protocols at any level to ensure consistent data acquisition and analysis, discussion/implementation of a multi-tiered system of supports (including academic, behavioral, and social-emotional elements), nor protocols for monitoring Tier 3 supports. The lack of universal protocols for monitoring progress means that data discussions did not flow from teacher to building to district and in the reverse.

Regarding a core instructional program, the elementary level resource selection was completed and the core literacy program was adopted in Spring, 2020; written implementation guidelines and fidelity check instruments were not completed. Grades K-3 had begun implementation of universal screener (Acadience). The resource adoption and curriculum maps had been completed for English language arts in grades 6-12, but there was no content area core plan for adolescent reading instruction/support. The district elementary Schoolwide Reading Model had been installed in all four elementary schools, aligning instructional and assessment resources to the Scarborough Reading Rope (Reference Appendix C). There was no secondary Schoolwide Content-Area Reading Model (framework), though it was in the exploration stage. The development of progress-monitoring processes and of decision rules was in progress at the elementary level and needed to be started at the secondary level.

Attention to the selection and implementation of evidence-based interventions for targeted skills was purposely delayed until the core instructional plans could be established, thus while a large inventory of interventions and supports exist throughout the district, the lack of decision rules has allowed for intervention choices to be based on individual professional experience and not on an intentional and evidence-based plan.

The professional learning plan begun three years ago has been underway, though not yet at the R-TFI level supporting full implementation of a literacy plan embedded in the science of reading. While district-planned professional learning has a literacy focus, exigencies surrounding the COVID-19 pandemic and remote/ hybrid learning took precedence on many available professional learning times as of the R-TFI. Elementary literacy coaches are knowledgeable and willing, but the current instructional specialist model was not efficient for coaching and ongoing support and needed to be revised. There has been no literacy specialist or coach at the secondary level to provide guidance and job-embedded learning.

## Educator Data & Local Equitable Access Data and Plan

Each year the Ohio Department of Education requires an analysis of our educator assignments with regard to ensuring that all students have equitable access to high quality teachers and leaders regardless of their neighborhood or subgroup. Kent City Schools continues to find no gaps in such access; data shows that district educators are excellent and that there are no pockets of lesser quality teachers in any school, nevertheless in areas with high percentages of disadvantaged or minority children. The Kent Schools are fortunate that educators rarely leave the district, and even then because of opportunities for advancement or for retirement; administrator longevity is also notable as fifteen of eighteen district/ building administrators have been in the district for ten or more years. According to the FY20 equitable access data used for analysis to report to the ODE, the educator workforce indicators for all buildings was 97 or higher (out of 100), with the only deductions due to inexperienced teachers (fewer than two years of experience) hired to replace retirees. Educators average 15 years experience and have an attendance rate of 95.4% as of the 2020 State Report Card.

## Family Engagement

Data for family engagement activities have not been systematically collected, though attendance and surveys are collected for specific events, including Title I family information and engagement nights; school-based activities such as open houses, conferences, information nights, and fairs; Rough Riders Read summer events; and others. Attention to collecting, organizing, and analyzing this data will assist decision teams in understanding how and where to target efforts to engage families in their students' learning.

## SECTION 3, PART B: ANALYSIS OF LEARNER PERFORMANCE DATA

The District Literacy Leadership Team collected and analyzed student demographic and performance data from various sources to support this comprehensive needs assessment. Such sources include assessment and demographic data collected through EMIS, Star Renaissance, TIDE (Ohio State Tests), Acadience, and KReady reporting systems. Where available, data and analysis have been updated to reflect additional scores available through May 2021.

## Birth Through Kindergarten Entry

Early intervention has included an integrated preschool program that includes a general preschool program with curriculum aligned to the early learning content standards and Special Education services. Collaborative work and interagency agreements have been established and continue with Part C Early Intervention, Head Start, and community daycares/preschools. The preschool program earned a Five-Star Rating in Step Up to Quality (SUTQ) and utilizes the AEPS Curriculum and the Heggerty Phonemic Awareness Curriculum to challenge the approximately 150 students who are

served here each year. Assessments such as the state Early Learning Assessment (ELA), the Comprehensive Test of Phonological Processing Child Outcome Survey COS, and those from the AEPS curriculum inform about student achievement and readiness for new learning. The AEPS was a new curriculum starting Fall 2019 and while it contains internal measures that will yield very useful data for analysis, the newness of the instrument and the inability to give valid year-end assessments render results unhelpful at this time.

ELA data have been collected since 2017; year end 2018 and 2019 data show that about 37% of preschool students finish the year kindergarten ready or better regarding communication and 31% in vocabulary, but the data has not been collected in such a way as to easily disaggregate for student level, so the overall scores include 3, 4, and 5-year olds and are likely much higher for students who will be entering kindergarten. Constantly changing ODE, ODJFS, SUTQ and licensing mandates cause rapid changes to the preschool programming structure and staffing requirements. Dramatic shifts in the needs of the student population exacerbate procedural changes often requiring extra financial needs and resource demands. English learners (ELs) now constitute roughly 10% of the district's preschool population. Following a sharp increase, this percentage has remained stable for two years, and has required reallocation of specialist resources to address the EL needs in preschool.

Special education referral rates remain at an all-time high with identified disabilities increasing in intensity. This year, students with disabilities make up around 47% of the students in Kent's preschool program. According to the Census Bureau 2020 reports, 30% of Kent residents live in poverty, significantly higher than the county (12%) and state (13%) averages. In Kent, 59.1% of nursery school enrollees and 44.1% of students in grades 1-5 live in poverty (Welfare.org). According to a January 2020 report (cleveland.com), Kent ranks 28 out of 246 for percentage of children living in poverty (down from 14 in 2017), and thus many families meet Head Start income criteria. Restructuring the preschool program in fall 2018 to ensure alignment with state-required Least Restrictive Environment (LRE) suggestions included a sliding-scale tuition that has significantly increased typical peer enrollment, more than offsetting the losses due to diverting district Title I funds to no longer support a preschool classroom. Nonetheless, with only so many seats in our classrooms, the majority of Kent's kindergarteners come to school with no prior school experience and limited academic preparation. The district's enrollment data reveals that on average only 26% of incoming kindergarteners have a preschool experience through Kent, meaning that the lack of schooling needs to be factored into Kindergarten readiness, welcome, and instructional activities.

## School Age Disadvantagement: Kindergarten  -  Grade 12

The percentage of economically disadvantaged students in grades K-12 has ranged between 40 - 49% over the past five years, with elementary schools typically averaging between 45-80%. This high level of economic disadvantagement creates non-academic barriers to success (transportation, resources at home, etc.), thus creating a challenge to ensure equitable access to age-appropriate instruction and opportunities for achievement for all students.

## School Age Special Education: Kindergarten  -  Grade 12

Nineteen percent of the district student population is identified with disabilities, qualifying for special education, although not all struggle academically. Of the 636 special education students, 255 or 40% are identified as having a specific learning disability. Of those 255 students, 1.2% are Asian, 27% are black, 2% are Hispanic, 12% are multiracial, and 58% are white. In addition, another 34 or 5% of students are identified as having an intellectual disability. Of those 34 students, 29% are black, 3% are Hispanic, 6% are multiracial, and 62% are white. 54% of the overall special education student population, 58.5% of the special learning disability students and 52% of those with intellectual disabilities are economically disadvantaged. These disproportionalities are likely a result of the lack of a core program for phonological and phonics instruction as a means of prevention and mitigation of literacy gaps, and of decision rules that provide early

and consistent evidence-based intervention approaches to address needs before the gaps evolve into specific learning disabilities.

## Reading Achievement Data

The district has a history of success with overall student growth, particularly with respect to achieving such a high graduation rate when the kindergarten population enters at such a disadvantage.  Despite data showing that all subgroups are making progress at the same rate as the general population, as evidenced by the A in all areas of the progress measure on the local report card and by the district's recent A in gap closing, there is still a large gap in performance between the subgroups (students with disabilities, economically disadvantaged, lowest 20% percentile in reading) and the overall population.  Attention is being given to providing more intentional evidence-based instruction and intervention that includes these students' needs. This is especially critical as these subgroups are growing at accelerated rates, forcing an adjustment in traditional instructional and intervention practices.

## K-3 Diagnostics

**45.5% of Ohio's K-3 students are not on track in the beginning of the school year in language and literacy.**

The district uses the Kindergarten Readiness Assessment (Language and Literacy score), the Acadience measures (grades 1-2), and Star Reading (grade 3) as the instruments for the state-required reading diagnostic reporting. The percentages of EL and economically disadvantaged (ED) students not on track exceeds that of the overall population.  The different assessments for the early years have created difficulty in fully analyzing longitudinal data for any student, and complicated data-based discussions; the addition of Acadience as a screening assessment in all grades K-5 in Fall 2020, will help correct this.

Fall 2020 diagnostic results averaged to show a drop to 45.5%, from almost 60% in fall 2020, of students being not on track; the drastic change could be a result of numerous factors to be analyzed by BLLTs next year. Percentages not on track: K = 49%, grade 1 = 53%, Grade 2= 33%, Grade 3 = 47%.

The Improving At-Risk K-3 Readers Report Card Indicator is a calculation of the numbers of students at each of grades K-3 who are considered to be "on track" or "not on track" for proficiency by the spring grade 3 English language arts (ELA) test as determined by a diagnostic assessment administered at the beginning of each school year, as described above. A formal Reading Improvement and Monitoring Plan (RIMP) is developed for each student (K-3) who is considered to be "not on track".  The indicator rewards districts for moving students to "on track" status and penalizes for students who failed to reach proficiency and had not been on a RIMP.  As the thresholds for the on-track designation are locally determined, the Kent Schools initially made decisions to raise the threshold of "on track" designation to ensure that every potentially struggling student was supported by an official RIMP; while this decreased the indicator deductions, this also inadvertently resulted in having far fewer students reach "on-track" status.  Thus, the district and each elementary school have had scores of "D" in this measure for the past two years. Corrective measures in reporting were enacted for the 2019-20 school year, but without spring 2020 test data we will not be able to analyze changes in the indicator until the release of consistent test data.

## Kindergarten Entry

Only 32.6% of Kent's incoming kindergarteners attended the district preschool.  This indicates the importance of providing solid early literacy instruction that allows for students at varying levels of reading readiness.

According to Kindergarten Readiness Assessment (KRA) data, 52% of entering kindergarteners were not on track in language and literacy at the beginning of the 2020-21 school year,  a slight decrease from 53.8% in fall 2019, 60.7% in fall 2018, and 55.5% in fall 2017. Of those, 59.5% of the economically disadvantaged students entering kindergarten and 64.5% of students with disabilities were not on track. Although we have seen a marked improvement in both subgroups,

economically disadvantaged students and students with disabilities (SWD) are most likely to be not on track each year when compared with the overall population.

Students who are economically disadvantaged do not come to kindergarten with the same early learning experiences as their non-disadvantaged peers, which can start them behind in literacy skill development. According to research completed by Reading is Fundamental, America's largest children's literacy non-profit organization, "Children's early vocabulary skills are linked to their economic backgrounds.... There are significant gaps in reading achievement by race and income. By the time children from low-income families enter grade school, their proficiency in reading has already become an issue. 47 percent of fourth graders from low-income families read below the basic level."

## Acadience

The district chose to utilize the Acadience Reading (formerly DIBELS Next) beginning in 2019, switching from using aimsWeb products the prior three years in order to specifically target the elements of first sound fluency and nonsense-word fluency that are critical to assessing foundational reading development. Acadience Reading, administered to all students in grades K-5, helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. Baseline data is established using the Winter benchmark of the 2020-21 school year due to the lack of complete data from the 2019-20 school year and technical issues at the beginning of the 2020-21 school year that compromised Fall 2020 Acadience data. Acadience will be added for grades 6-8 beginning Fall 2021.

Following the collection of Winter and Spring benchmark scores, a summary analysis shows that there were some areas of growth, but overall stagnant or declining growth, and beginning from a rather low baseline. The results in each of the four buildings vary, and the district wide composite scores provide a holistic picture of Acadience administration, but building-specific analysis will be much more useful in assessing areas of strength and need.

Average composite scores rose slightly between the Winter and Spring benchmarks in Kindergarten (27% to 31% of students at or above benchmark), grade 3 (46%



Acadience 2020-21 MOY-EOY

to 52% of students at or above benchmark), and grade 4 (46% to 47% of students at or above benchmark). Slight average composite score drops occurred in grades 1 (from 48.5% to 46% at or above benchmark) and 5 (33% to 29% of students at or above benchmark), and significantly in grade 2 (59% to 41% at or above benchmark).

Where 80% of students performing at or above benchmark on any of the subtests would indicate alignment of instruction, assessment, and intervention to ensure student readiness for the next steps of instruction, some grades in some buildings achieved 80% at or above benchmark scores with no discernible patterns. A root cause analysis will be essential for BLLTs over the coming year. A preliminary analysis would suggest that the fidelity of administration was inconsistent this year due to early implementation (showing a need for training), a current lack of fidelity monitoring protocols for administration, and variant approaches to scheduling assessments (including remote assessment) due to the hybrid instructional model.

## Star Reading

The Star Reading assessment is given three times per year in grades 2-10 as a standards-based, computer-adaptive assessment that measures students' reading comprehension, monitors achievement and growth, and tracks

understanding of focus skills aligned to the Ohio Learning Standards.  Star data can be analyzed to predict the percentages of students in each grade level who will be on track in reading by the end of each school year.  Closure, hybrid, and remote learning scenarios due to COVID-19 have made the task of progress monitoring more difficult with 30% of students learning remotely, though we have been able to assess most of our 2-10 students (including remote) with Star Reading to determine the extent to which learning growth was impeded.  Most scholarly articles dealing with this subject have concluded that the learning loss in reading has not been as dire as originally projected, and our district Star scores support that theory.  49.9% of our students in grades 2-10 are projected to be on track in reading by the end of the 2020-2021 school year, a drop from the 55.7% projection in the previous year, clearly indicating the need for more consistent early literacy instruction and an aligned system of [interventions.  However, this is not as large a drop as we originally feared going into this school year. Year-end proficiency data show that the following percentages of test-takers in grades 3-10 scored at or above benchmark: grade 3=46%, grade 4=55%, grade 5=54%, grade 6=45%, grade 7= 54%, grade  8=40%, grade 9=59%, and grade 10=53%.

Star Reading Year-End Proficiency



2020-21
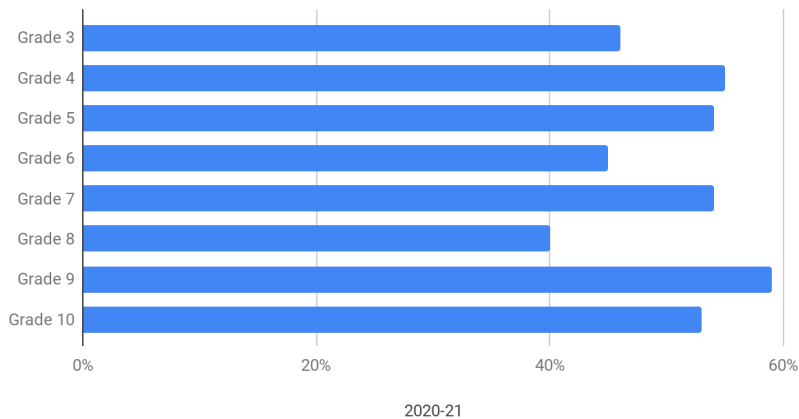
The Star Reading assessments are directly correlated to the Ohio Learning Standards, and since introducing the more rigorous reading standards several years ago, student performance has dropped on both the Ohio state tests and the Star Reading assessments.  The standards now demand that teachers understand Webb's Depth-of-Knowledge Levels in order to increase the rigor in their classrooms, though teacher exposure has been limited due to resource constraints. A lack of rigor in the classroom will result in lower test scores on both state assessments and vendor approved progress monitoring measures. Additionally, targeted Tier 2 and Tier 3 vocabulary instruction is needed to increase reading comprehension, especially for students from disadvantaged families who typically have more limited vocabularies than their wealthier peers. The Director of Data Analysis works with teachers to administer the assessment and analyze data, though there is not a system of oversight and many teachers do not complete the requisite assessments on schedule three times per year, nor is there a system for sharing of data between teachers and teams.

## Kent State University 8th Grade Data Analysis Project

Kent City Schools and Kent State University collaborated on a data analysis project during fall semester 2018.  Data for the 2018-2019 8th grade students were entered into a software program at Kent State University for statistical analysis, with measures including beginning and end-of-year reading scores from 3rd through 7th grade, gender, socioeconomic status, and disability status.  After eliminating students with missing data, these often being transient or temporary students, 136 students remained in the data set. Data are available in Appendix B of the 2020 Local Literacy Plan.

Key findings are as follows:

1. Growth rates vary among grade levels but are significantly lower at 6th grade in reading.

2. A distinct "summer drop off" in reading is evident at all grade levels.

3. Statistically significant differences in achievement between Economically Disadvantaged Students (EDS) and Non-Economically Disadvantaged Students (NEDS) were evident on all scores and all measures, except 4th grade reading comprehension. Notably, the pattern of "summer drop off" was similar for both EDS and NDES students.

## Grades 3-HS State Assessments

It should be noted that due to the COVID-19 pandemic-caused cancellation of state testing, these data end with spring 2019 test scores and do not reflect potential growth in achievement due to the implementation of new instructional resources and processes and of significant investment in professional learning. Data will be updated in June with the release of spring 2021 test scores.

The only consistent data point is fall grade 3 testing results. In general, a comparison of results over the past 6 years shows a general trend upward with a notable decline in the most recent administration, which could be due to the unique administration circumstances due to hybrid scheduling in Fall 2020, a reflection of unfinished and interrupted learning since March 2020, or other.



DAVEY, HOLDEN, LONGCOY and WALLS
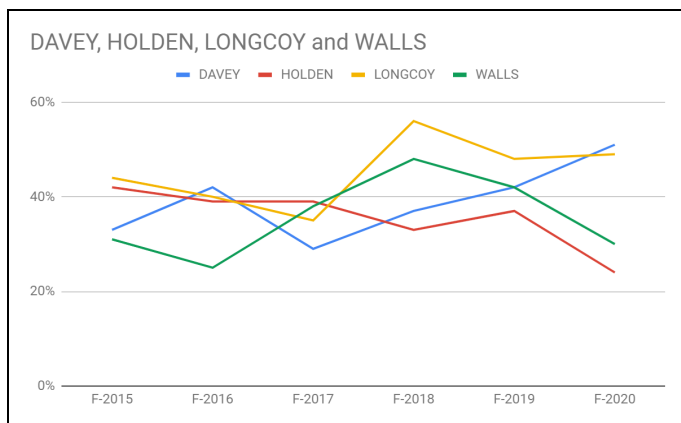
**State assessments show that between 15 and 30 percent of students in grades 3-10 were not scoring proficient in English language arts through 2019.**

Following years of relative constancy in state test scores and a peak in the 2013-2014 school year, overall district-wide scores then experienced a downward trend and then held steady. This trend correlated with the implementation of the new state assessments (OST) and a shift to online testing, thus there are many variables that could explain the decline in scores. The 3rd, 6th, 8th, and high school scores are beginning to trend upward again, but have not reached their 2013-2014 levels. English language arts (ELA) state assessment scores for 4th, 5th, 6th, 7th, 8th and high school were above those of the state and similar districts in 2019.

One ELA indicator was met in Kent City Schools on the 2018-2019 report card. Subgroups perform notably lower than the overall population. For example, only 56 % of economically disadvantaged students were proficient overall, and only 25% of students with disabilities were proficient. Fifteen percent of our EL population was proficient, and there were not enough homeless students at any of these grade levels to make up a subgroup. Completion of aligned district curriculum documents, universal resources, and a system of evidence-based interventions will enable more accurate analysis of the data regarding areas of strength and those requiring attention.



Ohio State Tests: ELA 2015-2019
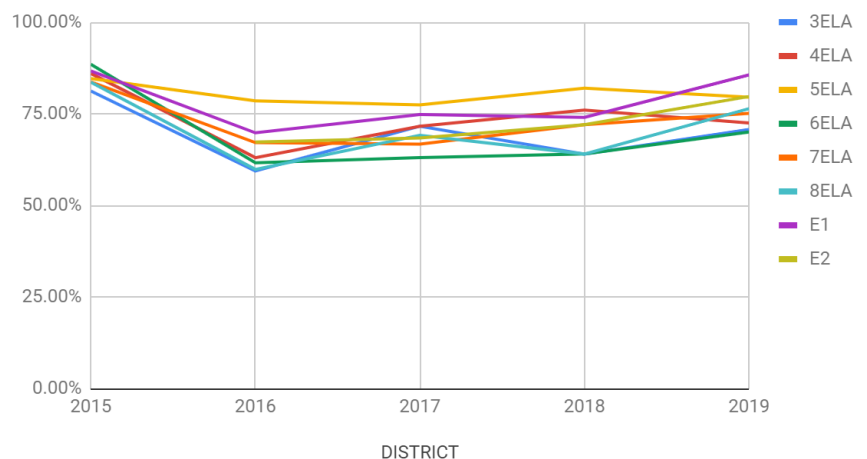
## ACT

**Results of the Winter 2021 ACT indicate that 48.9% of 11th graders do not meet the ACT college readiness benchmark in English (down from 50.02% in Spring 2019), and 48.6% do not meet the reading benchmark (down from 57.07%).**

To meet the state college readiness measure requirement, in Winter 2021 the high school administered the ACT to all 11th-grade students (294).  As this is the fourth year of whole-class ACT assessment, we can continue to draw longitudinal implications based on the data. From 2017 to 2019, the percentage of 11th graders not meeting the ACT college readiness benchmark in English increased from 36.93% to 50.02% but decreased slightly to 48.9% in Winter 2021 (due to COVID, the ACT was not administered in 2020). While the percentage of 11th graders not meeting the ACT college readiness benchmark in reading increased from 2017 to 2019 (51.04% to 57.07%), it has decreased markedly from 57.07% in 2019 to 48.6% in Winter 2021. The ACT College Readiness Standards are not currently incorporated into district curriculum maps.

## Additional Student Performance Data

### Ohio English Language Proficiency Assessment (OELPA)

The English Learner (EL) population has almost doubled from 2.1% in the 2014-2015 school year to 3.9% in the 2019-2020 school year; it has declined to 1.9% in the 2020-2021 school year (most assuredly due to COVID travel restrictions at the beginning of the school year).  Although there was a decline this year, the expectation is that we will see an increase again after COVID has subsided in the U. S. and other countries.  This anticipated  growth will also increase the need for more appropriate learning materials, resources, and personnel.  Moreover, the variations in the English learners' countries of origin and their parents' length of residency, such as at the local university, present particular instructional challenges and complicate data veracity regarding the OELPA and grade-level state tests.

Individual growth in reading and writing is impeded by all of these factors, and most students perform much lower on these portions of the OELPA than on the speaking and listening portions.  The EL program successfully exited 16 students according to the results of the 2019 OELPA and and 25 based on the results of the 2020 OELPA.  EL specialists report that the greatest area of challenge for students is transitioning from decoding to language comprehension skills due to lack of prior knowledge; for general education teachers these difficulties can be masked by proficiency in social English or in general decoding fluency. Providing proper interventions is complicated by the variance in instructional strategies, resources, and pacing in the general education classroom.

The district also partners with Kent State University to support educators from Saudi Arabia who are participating in a new Saudi-funded program to study the American educational system over 6-12 months.  The district already serves 100 EL students, and this program has brought an additional 30-40 EL children to the district in September and February, most of whom enter grades K-3, have little to no English experience, and will not stay for long-term instruction.

An external audit of the program in Spring 2017 initiated adjustments to staffing and resource allocation to better meet the needs of this growing population.

### Graduation

In 2020, the rate at which Kent's students graduated within four years was 90.9%, a considerable drop from the 2019 graduation rate of 94.1% which exceeded that of the state (85.3%) as well as that of similar districts (92.35%).  The 5-year graduation rate was 93.8%, a slight increase over the 2019 5-year graduation rate of 93%, which also exceeded the state average of 85.9% but was below that of similar districts (93.7%).  The 2020 state and similar data has not yet been released and will be updated here as soon as it becomes available. 85.6% of economically disadvantaged students and 69% of students with disabilities graduated on time in 2020, significant increases over the 2019 rates of 72.6%.  and 33.3% respectively. The district reports fewer than 10 dropouts per year.

## Summary of Findings from Data on Student Readiness and Achievement:

- The percent of **economically disadvantaged students** in grades K-12 has ranged between 37% - 49% over the past five years, with elementary schools averaging between 50 - 60%.

- Almost 2% of Kent students are English Learners, which is a decrease from the 2019-2020's 4%; however, this number is predicted to increase after COVID travel restrictions have been removed and the worldwide percentage of COVID cases has been reduced.
- In 2020-2021, only 32.2% of incoming **kindergarteners came through the district preschool**.
- 49% of entering **kindergarteners are not on track** at the beginning of the school year in language and literacy, a decrease from 2019, as measured on the Kindergarten Readiness Assessment.
- Almost 60% of Ohio's **K-3 students are not on track** in the beginning of the school year in language and literacy. 45.5% of KCSD K-3 students were not on track in Reading in the Fall of 2020. Of those students, 60.8% are white, 22.3% are black, 11.8% are multiracial, 23.1% are SPED, and 55.6% are economically disadvantaged.
- According to the Star Reading data, only 50% of our students in grades 2-10 are projected to **be on track in reading** by the end of the year. Get On-Track/On-Track number from DASL.
- State assessments show that between 15 and 30 percent of students in grades 3-10 are **not scoring proficient** in English language arts.
- Results of the Winter 2021 ACT indicate that **48.9% of 11th graders do not meet the ACT college readiness benchmark in English**, and **48.6% do not meet the reading benchmark**.
- A significantly **disproportionate number of students receiving special education services** are black or economically disadvantaged.

## Root causes of stagnant student performance:

- Insufficient (as yet) district structure, including non-aligned building leadership teams, to support building processes, administration of assessments, systemic data analysis, communication, and decision-making.
- Schoolwide Reading/Content-Area Reading *Models* (framework) have not been finalized for grades K-5 or started for grades 6-12, and Schoolwide Reading/Content-Area Reading *Plans* (annual documents with relevant data and updated protocols) need to be developed.
- Grade-level, department, and cross-department teams do not yet meet according to R-TFI criteria.
- The core instructional model is in process, especially grades PK-5, but not in place K-12, notably regarding a core plan for adolescent reading instruction/support. This includes material resources, assessments, decision rules, and instructional strategies.
- Lack of district-defined protocols for fidelity checks or for monitoring progress or Tier 2 and 3 academic supports
- Inconsistent discussion/implementation of a multi-tiered system of supports, including academic, behavioral, and social-emotional elements
- Inconsistent use of evidence-based interventions for targeted skills due to the lack of a finished model with decision rules (in progress). Data that is collected is individually but not systematically used to inform interventions and program adjustments.
- Professional learning in the science of reading is occuring district-wide, but is not fully implemented, so there is a lack of systemic capacity in literacy instruction. The coaching model is inconsistent at the elementary level and does not exist at the secondary levels.
- Inconsistent core instruction has impeded the ability of the district to identify elements of bias or inadequate access, leading to disproportionality in achievement and support programming.

## CONCLUSION:

A large proportion of the Kent student population arrives with limited skill development and exposure to life experiences and background knowledge due to disadvantagement and limited English proficiency. The gaps in the structure and the academic/ literacy program have impeded the ability of highly qualified and dedicated teachers to provide rigorous and

aligned core literacy instruction to all students and to align interventions that bridge gaps through targeted, evidence-based supports for below-level readers.

**Needed Data:**
Data collection in Fall 2021 will include assessing the full impact of the remote learning shift in Spring 2020 and atypical 2020-21 learning year on overall student engagement and achievement, informing a plan to include fall data from in-person assessments in larger-scale planning.

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# Section 4: Literacy Vision and Commitment Statements

**VISION STATEMENT:**
*The Kent City School District's vision for literacy is for all learners to acquire the knowledge and skills to be successful readers at or above their grade level, enabling them to access information as independent critical and creative thinkers, as well as to be collaborative communicators and problem solvers in our global society.*

A clear vision statement is important to an organization because, "It determines direction...serves as a "North Star" that keeps everyone clear on the direction of the organization" (Smith, 2016). The Kent City Schools has a published district vision statement, educational philosophy, and strategic plan, and a specific vision for the literacy development of its students. Because "clarity of mission brings clarity on every other level of the organization," (Smith, 2016), the district Local Literacy Plan must be guided by a unified commitment to the literacy achievement of its students.

The Local Literacy Plan leadership team drew from the district vision and mission statements to develop an aligned statement of the Kent City Schools Vision for literacy that directly reflects Ohio's vision. Because the district's stated mission is to "**...provide an appropriate educational program and learning environment which will effectively meet the educational needs of its students and citizens and help its students accomplish educational goals which are transferable"** (File: ADAA)**,** literacy acquisition is recognized as fundamental to all learning, throughout one's life, and affirms the critical importance of establishing and communicating a Vision for Literacy that guides future planning and decision-making.  To achieve this vision, the Kent City Schools commit to:

1. Use the **Simple View of Reading** (Gough & Tunmer, 1986) to drive all literacy content discourse, development, and organization of resources necessary to support the district's vision for literacy;

2. Align data analysis and decision-making teams to strengthen the **district's PK-12 framework for shared leadership** in literacy instruction;

3. Support educators with the selection and implementation of **evidence-based systems and instructional practices to increase learner achievement across all content areas and age levels;**

4. Ensure all learners are equitably represented and supported throughout the **language and literacy development continuum** (emergent literacy, early literacy, conventional literacy, and adolescent literacy), provide specific recommendations and evidence-based interventions, and monitor the progress of struggling readers; and

5. Enhance family and community **partnerships and collaboration** of general and special education practitioners and stakeholders.

The district team purposely developed commitments that align directly with those of *Ohio's Plan to Raise Literacy Achievement* in support of this initiative, and recognizes the value of utilizing the clear guidance from the Plan and of partnering with support organizations (e.g., ESCs, SSTs) and Ohio's institutes of higher learning to align evidence-based practices and resources to support the literacy achievement of our children. The commitment includes collaboration with families and the community and spans all grade levels so that students will have the necessary foundational skills to engage in independent and collaborative learning activities across all content areas and to communicate effectively, both orally and in writing, each successive year of school. Through the building of a shared leadership structure to support data-driven decision making for all learners across this language and literacy continuum, children will experience continuous growth and ongoing learning to graduation and beyond.  A greater explanation of the Simple View of Reading and Science of Reading can be found in Appendix B.

## SYSTEMIC OBJECTIVES

Since the development of the Kent City Schools Local Literacy Plan in 2018, much progress has been made in several of the original goals. The Local Literacy Plan Implementation Committee, now District Local Literacy Team (DLLT) has been monitoring the implementation of the action steps and has recommended modifications as appropriate. There are many areas that are close to full implementation, others where progress has been slower than anticipated, and still others that, as planned, have yet to be initiated. The pace of implementation has been slowed due to unusual circumstances presented by state and local responses to COVID 19.

The district will maintain four of the original overarching systemic goals (absorbing the prior goal four into current goal one) in alignment with its vision for literacy. Progress updates on the detailed adult implementation elements of these goals are discussed in Appendix D.:

1. **Develop a systemic structure** that supports shared data analysis, decision-making, communication, and leadership - at each grade level as well as vertically- to facilitate meaningful discourse regarding data sources and their use, curriculum and instruction alignment, selection of evidence-based instructional resources, strategies, interventions, and mechanisms for monitoring a Local Literacy Plan.

2. **Ensure all students have equitable access to universally implemented evidence-based core language and literacy instruction** driven by a plan that incorporates the Simple View of Reading and the Simple View of Adolescent Reading as a foundation for interventions within a multi-tiered system of supports.

3. **Identify systematic and explicit evidence-based interventions** to embed into a multi-tiered system of supports that align with core instruction and reflect student needs, and ensure they are implemented with fidelity.

4. **Build capacity for effective universal literacy instruction** in all educators through sustained, intensive, embedded, and collaborative professional learning experiences.

## Section 5: Measurable Learner Performance Goals

1. Eighty percent or more students at each grade level will perform at or above **proficiency/ benchmark/ readiness** on state, ACT, and/or local literacy measures by the 2024-25 school year.
   a. **By May 2024, 80% of Grades K-5 students will end the year at or above benchmark on the composite Acadience scores, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores:** K=31%, 1=46%, 2=41%, 3=52%, 4=47%, 5=29%.
   b. **By May 2024, 80% of Grades 3-12 students will end the year at or above benchmark on the composite Star Reading score, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores:** 3=46%, 4=55%, 5=54%, 6=37%, 7= 54%, 8=46% , 9=45%, 10=54%, 11=43%, 12=15%.

2. **All learners in grades 4-12 will annually show at least one year's growth based on state literacy measures by the 2024-25 school year. Students who are below grade level will show more than one year's growth, thus closing the achievement gap in the subgroups.**

# Section 6: Action Plan Maps

## Goal #1a  Action Plan Map: Student Achievement - Acadience

*Goal Statement:* By May 2024, 80% of Grades K-5 students will end the year at or above benchmark on the composite Acadience scores, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores: K=31%, 1=46%, 2=41%, 3=52%, 4=47%, 5=29%.

**Evidence-Based Practice:** *See Section 8A #1, 2, 3*

| Components | *Action Step 1* | *Action Step 2* | *Action Step 3* | *Action Step 4* | *Action Step 5* |
|---|---|---|---|---|---|
|  | *Complete district-wide reading model with maps, core and supplemental resources, assessments, and decision rules* | *Provide high-quality evidence-based training for all staff in the Science of Reading and with all core instructional materials and assessments* | *Identify and align evidence-based interventions to the decision rules framework* | *Establish an instructional coaching model to support continuous improvement* | *Engage families and the community (ongoing)* |
| *1. Timeline* | Complete by May 2022 | Annually/ Ongoing | Complete investigation by May 2022 for installation Fall 2022 | Complete by May 2022 | Ongoing |
| *2. Lead Person(s)* | Office of Instruction, DLLT/BLLTs, Decision Rules Team | Office of Instruction | Offices of Instruction, Data Analysis, and Student Services, DLLT/BLLTs | Office of Instruction, Bldg. administrators, Coaches | Office of Instruction, Bldg. administrators, Family Engagement Coordinator |
| *3. Resources Needed* | Time, support, resources for adopted programs (Heggerty, Fundations), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.) | Time, professional learning, support, resources for adopted programs (Heggerty, Fundations), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); selection of supplemental Word Study resources (3-5) | Time, professional learning, support, decision rules, defined intervention academic resources , diagnostic assessments; substitute teachers; guidelines for levels of intervention (schedule, personnel, etc.) | Time, support, resources for adopted and supplemental programs, assessments, and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); coaching model/ plan, professional support in coaching practices | Time, supplies, Engagement Plan |

| | | | | | |
|---|---|---|---|---|---|
| **4. Specifics of Implementation** (*training, coaching, system structures, implementation support and leadership structures*) | • Identify teacher teams to develop grade-specific curriculum maps.<br>• Schedule meetings with teacher teams to develop maps.<br>• Secure professional support to work with teachers (resources and mapping processing).<br>• Select teachers to identify needed supplemental materials for advanced word study (3-5)<br>• Schedule training with identified assessments<br>• Identify team to develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments<br>• Develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments<br>• Assign DLLT to review and update assessment schedules<br>• Schedule Decision Rules team to refine decision rule<br>• Conduct informal and formal equity audits<br>• Establish processes to review materials to ensure they are culturally responsive and free from bias | • Schedule refresher and new training for Heggerty (K-1)<br>• Schedule refresher and new training for Fundations(K-3)<br>• Continue and monitor LETRS training for all K-5 educators (Cohort 1 continues, Cohort 2 starts Fall 2021, Cohort 3 starts Fall 2022, ongoing as needed)<br>• Select teachers to identify needed supplemental materials for advanced word study (3-5)<br>• Provide training for grade 3-5 teachers with advanced word study materials<br>• Annually reference and refine 5-year professional learning calendar (App. E); create detailed yearly plan<br>• Provide training and support for Instructional Coaches and other literacy leaders. | • Create team to identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports<br>• Identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports<br>• Build educator capacity in understanding MTSS components<br>• Utilize BLLTs to select evidence-based intervention strategies and resources<br>• Schedule training with selected diagnostic assessments and interventions<br>• Revise decision making rules/procedures to include intervention selection for students<br>• Develop protocols for data-driven decision-making regarding intervention for students<br>• Use protocols and analysis structures to monitor progress for students receiving interventions | • Coaches participate in all intensive trainings in the Science of Reading and in Data Analysis<br>• Coaches participate in intensive trainings in all selected instructional, assessment, and intervention programs for literacy<br>• Coaches participate in ongoing coaching training and support<br>• Coaches, building admin., and the Director of Instruction research and develop an instructional coaching model<br>• Coaches, building admin., and the Director of Instruction develop monitoring instruments | • Decision-making teams at each level will ensure that families are represented as stakeholders in the shared leadership framework<br>• Sponsor family and community engagement opportunities<br>• Develop communication systems<br>• Engage the preschool Develop communication system for students identified through the early warning system |
| **5. Measure of Success** | • Improved Acadience scores<br>• Improved state test achievement scores and growth<br>• Protocols developed<br>• Protocol analysis shows 90% or better alignment of core practices<br>• 100% of students participate in core grade level instruction<br>• Complete Decision Rules document that includes all universal | • Attendance records for each training<br>• Documented successful teacher completion of assessed Literacy-based professional learning modules (ex, LETRS)<br>• Improved Acadience scores<br>• Improved state test achievement scores and growth<br>• Gap closing among subgroups | • Fewer than 20% of students will require literacy-based intervention<br>• 100% of students receiving interventions will have supports and goals defined on a RIMP, IEP, or student data monitoring form<br>• Evidence of gap closing among subgroups, including special education students | • Attendance at trainings<br>• Coaching logs<br>• Staff surveys<br>• Admin observations<br>• Admin review of plan and activities<br>• Growth on on pre- and post-assessments regarding decision rules and selected strategies<br>• Improved Acadience scores | • Documented communications with students flagged in EWSystem<br>• Documented communication systems<br>• Family attendance records at district/ school events<br>• Family feedback surveys |

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| | assessments and predetermined intervention; evidence of use in BLLT and DLLT reviews<br>● Annual R-TFI shows growth | ● Annual R-TFI shows growth | ● Growth on pre- and post- assessments regarding teacher understandings of MTSS, PBIS, RTI, inclusive practices, other.<br>● Completed decision rules with identified assessments and interventions<br>● Annual R-TFI shows growth | ● Improved State test achievement scores and growth<br>● Gap closing among subgroups<br>● Annual R-TFI growth | |
| 6. *Check-In/ Review Date* | ● Assessment Data Reviews by BLLTs according to data calendar<br>● Year- end DLLT review, May 2022 | ● LETRS Cohort Check-ins<br>● Assessment Data Reviews by BLLTs according to data calendar<br>● Reviews BLLTs (monthly)<br>● Year- end DLLT review, May 2022 | ● Assessment Data Reviews by BLLTs according to data calendar<br>● Reviews BLLTs (monthly)<br>● Year- end DLLT review, May 2022 | ● Regular check ins between coaches and Director of Instruction<br>● Bimonthly meetings with coaches, building admin and Director of Instruction<br>● Annual evaluation | ● Reviews by LLTs (semi-annually)<br>● Year- end DLLT review, May 2022 |

## Goal #1b Action Plan Map: Student Achievement - Star

*Goal Statement:* By May 2024, 80% of Grades 3-12 students will end the year at or above benchmark on the composite Star Reading score, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores: 3=46%, 4=55%, 5=54%, 6=37%, 7= 54%, 8=46% , 9=45%, 10=54%, 11=43%, 12=15%.

**Evidence-Based Practice:** *See Section 8A #1, 2, 3*

| | **Action Step 1** | **Action Step 2** | **Action Step 3** | **Action Step 4** | **Action Step 5** |
|---|---|---|---|---|---|
| **Components** | *Complete district-wide reading model with maps, core and supplemental resources, assessments, and decision rules* | *Provide high-quality evidence based training for all staff in the Science of Reading and with all core instructional materials and assessments* | *Identify and align evidence-based interventions to the decision rules framework* | *Establish an instructional coaching model to support continuous K-5 improvement* | *Engage families and the community (ongoing)* |
| 1. *Timeline* | Complete by May 2022 | Annually/ Ongoing | Complete investigation by May 2022 for installation Fall 2022 | Complete by May 2022 | Ongoing |
| 2. *Lead Person(s)* | Office of Instruction, DLLT/BLLTs, Decision Rules Teams | Office of Instruction | Offices of Instruction, Data Analysis, and Student Services, , DLLT/BLLTs | Office of Instruction, Bldg. administrators, Coaches | Office of Instruction, Bldg. administrators, Family Engagement Coordinator |

| 3. Resources Needed | Time, support, resources for adopted ELA programs (Wit and Wisdom, myPerspectives), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.) | Time, professional learning, support, resources for adopted ELA programs (Wit and Wisdom, myPerspectives), assessments (Acadience, Star, other) and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); selection of supplemental Word Study resources (3-5) | Time, professional learning, support, decision rules, defined intervention academic resources , diagnostic assessments; substitute teachers; guidelines for levels of intervention (schedule, personnel, etc.) | Time, support, resources for adopted and supplemental programs, assessments, and identified interventions; substitute teachers; instructional guidelines (schedule, etc.); coaching model/ plan, professional support in coaching practices | Time, supplies, Engagement Plan |
|---|---|---|---|---|---|

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| **4. Specifics of Implementation** *(training, coaching, system structures, implementation support and leadership structures)* | • Identify teacher teams to develop grade-specific curriculum maps for ELA, and for all subject areas 6-12.<br>• Schedule meetings with teacher teams to develop maps.<br>• Secure professional support to work with teachers (resources and mapping processing).<br>• Direct BLLTs to identify needed supplemental literacy materials for ELA and content areas.<br>• Schedule training with identified resources<br>• Schedule training with identified assessments<br>• Identify team to develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments<br>• Develop fidelity protocols (walkthrough and fidelity checklists) for programs and assessments<br>• Assign DLLT to review and update assessment schedules<br>• Schedule Decision Rules team to refine decision rules<br>• Ensure school schedules provide equitable core ELA instructional time across all buildings within a grade level<br>• Conduct informal and formal equity audits<br>• Establish processes to review materials to ensure they are culturally responsive and free from bias | • Schedule refresher and new training for Wit and Wisdom (K-5)<br>• Schedule refresher and new training for myPerspectives (6-10)<br>• Continue and monitor LETRS training for all K-5 educators (Cohort 1 continues, Cohort 2 starts Fall 2021, Cohort 3 starts Fall 2022, ongoing as needed)<br>• Select teachers to identify needed supplemental materials for advanced word study (3-5)<br>• Provide training for grade 3-5 teachers with advanced word study materials<br>• Identify and install targeted 6-12 professional learning regarding strategies for reading and writing improvement<br>• Annually reference and refine 5-year professional learning calendar (App. E); create detailed yearly plan<br>• Provide training and support for Instructional Coaches and other literacy leaders. | • Direct 6-8 and 9-12 BLLTs to select an appropriate evidence-based diagnostic tool for their students.<br>• Create team to identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports<br>• Identify evidence-based diagnostic tools that will inform interventions within a multi-tiered system of supports<br>• Build educator capacity in understanding MTSS components<br>• Utilize BLLTs to select evidence-based intervention strategies and resources<br>• Schedule training with selected diagnostic assessments and interventions<br>• Revise decision making rules/procedures to include intervention selection for students<br>• Develop protocols for data-driven decision-making regarding intervention for students<br>• Use protocols and analysis structures to monitor progress for students receiving interventions<br>• Direct 6-8 and 9-12 BLLTs to develop an Early Warning System | • Coaches participate in all intensive trainings in the Science of Reading and in Data Analysis<br>• Coaches participate in intensive trainings in all selected instructional, assessment, and intervention programs for literacy<br>• Coaches participate in ongoing coaching training and support<br>• Coaches, building admin., and the Director of Instruction research and develop an instructional coaching model<br>• Coaches, building admin., and the Director of Instruction develop monitoring instruments | • Decision-making teams at each level will ensure that families are represented as stakeholders in the shared leadership framework<br>• Sponsor family and community engagement opportunities<br>• Develop communication systems<br>• Engage the preschool Develop communication system for students identified through the early warning system |
| **5. Measure of Success** | • Improved Star Reading scores<br>• Improved state test achievement scores and growth<br>• Improved ACT scores<br>• Protocols developed | • Attendance records for each training<br>• Documented successful teacher completion of assessed Literacy-based | • Fewer than 20% of students require literacy-based intervention<br>• 100% of students receiving interventions have | • Attendance at trainings<br>• Coaching logs<br>• Staff surveys<br>• Admin observations<br>• Admin review of plan and activities | • Documented communications with students flagged in EWSystem<br>• Documented communication systems |

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| | <ul><li>Protocol analysis shows 90% or better alignment of core practices</li><li>100% of students participate in core grade level instruction</li><li>Complete Decision Rules documents K-5, 6-8, 9-12 that include all universal assessments and predetermined intervention; evidence of use in BLLT and DLLT reviews</li><li>Annual R-TFI shows growth</li></ul> | professional learning modules (ex, LETRS)<br><ul><li>Improved Star Reading scores</li><li>Improved state test achievement scores and growth</li><li>Improved ACT scores</li><li>Improved graduation rate</li><li>Gap closing among subgroups</li><li>Annual R-TFI shows growth</li></ul> | supports and goals defined on a RIMP, IEP, or student data monitoring form<br><ul><li>Evidence of gap closing among subgroups, including special education students</li><li>Growth on pre- and post- assessments regarding teacher understandings of MTSS, PBIS, RTI, inclusive practices, other</li><li>Completed decision rules with identified assessments and interventions</li><li>Annual R-TFI shows growth</li></ul> | <ul><li>Growth on on pre- and post- assessments regarding decision rules and selected strategies</li><li>Improved Star Reading scores</li><li>Improved State test achievement scores and growth</li><li>Gap closing among subgroups</li><li>Annual R-TFI growth</li></ul> | <ul><li>Family attendance records at district/ school events</li><li>Family feedback surveys</li></ul> |
| *6. Check-In/ Review Date* | <ul><li>Assessment Data Reviews by BLLTs according to data calendar</li><li>Year- end DLLT review, May 2022</li></ul> | <ul><li>LETRS Cohort Check-ins</li><li>Assessment Data Reviews by BLLTs according to data calendar</li><li>Reviews BLLTs (monthly)</li><li>Year- end DLLT review, May 2022</li></ul> | <ul><li>Assessment Data Reviews by BLLTs according to data calendar</li><li>Reviews BLLTs (monthly)</li><li>Year- end DLLT review, May 2022</li></ul> | <ul><li>Regular check ins with Director of Instructions</li><li>Bimonthly meetings with building admin and Director of Instruction</li><li>Annual evaluation</li></ul> | <ul><li>Reviews by LLTs (semi-annually)</li><li>Year- end DLLT review, May 2022</li></ul> |

## Goal #2 Action Plan Map: Student and Program Growth

*Goal Statement:* **All learners in grades 4-12 will annually show at least one year's growth based on state literacy measures by the 2024-25 school year. Students who are below grade level will show more than one year's growth, thus closing the achievement gap in the subgroups.**

**Evidence-Based Practice:** *See Section 8A #1, 2, 3*

| | *Action Step 1* | *Action Step 2* | *Action Step 3* |
|---|---|---|---|
| *Components* | Systemic Objective #1: Develop structure for data-based decision making at the classroom, building and district levels | Ensure core literacy and intervention plans are established -See Goals 1a and 1b, Action Steps 1, 2, 3, and 4 | Engage families and the community (ongoing) |
| *1. Timeline* | Install DLT by Spring 2022, BLTs by Spring 2023, TBTs and aligned structure by Spring 2024 | Complete by May 2022; Ongoing review/ revision | Ongoing |
| *2. Lead Person(s)* | Offices of Instruction and Data Analysis, Building administrators | Offices of Instruction, Data Analysis, and Student Services, DLLT/BLLTs, Decision Rules Team | Office of Instruction, Bldg. administrators, Family Engagement Coordinator |

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| 3. Resources Needed | Time, support, protocols | See Goals 1a and 1b, Action Steps 1, 2, 3, and 4 | Time, supplies |
| 4. *Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)* | • Establish structure and meeting dates<br>• Secure support (SST8, ESC-NEO) for training<br>• Participate in OLi4 Coaching academy<br>• Develop/ Refine Data Plan/ Calendar<br>• Develop protocols for use in data analysis (general and for literacy)<br>• Develop protocols for internal monitoring and refinement of the aligned system (DLT-BLT-TBT)<br>• Ongoing professional learning/ support to access data from DataMap and other dashboards for analysis<br>• Ongoing professional learning/ support and protocols to ensure fidelity of assessment process and data acquisition.<br>• Ongoing professional learning/ support and protocols to analyze literacy-related data sources to inform decisions at the classroom, building, and district levels. | • See Goals 1a and 1b, Action Steps 1, 2, 3, and 4<br>• Provide training in understanding growth measures<br>• Provide training for using the platforms that provide growth data (Acadience, Star, EVASS)<br>• Develop protocols to track progress for students identified with poor projections | • Decision-making teams at each level will ensure that families are represented as stakeholders in the shared leadership framework<br>• Sponsor family and community engagement opportunities<br>• Develop communication systems<br>• Engage the preschool community |
| 5. *Measure of Success* | • Implementation of structure<br>• Development of analysis and monitoring protocols<br>• Completion of protocols at each level according to the Data Plan/ Calendar<br>• Meeting notes that evidence the use of data to inform decisions about instruction, intervention, processes, other to improve literacy achievement<br>• Annual R-TFI shows growth | • See Goals 1a and 1b, Action Steps 1- 4<br>• Development and use of tracking protocols<br>• Overall student growth on Acadience at each grade level<br>• Overall student growth on Star Reading at each grade level<br>• Overall student growth on Value Added projections at each grade level<br>• Improvement of 4-year and 5-year Graduation Rate<br>• Annual analysis of State Report Card:<br>  ○ Achievement (ELA)<br>  ○ Value Added (ELA)<br>  ○ Improving At-Risk K-3 Readers<br>  ○ Gap Closing (ELA)<br>  ○ Non-ELA Measures | • Documentation, including agendas and attendance records, regarding family engagement events<br>• Documented communication systems<br>• Family attendance records at district/ school events<br>• Family feedback surveys |
| 6. *Check-In/ Review Date* | • Regular consultation with external consultants<br>• District-wide review May, 2022 | • Assessment Data Reviews by BLLTs according to data calendar<br>• Reviews BLLTs (monthly)<br>• Year- end DLLT review, May 202 | • Reviews by LLTs (semi-annually)<br>• Year- end DLLT review, May 2022 |

# Section 7: Plan for Monitoring Progress Toward the Learner Performance Goals

As noted above, the district has employed several mechanisms to monitor student progress and achievement, and a universal systemic process that is being developed and will assist in communication and shared decision-making. Prior to developing the team based structure, the Director of Data Analysis has overseen some of the assessments and met with principals and teachers to discuss results of district, school, individual student performance in accordance with all applicable privacy requirements. Past practice has relied heavily on individual educator access to data and then individual or small group analysis with the guidance of the Director of Data Analysis, with minimal sharing and analysis of

student performance data at the district level apart from state test data. Star Reading and AIMSweb/aimswebPlus (formerly), and now Acadience assessments have been utilized to monitor progress throughout the school year by providing teachers with student performance data at three benchmark periods. Teachers consult with their building's Literacy Specialist or with the Director of Data Analysis to interpret results and adjust instruction; establishing **formal protocols for consistent progress monitoring that align with established decision rules** will be a next step in the process. The District Leadership Team will develop a **Data Calendar** as well to specify which data are to be analyzed, by whom and when, enabling district and building teams to dig into systems data and strengthening the use of data at the teacher-team and classroom level.

## PLAN FOR DATA COLLECTION AND ANALYSIS TO MONITOR STUDENT PROGRESS:

As the multi-leveled leadership team is being developed, a focus at the district-level has been the discussion and analysis of all available data to monitor district progress toward reaching the student performance goals, and to make district level decisions regarding needed resources and professional development.

A Data Calendar and Plan is being developed to establish protocols and systems for analyzing identified data sources. This draft calendar will be installed and revised during the 2021-22 school year. The final Draft will be added as Appendix G when ready. Data points will include:

- Annual monitoring of **state report card data** by the members of the building and district leadership teams, including: Student Achievement, Student Progress, Gap Closing, Improving At-Risk K-3 Readers, Graduation Rate, Prepared for Success.
- **Ohio State Test** data, including achievement and value-added measures and disaggregated by subgroup, will be analyzed by teacher and building teams when released to inform instructional planning, and by the district team to inform systemic decision-making.
- **Early Learning Assessment (PK) and Kindergarten Readiness Assessment** data will be analyzed by teacher and building teams throughout the year to inform instructional planning, and by the district team to inform systemic decision-making.
- **Acadience assessment** data will be analyzed by elementary teachers and building teams throughout the year to inform instructional planning, and by the district team to inform systemic decision-making including informing decision rules.
- **Star Reading assessment** (Renaissance Learning) data will continue to be analyzed by teacher and building teams following each specific benchmark period in the fall, winter, and spring each year to inform instructional planning, and also by the district team to inform systemic decision-making including informing decision rules. In addition, struggling students will continue to be assessed once a month to inform intervention approaches.
- **ITBS** data collected in the fall (4th grade) and spring (2nd grade) will continue to be analyzed at the teacher level to identify areas of strength and weakness in ELA, and will be analyzed at the grade, building, and district levels to determine trends and potential program adjustments. **CogAT ability profiles** will be further utilized to inform **Universal Design for Learning** approaches to instruction and interventions.
- **ACT and AP** performance trends will be analyzed by teacher, high-school, and district teams annually.
- **OELPA and OELPS** data will be analyzed annually at the teacher, building, and district level.
- As **common curriculum-based assessments** are developed, implementation and analysis protocols will be added to the data calendar to asset teacher teams in monitoring student progress to inform instruction.
- **Subgroup performance** will be analyzed by teacher, building, and district teams alongside holistic data to address concerns about gap closing, progress, and equitable access to the core curriculum and aligned interventions; such analysis will be facilitated by the district level team and will utilize the expertise of EL, special education, and gifted specialists as appropriate..

- Periodic analysis of **non-academic factors of student success**, such as attendance, discipline, behavior, and utilization of social-emotional supports will assist to monitor progress of overall improvement, as will proportionality data such as special education and gifted service and discipline data.
- The impact of **family and community engagement activities** on reading achievement and diminishing summer drop-off will be analyzed annually by building and district teams..
- Consistent protocols for the monitoring of **other student data** regarding attendance, discipline, behavior, and utilization of social-emotional supports will be incorporated into the building and district team processes.
- As additional programs are developed, data and monitoring systems will be attendant, including the selection and implementation of a 6-12 reading skill instrument to inform targeted interventions, as well as specified intervention programs as planned under Systemic Goal 3.

## MONITORING ADULT IMPLEMENTATION:

The clear intent of the Literacy Plan is to improve student achievement through the alignment of systemic processes for more efficient data-based decision-making, the building of collective capacity to equitably deliver high quality literacy instruction and associated interventions, and the implementation of evidence-based literacy resources and methods to support the Science of Reading. The presumption is that such adult actions will result in the desired improvement, still an effective continuous improvement plan includes reflection and analysis with the understanding for and willingness to make adjustments. Just as the district is implementing programs and assessments to meet our students' needs, teachers and leaders will continue to make adjustments to the plan implementation to not only continue to improve, but to course-correct if improvement is not evident. The DLLT-BLLT framework, under the direction of the Director of Instructional Program, will be the mechanism to monitor adult implementation and to recommend changes to the LLP.

Full realization of Systemic Goal 1 (initially through the DLLT-BLLT and ultimately through a full OP-like framework) is essential to this process as an effective shared leadership framework is the structure through which such analysis and decision-making will take place. District leadership will continue to monitor this development utilizing the highly valued resources available from State Support Team and Educational Service Center consultants.

Fully recognizing that state test scores are lagging indicators of the effectiveness of improved school processes, all the data points above will be considered (Systemic Goal 1). After developing and implementing protocols and fidelity check measures, should overall student performance continue to be stagnant the teams will closely consider the fidelity of the installation and implementation of our core curriculum and instructional processes as well as the level of staff alignment with the science of reading, and will adjust program and professional learning decisions accordingly (Systemic Goals 2,4). Should specific subgroups not improve at the same rate as the whole, questions of equitable access will be prioritized. As decision rules and aligned interventions are instituted (academic and behavioral), close attention will be paid to subgroup performance and overall referral to special education services for specific learning disabilities in reading (Systemic Goals 3,4). Adjustments may be made to assessment and intervention tools, the decision rules, and ensuring the fidelity of intervention implementation in order to address persistent gaps. The overall Literacy Models for the district and for each school need to address holistic/ core instruction and identify decision rules that define appropriate academic and/ or behavioral interventions for groups and individual children. Additionally, believing that high levels of family engagement will result in improved student outcomes, should plans not yield increased engagement, approaches will be revised.

# Section 8: Expectations and Supports for Learners and Professionals

**A valuable component of the *Every Student Succeeds Act (ESSA)*, reflected in Ohio's *Plan to Raise Literacy Achievement* (both 2018 and 2020 versions) is the essentiality that proposed educational programs, practices, and activities be**

**evidence-based.** Unless clarified otherwise, evidence levels come from the Institute of Educational Sciences "What Works Clearinghouse".

## SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. DEVELOPMENT AND IMPLEMENTATION OF LEADERSHIP FRAMEWORK FOR SHARED DATA-DRIVEN DECISION-MAKING (Ref. Goal 1):

The Ohio Leadership Advisory Council supports "leadership as a set of essential practices that need to occur in an aligned and coherent manner across all levels of the system through the **effective development of team structures at the district-, school-, and teacher-level**" (OLAC), and through this organization districts throughout Ohio, with the guidance of the State Support Teams, build such structures according to the Ohio Improvement Process.  The heart of the OIP is the formation of team structures that "form peer-to-peer networks, giving more people a voice and allowing for the inclusion of multiple perspectives in guiding each district's journey toward organizational learning and continuous improvement." The research base behind OLAC's work is significant (reference *Ohio's Leadership Development Framework*, 2013). Kent City Schools has not been required to follow this process so, as the needs assessment findings illustrate, the district's first priority has been to establish an OIP-like other decision framework to support decision-making regarding universal language and literacy instruction and the  implementation of intervention strategies and resources within a multi-tiered system of supports.

Additionally, according to Lewis, Madison-Harris, Muoneke, and Times (2010), "Research has shown that using data in instructional decisions can lead to improved student performance." A more recent study suggests that it is less impactful on student performance to teach educators how to access and look at data than giving teachers more support in their efforts to use data to improve instruction. Now that the district has a more facile system for accessing needed data through DataMap, additional support can be dedicated to interpreting and using the data to inform instruction, and also to systemic analysis and decision making. The teams will consult the recommendations of  Hamilton, et.al. (2009).

2. IMPLEMENTATION OF A CORE LITERACY PROGRAM GROUNDED IN EVIDENCE-BASED LANGUAGE AND LITERACY INSTRUCTIONAL STRATEGIES AND RESOURCES THAT SUPPORTS APPROPRIATE INTERVENTIONS EMBEDDED IN A  MULTI-TIERED SYSTEM OF SUPPORTS. (Ref. Goals 2. and 3)

In alignment with *Ohio's Plan*, this Plan recognizes the critical nature of ensuring that educators have the knowledge, skills, and abilities to be effective literacy instructors.  In addition to rolling out significant professional learning in the science of reading, Kent City Schools has invested in evidence-based programs that reflect the science of reading through a structured literacy approach.  See Appendix C for a compilation of the programs in grades K-5 that have been implemented or are under consideration with regard to the elements of the Scarborough "Reading Rope".  Unless otherwise noted, the following practices reference various publications available in the "What Works Clearinghouse" (Institute of Educational Sciences).

Foorman, et.al. (2017) identified four key practices for teaching  "**Foundational Skills** to Support Reading for Understanding in Kindergarten Through 3rd Grade" , noting the evidential strength for each. They are listed below and aligned with Kent's plan :

1. *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge* (Minimal Evidence). Vocabulary and language development is embedded in the core **Wit and Wisdom** *program.*

2. *Develop awareness of the segments of sounds in speech and how they link to letters* (Strong Evidence). The district uses **Heggerty Phonemic Awareness Curriculum** in grades PK-1 (and grade 2 as needed) to ensure explicit instruction in the most basic and critical elements of sound- and word- recognition. [Research base](#)

3. *Teach students to decode words, analyze word parts, and write and recognize words* (Strong Evidence). The Wilson **Fundations** phonics program in grades K-3 addresses the element of sound-symbol-word recognition as an essential component of reading fluency. [Research base](#)

4. *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.* (Moderate Evidence). **Wit and Wisdom** from Great Minds is a knowledge-based reading curriculum that integrates reading and writing instruction utilizing rich, authentic texts. The *Geodes* are readable texts that align with the content of *Wit and Wisdom* and the skills that are being developed in the *Fundations* progression. *Wit and Wisdom* [Case Studies](#)

Additionally, Shanahan, et.al. (2010) identified five evidence-based practices for **improving reading comprehension** in the same grade range.  The principles of each are embedded in the district's K-5 adoption of *Wit and Wisdom. 1. Teach students how to use reading comprehension strategies* (Strong Evidence).  2. *Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content* (Moderate Evidence).  3. *Guide students through focused, high-quality discussion on the meaning of text*  (Minimal Evidence).  4. *Select texts purposefully to support comprehension development* (Minimal Evidence).  5. *Establish an engaging and motivating context in which to teach reading comprehension*  (Moderate Evidence).

The Institute of Educational Sciences also supports these practices as beneficial for English learners (Baker, et.al., 2014), noting strong evidence for systematic instruction in academic vocabulary, and integration of written English language instruction into content-area teaching.

Research also strongly supports a **structured approach to literacy** instruction that incorporates phonology, sound-symbol association, syllables, morphology, syntax, and semantics in ways that are explicit, systematic, cumulative, hands-on, multimodal, and diagnostic. The concept incorporates the instructional principles described above, and thus is itself a Moderate- to Strong- Evidence approach.  The distinction between what the IDA prefers to call Structured Literacy and the well-known Balanced Literacy approach lies at the heart of the importance of targeted instruction to build phonemic awareness capacity prior to adding sounds to symbols/letters (graphemes).  The IDA *Knowledge and Practice Standards for Teachers of Reading* (2018) is helpful for learning the foundation of the approach, and several articles, e.g. Lorimor-Easley and Reed (2019) elaborate on the discussion of the shift in approaches within the field Professional learning will focus on ensuring that each of these elements of language and literacy instruction are intentionally incorporated into daily lessons in elementary school, and that similar coordinated structures that support adolescent learners are evident in secondary classrooms. Specific evidence-based strategies and resources  will be selected.

The principles proposed by Kamil, et.al. (2018) for **improving adolescent literacy** (grades 4 and above) guide professional learning activities and will inform core and intervention resource and strategy selection. 1. *Provide explicit vocabulary instruction*  (Strong Evidence); 2. *Provide direct and explicit comprehension strategy instruction* (Strong Evidence); 3. *Provide opportunities for extended discussion of text meaning and interpretation* (Moderate Evidence); 4. *Increase student motivation and engagement in literacy learning* (Moderate Evidence); 5. *Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists* (Strong Evidence)

Before building or refining an **intervention system**, the selection of universal strategies and common resources must align to a universal plan for literacy instruction spanning all grade levels and including all learners, and this plan will be clarified as the decision-making structure is built (reference Goal 1). According to the California Department of Education (2017), establishing a multi-tiered system of supports is part of a culture of "providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports", and is much

broader in scope "than selection of a few components of RtI and intensive interventions." As such, Goal 3 directs the district to investigate and align academic interventions with core instruction via decision rules, as well as to provide ongoing supports for behavioral, social, and emotional needs. Gersten , et.al. (2009) describe the efficacy of five key strategies in improving student outcomes:

1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities. (Moderate Evidence). The district currently uses **Acadience** ([Technical Adequacy Brief](#)) in the primary grades to screen for ability in foundational skills, and **Star Reading** from Renaissance ([Research Base](#)) to assess reading grades 2-12. The tools are used to progress monitor at-risk students in addition to the three benchmark periods, and the data is used to inform intervention decisions and further assessment needs.

2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1) (Low Evidence). The authors note that the evidence is limited due to the necessary variability of differentiating within a core instruction environment/ lesson, but are clear that doing so is a critical foundation to informing the other levels of intervention. As such, this underscores Kent's emphasis on strengthening core instruction (Goal 2) prior to designing aligned interventions.

3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes (tier 2) (Strong evidence). The district's commitment to developing decision rules to align targeted practice and support interventions reflects this recommendation.

4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan (Low Evidence).  Again, the authors note that while this practice is strongly recommended to monitor progress that would inform intensive interventions, the practice of progress monitoring is inconsistent. The Kent plan allows for developing time and protocols to ensure progress monitoring and data analysis.

5. Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3) (Low Evidence).  The authors highly recommend this practice, despite the low evidence rating, noting "Despite over 50 years of research on special education and remedial instruction, major gaps persist in the knowledge of how to teach reading to the 3 to 5 percent of students with the most severe reading difficulties. The research reveals little about students whose response to typically effective interventions is low. Therefore, the material...represents the opinion of the panel" (p. 26). Teachers and specialists are being trained to provide the IDA accredited **Wilson Reading System** interventions ([Research Base](#)), and the provisions of the plan to adjust schedules and provide for professional learning support this practice.

In addition to supports within the school day, the district will continue to provide and seek to expand literacy initiatives that extend beyond the school day, including school-sponsored and community partnership opportunities. The *Structuring out-of-school time to improve academic achievement* practice guide (Beckett, et.al., 2009) will be a valuable resource.

It is essential that students are prepared to demonstrate their learning through the **assessment systems** required by teachers and the state. In that regard, "Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings, in small groups, and individually (What Works Clearinghouse)." In addition to preparation for state tests, ACT/SAT test preparation will be

offered to high school students in order to help them achieve the highest scores possible on these tests which are included as part of the college application process. The development of **ACT/SAT Test preparation and coaching programs** has a strong level of evidence of efficacy according to the What Works Clearinghouse.

3.  REVISE CURRENT COACHING STRUCTURE AND PROVIDE TARGETED SUPPORTS FOR SPECIALISTS, COACHES, AND BUILDING LEADERSHIP TO INCREASE THE EFFICACY OF THE COACHING MODEL. (Ref. Goal 4)

A summary of twenty studies (REL, n.d.) concluded that instructional coaching as a framework for sustained and embedded professional learning yields positive outcomes for teachers with regard to increased knowledge and improved practice, which resulted in positive student outcomes, such as increased literacy skill development, notably among primary-level students, and English learner, disadvantaged, and minority children, as well as "positive impact on student social emotional skills, including emotional understanding, social problem-solving, and social behavior, or general classroom environment." *Ohio's Plan* notes the importance of coaching as a learning and support mechanism for district educators. "Research supports coaching as an effective way to improve teachers' instructional skills and outcomes for learners (Cantrell & Hughes, 2008; Carlisle & Berebitsky, 2011; Shidler, 2009)" (p. 49). The district will benefit from both of Ohio's models:

1. Instructional coaching at the classroom level to build capacity through enhanced knowledge and the development of skills and abilities with literacy and content/literacy strategies. Strengthening the elementary model and adding a secondary model would significantly improve the learning and support cycles for educators.

2. Systems coaching will be critical for the process of building the systemic communication and decision-making structure outlined in Goal 1, to be supported by external consultants/coaches in the initial phases.

## SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

### LEADERSHIP TEAM SUPPORT

The newly established District and Building Literacy Leadership Teams were created with the express purpose of monitoring the implementation of the LLP and Grant activities as a collaborative decision making team, and to serve as a conduit for communications. As these teams receive ongoing support from SST and ESC consultants, more responsibilities will shift from the individual directors and principals to the team structure. These teams will take more of a role in determining professional learning opportunities and cycles and will lead the development/ installation of implementation plans with fidelity checks and revision processes. Meeting protocols will be developed and implemented to focus attention on the plan elements, including the collection and analysis of data within a structured process. Additionally, resource purchase plans and requests will funnel through the teams to ensure alignment with the LLP and Grant documents.

### SHOW PROGRESS AND IMPROVE UPON EVIDENCE-BASED STRATEGIES

The district-wide data calendar and plan to be implemented Fall 2021 will include specific points at which to analyze data selected as measures of improvement (see Section 7); structured and targeted conversations will focus attention on areas that are not growing, as well as to celebrate those that are.

The DLLT/BLLT activities include solidifying a Literacy Model that includes core curriculum, assessments, and aligned interventions informed by decision rules. For each installed evidence-based strategy/ system a fidelity check process needs to be developed, implemented, and refined to ensure that a) the core curriculum is universally defined and

accessible, b) that adult implementation is done with fidelity to the strategy/ system protocols. This will allow the selection of interventions for exceptional students to be based on the learning needs of the children and not to correct for instructional gaps or errors. Additionally, the core and intervention models can be modified and improved as needed based on systemic studies of practice.

## SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Reference Appendix F for a detailed Five-year professional development plan beginning in the 2020-21 school year. The rationales for each item are included in various places above, and specifically the evidence based strategies and programs are addressed in Section 8A.

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# Appendices

## APPENDIX A: *Reading Tiered Fidelity Inventory (R-TFI) Findings*
*Inventories completed October 2020*

**Tier 1: Teams**

**Tier 1: Implementation**

**Tier 1: Resources**

**Tier 1: Evaluation**

**Tier 2: Teams**

**Tier 2: Intervention Implementation**

**Tier 2: Resources**

**Tier 2: Evaluation**

**Tiers 2 & 3: Teams**

**Tiers 2 & 3: Intervention Implementation**

**Tiers 2 & 3: Resources**

**Tiers 2 & 3: Evaluation**
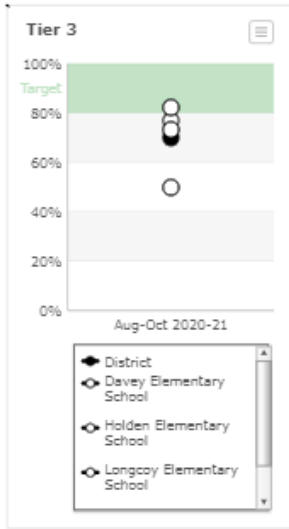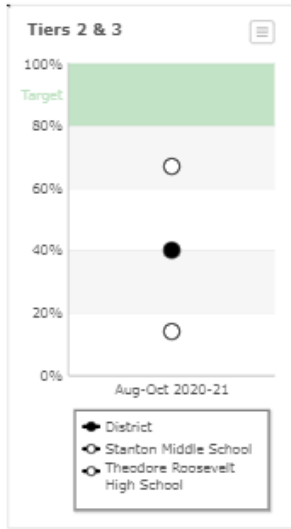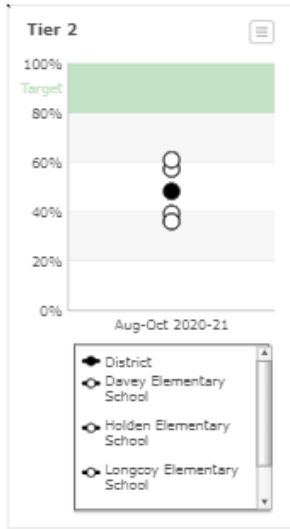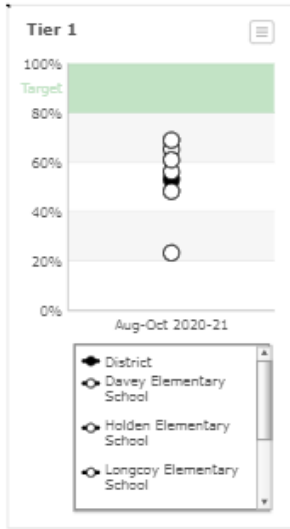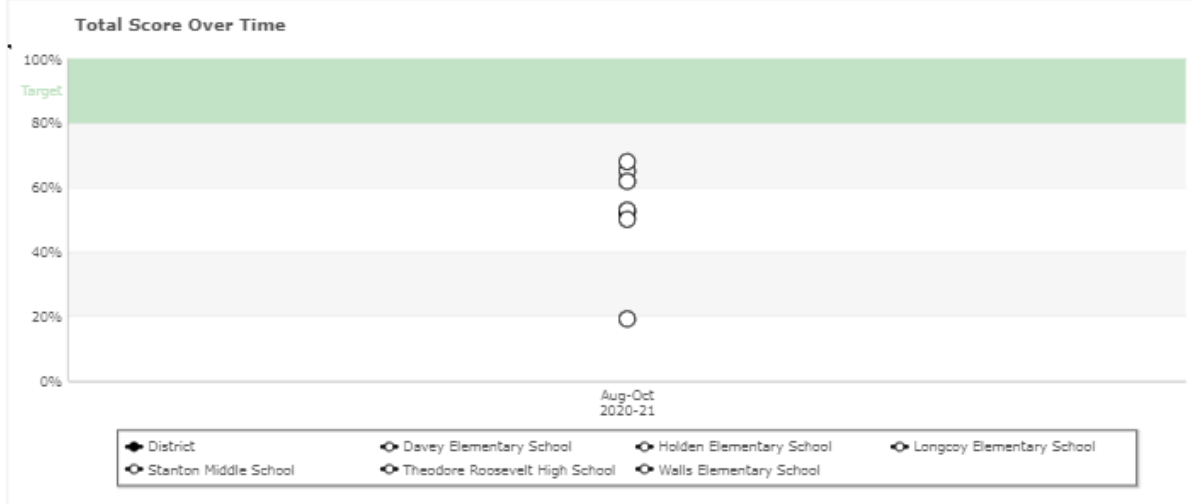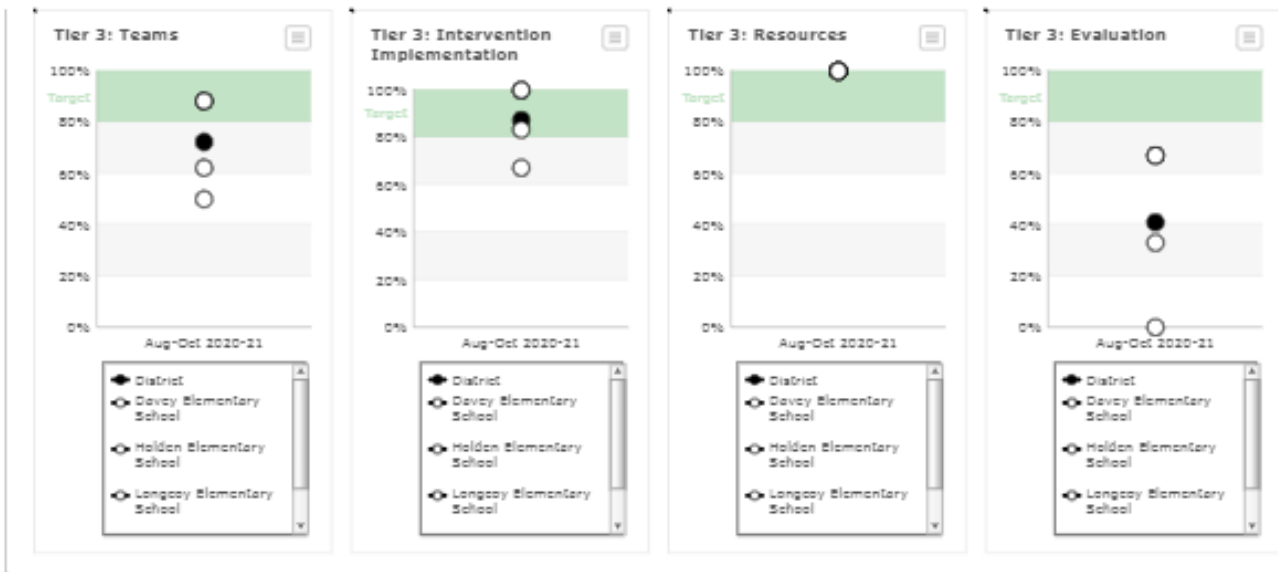
**APPENDIX B: THE SIMPLE VIEW OF READING & THE SCIENCE OF READING**

The district is committed to making instructional and resource decisions that are aligned with the science of reading, embodied in the work of Gough & Tunmer (1986), Scarborough (2001, inInternational Dyslexia Association), and others.

According to The Reading League - Advancing Evidence in Practice, "The science of reading is a body of empirical research derived from multiple disciplines (cognitive psychology, neuroscience, linguistics, etc.). The findings from thousands of research studies reveal how the brain reads, and why it has difficulty doing so sometimes. Most importantly, we know which instructional approaches advantage all learners - in all areas of reading (phonological awareness, phonics, vocabulary, spelling, comprehension, etc.)...The [science of reading] is best portrayed via these research-validated frameworks - the Simple View of Reading, Scarborough's Rope, & Seidenberg and McClelland's Four-Part Processor. When examining them to see how skilled reading takes place, we see that almost all that scientific discovery has revealed about reading can be placed somewhere on those frameworks" (Facebook post by The Reading League, February 4, 2020)

Summary of the principles of the Simple View of Reading:

Skilled reading requires fluency in Word Recognition and Language Comprehension, and both are necessary. One cannot be a skilled reader without both. Gough and Tunmer (1986) propose the following equation to underscore this point, where a "0" in either of the numerators yields a total of "0":
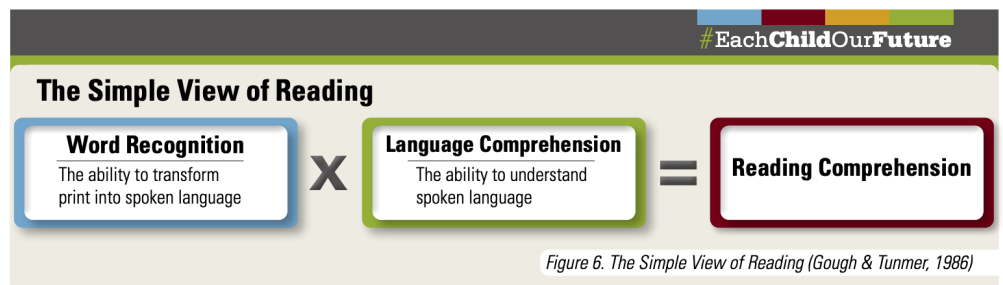


*Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)*

Ohio's Plan to Raise Literacy Achievement, p. 20

Dr. Hollis Scarborough's diagram - the "Reading Rope" - shows that Word Recognition is comprised of:

● Phonological Awareness: The foundation upon which the other reading skills are built. The ability to recognize and manipulate the sound properties of spoken words, such as syllables, initial sounds, rhyming parts, and phonemes. (Kilpatrick, 2016)



THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

increasingly strategic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

increasingly automatic

Scarborough's Reading Rope: A Groundbreaking Infographic.
https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/

● Decoding: Phonic decoding starts with an unfamiliar printed word. The letters are translated into sounds, which are then blended together to identify the spoken word. Phonic decoding uses the letter-to-sound relations to activate oral words from an unfamiliar letter string. (Kilpatrick, 2016)

● Sight Recognition: All words that readers can read from memory. Sight word reading happens automatically. (Ehri, 2005); the automatic retrieval of words without conscious attention. (L. Stewart, n.d.)

Additionally, Language Comprehension is comprised of the following: Literacy Knowledge, Verbal Reasoning, Language Structures, Vocabulary, and Background Knowledge.

Implications of the Reading Rope model suggest that fluency is a by-product and not a specific component of the development of reading ability. Fluency assumes increasingly strategic and automatic application of a variety of skills at increasingly sophisticated levels. As such, fluency is not included as a separate instructional component.

Dr. Carol Tolman's "Hourglass" figure breaks down the essential beginning components of language into even more specific skills, organized from early to basic to advanced phonology, through the connection of sounds to symbols and the components of orthographic mapping.

Scoroborough's Reading Rope is an important graphic to express how each of the components weave together to make a strong rope of skilled reading ability. If any of the threads is weak or broken, it reduces the overall integrity of the rope; if any of the foundational components is decisicent or missing, intervention is necessary for becoming a skilled reader. Such deficiencies can come from a variety of sources:

● Lack of early language exposure delaying or impeding phonological processes
● Limited vocabulary or background knowledge due to limited experiences and exposure, including English learners.
● Disability or neural distinctions that impede the natural development of a particular skill (ex.: dyslexia).



Phonology

(sentences)
(words)
**syllables** ← Spoken language
onset-rime
phonemes

**1:1**

digraphs
trigraphs
vowel teams
blends
word families
inflections
**syllable types** ← Written language
roots/affixes
word origin

Orthography
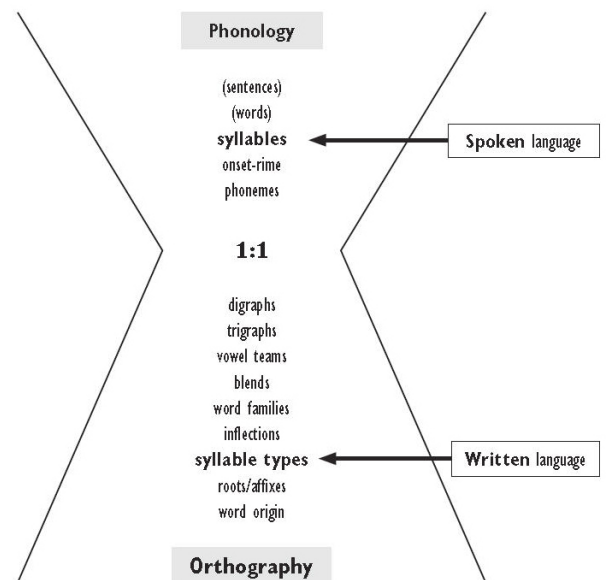
Hourglass Depiction of the Relationship Between Awareness in Oral Language and Written Syllable Decoding. https://www.readingrockets.org/article/six-syllable-types

A typically developing child will develop the Word Recognition strand by mid-elementary school, and the Language Comprehension strand grows throughout life by exposure to increasingly complex text and vocabulary, progressively abstract and sophisticated content, and requirements for varied styles of written expression. As such, by upper elementary, literacy development for adolescents takes more focus in the Language Comprehension elements. This

includes emphasis on literacy strategies that are applicable across all disciplines for vocabulary development and analyzing complex language structures, and particularly those that are discipline specific, requiring attention to building background knowledge, engaging in higher-order thinking, and developing the capacity to shift to the reading and writing processes inherent within a specific discipline. *Ohio's Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12* provide a solid structure for embedding necessary literacy skills into the content areas, complemented by explicit professional learning in literacy principles.

## Components of Adolescent Literacy

Literacy growth is not merely a phenomenon of elementary schools. The adage that once children "learn to read" then they use their skills to "read to learn" is questioned in the science of reading and literature about adolescent literacy. While the skills associated with decoding and phonics should no longer need to be developed by upper elementary, developing the skills to read and comprehend increasingly complex, sophisticated, and varied texts is a lifelong process. The components of the Simple View of Reading framework shift from conventional to adolescent literacy, as illustrated in Figure 11 from *Ohio's Plan to Raise Literacy Achievement* (p. 32).  Thus it is essential that a district literacy plan identifies the distinctions of adolescent literacy from foundational, and provides resources and support to ensure that evidence-based practices are incorporated at every level and in every classroom. *Ohio's Plan* also identifies three key components of adolescent literacy (p. 32):

- implement evidence-based strategies across content areas, such as explicit vocabulary instruction and extended discussion of text meaning and interpretation
- provide literacy instruction and support that is discipline-specific
- provide individualized intensive intervention in reading, as needed



Figure 11. Adolescent literacy components supporting the Simple View of Reading.

A distinction must also be made between generalized adolescent literacy and disciplinary literacy. The International Reading Association' *Position Statement and Research Brief on Engagement and  Adolescent Literacy* (2019) calls for content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of specific disciplines. Lent (2017) describes how content area teachers can support literacy within their discipline-specific courses, rather than excising or ignoring explicit literacy instruction. Important shifts for teaching literacy within the disciplines include: Focus on what and how experts read instead of how to read a  textbook; Provide a variety of texts of varying complexities; Model the language of the discipline; Explain why experts use  words/terms in certain ways; Discuss and practice how experts read, write, inquire, think, argue,  and communicate; Create authentic opportunities for students to use new information  beyond test-taking; Allow and encourage authentic technologies.

Comprehensive literacy instruction includes writing and speaking/ listening in addition to reading and language development. Some models are emerging to support a rope diagram for the development of writing skills, notably that of Sedita (2019, in International Dyslexia Association) who explains that the multiple strands/ categories of critical thinking, syntax, text structure, writing craft, and transcription (and the substrands within each) weave together for skilled writing.
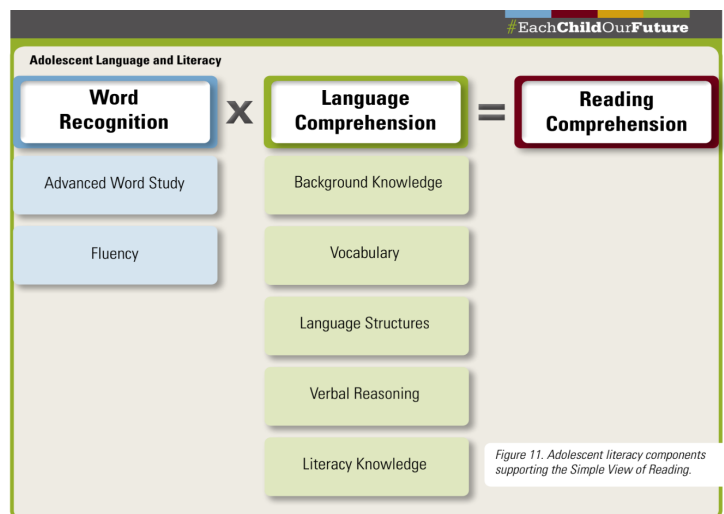
## Continuum

The Kent City School District is committed to supporting literacy development at every part of the continuum. Professional Development Professional development is critical if disciplinary literacy practices are going to deepen what it means to read in each academic subject area. A basic issue is that secondary teachers may not understand the literacy practices of their own disciplines. For example, a mathematics teacher may not be cognizant of the reading and writing he or she does intuitively, thinking that these are not relevant to classroom instruction. This may be because reading and writing are not necessarily emphasized in teacher preparation programs. This will require significant learning among educators and leaders as to what makes each of the stages distinct and why they are important. Likewise, instructional planning along the continuum for the Early and Conventional stages must align with the Changing Emphasis chart, found in *Ohio's Plan to Raise Literacy Achievement (Appendix F).*



Figure 7. Language and Literacy Development Continuum

*(Ohio's Plan to Raise Literacy Achievement* , p 21)

**APPENDIX C:** *K-5 ELA Resources aligned to Literacy Components 2019-20*

| | COMPONENT | | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|
| **WORD RECOGNITION** | Phonological Awareness/ Phonemic Awareness | Core Curriculum | Heggerty Phonemic Awareness Curriculum | | *Advanced PA practice implicit in other literacy elements; no Tier 1 explicit instruction. Foundational PA needs addressed through intervention.*<br>- Heggerty (Primary) as core curriculum in 2nd grade when <80% students meet NWF benchmark | | | |
| | *Preliminary* Sight-word Recognition through Orthographic Mapping | Assessments | - FSF/PSF (K-1 Acadience)<br>- KRA (K)<br>- Heggerty Assessments (K-1)<br>- Phonological Awareness Screening Test (PAST)<br>- STAR EL/R for print-based as needed<br>- CTOPP (K) | | - NWF (2) & ORF (Acadience)<br>- Heggerty Screener Assessment<br>- Phonological Awareness Screening Test (PAST)<br>**In consideration:**<br>- Phonemic Awareness Placement Assessment-Bridge the Gap Intervention | | - Phonological Awareness Screening Test (PAST)<br>**In consideration:**<br>- Phonemic Awareness Placement Assessment-Bridge the Gap Intervention | |
| | Decoding (Phonics/ Advanced Phonics)<br><br>Sight-word lexicon development/ Automaticity of high-frequency words | Core Curriculum | Fundations | | Fundations Phase 1 (Level 2; 2020-21) | | **In consideration:**<br>- Phonics and Spelling Through Phoneme-Grapheme Mapping<br>- West Virginia Phonics<br>- Vocabulary Through Morphemes<br>- Morpheme Magic | |
| | | Assessments | - KRA (K)<br>- NWF (Acadience K-1)<br>- Foundational Skills Surveys<br>- Fundations Unit Assessments<br>- STAR EL/ R as needed | | - NWF (2) & ORF (Acadience)<br>- STAR R<br>- Beginning & Advanced Decoding Surveys<br>- Fundations Unit Assessments (Level 2; 2020-21) | | | |
| **LANGUAGE COMPREHENSION** | Vocabulary Knowledge<br><br>Background Knowledge<br><br>Language Structures<br><br>Verbal Reasoning<br><br>Literacy Knowledge | Curriculum | Wit and Wisdom (Great Minds Inc.) | | | | | |
| | | Assessment | - KRA (K)<br>- STAR EL/R as needed<br>- Acadience Word Use Fluency-Revised (WUF-R) | | - STAR R (Begin in Jan. 2nd grade)<br>- ORF Retell/Maze (Acadience)<br>- Acadience Word Use Fluency-Revised (WUF-R)<br>- Readworks + Article-a-day | | | |

**FLUENCY** Implications of the Reading Rope model developed by Dr. Hollis Scarborough suggest that **fluency** is a by-product and not a specific component of the development of reading ability. Fluency assumes increasingly strategic and automatic application of a variety of skills at increasingly sophisticated levels. As such, fluency is not included as a separate instructional component.

| | | | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|
| **KCS** | Writing | Curriculum | Wit and Wisdom (Great Minds Inc.) | | | | | |
| | Handwriting Resources | Curriculum | Fundations | | | | | |

## APPENDIX D: Progress toward 2020 Systemic Goals

1. **Develop a systemic structure that supports shared data analysis, decision-making, communication, and leadership - at each grade level as well as vertically- to facilitate meaningful discourse regarding data sources and their use, curriculum and instruction alignment, selection of evidence-based instructional resources, strategies, interventions, and mechanisms for monitoring a Local Literacy Plan. (Includes prior Goal 4)**

**STRATEGY 1:** Develop and implement a **systemic structure for shared leadership, communication and data-driven decision making.** *Complete installation by Fall 2024 as evidenced by documentation of meetings at each level.*

**STRATEGY 2: Build capacity** for data-based decision making. *Ongoing*

**STRATEGY 3:** Ensure data-based decision-making **includes specific discussion and decisions regarding language and literacy data within a multi-tiered system of supports, framed by a district-wide data calendar and plan.** *Develop and install consistent protocols during SY21-22 for consistent implementation beginning Fall 2022, and including a process for revision.*

**STRATEGY 4:** Utilize shared leadership model to **analyze and correct gaps in equitable student access to core learning and targeted supports** by establishing non-negotiables regarding time (for literacy instruction), the content of instruction, and the expected methodologies (reference Goal 2). *By the end of SY21-22: Develop consistent elementary schedules for reading instruction; develop consistent MS/ HS intervention plans that ensure students do not miss core instruction to receive supports.*

**STRATEGY 5: Ensure universal training** in how to access and interpret assessment and other commonly referenced data (PS-ELA, Star, KRA, Acadience, OST, ACT, OELPS, OELPA, Value-added, etc.), including when combining data sources for analysis, and make a reference source available to all staff.

**STRATEGY 6**: **Utilize a data warehousing/dashboard program** that houses frequently referenced student demographic and achievement data, including internal, external, and vendor assessment data.

*Activities:*

- Acquire ongoing dedicated support:  The district will secure external consultants to assist with developing a shared leadership structure, such as Ohio's Leadership Development Framework, comprised of multi-level teams that analyze and share data to make instructional and resource decisions, and will provide professional learning and ongoing support for school and district leaders (reference Goal 4) for developing and maintaining the team-based structures.  *SY20-21: The district began close work with a consultant from our State Support Team to begin to build the structure, and contracted with consultants from the Educational Service Center to provide literacy-specific supports within the framework of PLC or TBT protocols.*

- Establish structure: As an interim to the full development of a multi-leveled system of data-based decision making a dedicated School Literacy Leadership Team will be developed at each building to review literacy data regarding instruction, intervention, and student progress according to protocols established by a district team. This team will meet quarterly and membership will include (at minimum) a principal, K-2 teacher, 3-5 teacher, special education specialist, and literacy specialist. The district LLP-C will transition to a central District Literacy Leadership Team to monitor the District-Wide Literacy Plan and the development and implementation of building/schoolwide plans.  *SY20-21: Implementation of DLLT and BLLT to oversee LLP; exploration of DLT for Installation Fall 2021*

- Monitor and adjust structure: Within the structure, protocols will be developed for each team to monitor instructional plans and multi-level system of supports. With the assistance of the external consultants, the teams will develop processes for monitoring and adjusting the structure to increase efficiency and effectiveness. An

annual administration of the Reading Tiered Fidelity Inventory and analysis of results will inform progress and adjustments.

- <u>Institute and monitor a continuous improvement process</u>: Following the OIP or similar process, the teams will have protocols to "identify, research, plan, implement and monitor, and examine their improvement efforts" (OIP) at each level and between levels. *SY20-21: Meeting notes for DLLT and BLLTs are collected and analyzed to plan for future meetings; Creation of webpage to house links to meeting notes for team members and non-members.*

- <u>Clarify data sources  to be used in decision-making, notably those that inform language and literacy discussions and decisions</u>: Decision making teams at each level will  determine the needed data sources for ongoing analysis, and a collection schedule that expands from the current schedule.  This includes developing a process for acquiring and sharing needed data.  *SY20-21: Development of data calendar and assessment collection systems for implementation Fall 2021.*

- <u>Provide training and support in acquiring and using available data for decision-making</u>: The Director of Data Analysis and/ or literacy specialists will continue to meet regularly with building and teacher teams and with subgroup specialists, such as English Learner, Gifted, and Students with Disabilities, to advise on the acquisition and analysis of commonly used data sources for decision making. Reference sheets will be provided and remain accessible to all staff.

- <u>Provide training and support with DataMap</u>: With the selection of the DataMap data warehouse element of the ProgressBook suite, training began during the 2019-20 school year and will be ongoing as a critical element to the data analysis process of the leadership teams at each level.

- <u>Develop protocols for data-driven decision-making regarding instruction and intervention for students</u>: (reference Goal 2). Grade-level and building-level teams will develop protocols for discussion of student data, including decision-making rules for the implementation of interventions. These protocols will be documented, monitored, and adjusted through the larger shared leadership process.

- <u>Acquire dedicated support</u> for building leaders with regard to developing schedules that maximize core instructional time and allow for appropriate additional supports. Include consideration for flexible schedules that support potential remote teaching and learning and intervention by specialists and tutors.

- <u>Institute a multi-tiered system of supports</u>: With the assistance of the external consultants, and in conjunction with the development of a shared leadership structure, a universal multi-tiered system of supports will be instituted.

- <u>Build a culture of literacy throughout the community</u>: Utilize team processes and professional learning to reinforce the collective value of improving literacy achievement across all levels throughout the district. The district leadership team will strengthen the original plan for communicating the district vision across all staff, with families, and across the Kent community. *SY20-21: Regular updates to staff and periodic community updates, including a presentation to the Board of Education.*

2. **Ensure all students have equitable access to universally implemented evidence-based core language and literacy instruction driven by a plan that incorporates the Simple View of Reading and the Simple View of Adolescent Reading as a foundation for interventions within a multi-tiered system of supports.**

**STRATEGY 1: Complete the development of a District-Wide Reading Model** that includes universal screening assessment data, Tier 1 instructional resources and plans, decision rules for interventions and multi-tiered supports. The district-wide model will be the framework for each school-wide model. Document core plans into a single District-Wide Reading Model, including completed curriculum maps for all grade/course levels of the content areas that align vertically and define instructional attention to the Simple View of Reading/Adolescent reading. *Maps shall include core content,*

*common adopted and supplemental resources, and universal and other common assessments. Complete for K-12 by the end of SY21-22 for implementation in Fall 2022. Decision Rules documents will be implemented Fall 2021 for K-5 and Fall 2022 for 6-12.*

**STRATEGY 2: Develop School-Wide Literacy Plans** that draw from the District-Wide Literacy Plan and incorporate individual schools' relevant data and updated protocols. Elementary plans will incorporate requirements of the Schoolwide Title I Services Plan into a single literacy plan.

**STRATEGY 3:** Ensure District-Wide Reading Model and School-Wide Literacy **Plans promote equitable student access to core learning and targeted supports** through the Integrated Comprehensive Systems framework, including by establishing non-negotiables regarding time (for reading and writing instruction), the content of instruction, and the expected methodologies (reference Goal 1). *Develop protocols (walkthroughs, fidelity checklists) during SY21-22 for implementation in Fall 2022.*

**STRATEGY 4**: Ensure that **professional learning** builds capacity across all staff in understanding and differentiating instruction to reflect the science of reading in all core instructional settings  (reference Goal 4).

**STRATEGY 5: Provide social- emotional learning** instruction and supports for all children in alignment with Ohio's Social and Emotional Learning Standards.

**STRATEGY 6: Engage families** in supporting their children in language and literacy growth.

**STRATEGY 7: Engage the Kent learning community** to provide students with opportunities to learn and practice reading and writing outside of the school day.

*Activities*:

- Build understanding of the Simple View of Reading (reference Goal 4): Build capacity in all teachers to understand the Simple View of Reading/Adolescent Reading and to incorporate evidence-based instructional strategies into curriculum and lesson design to support the Simple View. At the elementary level this will include the foundational principles associated with word recognition combined with language comprehension principles that contribute to overall reading comprehension, and will align with the ODE *Changing Emphasis Chart* that shifts the early instructional emphasis toward foundational skills, delaying holistic reading comprehension expectations from prior models, and may be implemented through a systematic, evidence-based professional learning program such as LETRS or Reading Teacher's Top Ten Tools, both of which are International Dyslexia Association (IDA) accredited. A systematic plan needs to be developed for the secondary level. *SY20-21: Universal (PK-12) exposure to Science of Reading components on professional learning days; Targeted support (6-12) for developing, implementing, and assessing universal low-stakes writing assessments through using a collaborative/ PLC model; Volunteer (K-12) participation in literacy-specific learning events, such as the ODE Literacy Academy, workshops and conferences, and locally-developed events; Lead Learner Cohort for LETRS (K-5) begun Spring 2021 (through Spring 2023), to provide guidance for Cohort 1 in Fall 2021.*

- Complete and align curriculum maps: Curriculum maps are complete for grades 6-12 ELA and in progress for grades K-5 ELA; secondary non-ELA maps are mostly completed. The next step is to ensure explicit correlation to the Simple View of Reading/ Adolescent Reading, Ohio's Learning Standards for Literacy, ACT College Readiness Standards for Reading, and to ensure the vertical articulation of essential skills and concepts from grades K-12. *SY20-21:  Maps completed (and can be revised to incorporate explicit correlation to the Simple View of Reading/ Adolescent Reading, Ohio's Learning Standards for Literacy, ACT College Readiness Standards for Reading) for grades 6-12 prior to SY20-21; Grade K-5 maps to be completed during SY21-22; Note that Maps will be revisited yearly to ensure they best reflect effective and evidence-based instructional design.*

- <u>Include all learners</u>: Utilize expertise of specialists, both internal and external, who will assist with ensuring that the needs of diverse learners (students with disabilities, English learners, and gifted learners) are incorporated into the development of maps and decision-making protocols. Additional considerations will be made to address knowledge and skill gaps in our students who are transient and/or disadvantaged. *SY20-21: Reference above*

- <u>Select and implement evidence-based core resources:</u> Since 2018, the district has adopted a core ELA resource for grades 6-10 (Pearson *My Perspectives*), the Heggerty Phonemic Awareness Curriculum in grades PK-1, the Fundations phonics program in grades K-3, and *Wit & Wisdom* from Great Minds, Inc. for grades K-5. See Appendix C for a description of the adopted K-5 literacy resources for core instruction and assessment aligned to the science of reading elements. A professional learning plan for implementation and support is included in Goal 4 and Appendix F. Core and support literacy resources are still needed for non-ELA secondary teachers. *SY20-21: Professional learning provided for initial implementation and new staff*

- <u>Incorporate interdisciplinary units</u> at all levels, notably by providing learning support and planning time at the secondary level.

- <u>Utilize assessment/monitoring system within universal resources</u>: Shared leadership teams and ELA teams will work together to determine how to monitor the implementation of the resources and how to collect and utilize data from the resources to guide decision-making regarding instruction or intervention.

- <u>Utilize universal assessments to measure progress <span style="color:blue">(updated)</span></u>: Utilize data from universal reading assessment systems, including Acadience (K-5), Star (Renaissance) Reading (2-12), and curriculum-based unit assessments; from diagnostic assessments such as Phonemic Awareness Screener Assessment (Heggerty), Phonological Awareness Screening Test (PAST); and state ELA assessments to measure student progress. ~~Rigby PM Benchmark (K-3), Fountas & Pinnell Benchmark Assessment Systems, as well as those implemented since spring 2018:~~ ), , Grade and course level teams will develop and implement common course specific literacy-based assessments that will drive data-based discussions about student progress. A reading skills assessment system shall be selected for use in grades 6+, as well as universal writing assessments for grades K-12. *SY20-21: Development of data calendar and assessment collection systems for implementation Fall 2021.*

- <u>Ensure fidelity of assessment administration and reliability of student results:</u> Continue to provide formal training from product experts and ongoing support via modeling and coaching for all staff who will use each system. Ensure fidelity through yearly recalibration and refresher training by literacy specialists. Ensure all staff who are new to the program have appropriate formal training. Teacher and building teams will ensure that students have equitable opportunities to demonstrate learning through appropriate assessments, by preparing them with test-taking skills, and ensuring familiarity with technology.

- <u>Monitor student progress</u>: Grade-level, cross-disciplinary, and building-level teams will regularly monitor student progress in data team meetings to make decisions about changes in instruction or goals.

- <u>Complete decision rules:</u> Complete the development of decision rules that inform the preferred evidence-based strategies by utilizing assessment and other data within a framework of multi-tiered system of supports. *SY20-21: Draft decision rules developed.*

- <u>Assess practice with the Integrative Comprehensive Systems Framework</u>: Engage in professional learning and systems analysis to ensure equitable practices, resources, and structures enable ALL students access high-quality age-appropriate instruction and supports.

- <u>Incorporate Social-Emotional Learning Standards</u>: Explicitly incorporate social-emotional learning standards into core instruction through mapping, data collection and analysis, and the development of decision rules within a multi-tiered system of supports framework.

- <u>Engage families with systematic decision-making opportunities</u>: Decision-making teams at each level will ensure that families are represented as stakeholders in the shared leadership framework.

- <u>Sponsor family and community engagement opportunities</u>: Teacher, building, and district teams will collaborate with family support personnel to provide families with practical opportunities to engage with their children's teachers and building cultures as a means of understanding how to help promote their children's success in school. Such opportunities can be provided in the community, and may include the expansion of the successful initiatives of the Rough Riders Reads summer book giveaway program and the Downtown Story Walk activity this fall.  The district will secure support from the local State Support Team to work with the district's elementary Family Engagement Coordinator to expand family outreach. Resources such as the IES publication, *A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills* (2020), will assist in planning learning and involvement activities. *SY20-21: Support expansion of summer learning program from grades 2-3 to K-8; support Rough Riders Read summer literacy program.*

- <u>Develop communication systems</u>: Teacher, building, and district teams will collaborate with family support personnel to ensure families are informed of curricular developments and of ways to assist their children with literacy in the home.

- <u>Engage the preschool community:</u> Continue to expand communications with educational and other service providers for our families with children ages birth to kindergarten entrance to help promote kindergarten readiness.

- <u>Identify and incorporate evidence-based strategies for remote literacy learning.</u> Teacher teams, literacy specialists, and administrators will identify means of providing quality literacy instruction through online learning grounded in evidence-based remote learning and assessment practices. *SY20-21: Transitioned literacy instruction to hybrid and remote environments through acquisition of support materials and software.*

- <u>Identify and implement technology resources:</u>  Teacher teams, literacy specialists, and administrators will identify means of providing quality literacy instruction through online learning, including learning platforms, on-line curricular resources, and  technology tools and resources.

- <u>Ensure student/family access to technology and resources</u>**:** Ensure the fidelity of remote learning contexts by providing technology as needed to students/families, and providing learning supports in the use of the tools and resources. *SY20-21: Supported access to books by remote students by purchasing extra copies of core and supplemental readers.*

3. **Identify systematic and explicit evidence-based interventions to embed into a multi-tiered system of supports that align with core instruction and reflect student needs, and ensure they are implemented with fidelity.**

<u>**STRATEGY 1**</u>**:** Identify evidence-based universal screening and progress monitoring tools that will inform interventions **within a multi-tiered system of supports**; ensure training for and fidelity of implementation and universal training in data analysis for decision making. *To ensure that interventions support the core program, formal investigation will begin during SY21-22 as core maps are completed.*

<u>**STRATEGY 2:**</u> **Streamline the selection and implementation of evidence-based interventions used across the district via decision rules** to ensure that all students are receiving the appropriate level of support to increase their reading and writing skills. Develop protocols for the analysis of data and decision making within teams to inform intervention selection and to monitor progress. *Priority evidence based interventions will be included in Decision Rules by the end of SY22-23 for all K-12.*

<u>**STRATEGY 3**</u>**: Ensure that the social and emotional needs of students** are addressed in the selection and implementation of interventions and other supports.

**STRATEGY 4:** **Engage families** in supporting their children in language and literacy growth.

**STRATEGY 5:** **Engage the Kent learning community** to provide students with supports to improve reading and writing outside of the school day.

*Activities:*

- Select evidence-based intervention strategies and resources: ELA and special education team leaders and the literacy specialists will analyze current intervention practices to identify needs and gaps, then select evidence-based interventions that can be consistently implemented district-wide as determined by decision rules. Intervention practices and resources will   correlate to Tier 1,2, and/or 3 interventions. *SY20-21: Documented and organized available interventions K-5; acquired additional samples for consideration.*

- Establish decision making rules/procedures to inform intervention selection: The district leadership team will establish universal decision-rules for the selection of specific interventions. *SY20-21:  Draft K-5 Decision Rules developed.*

- Develop protocols for data-driven decision-making regarding intervention for students: Develop protocols for discussion of student data, including decision-making rules for the implementation of interventions, as well as for exiting students from interventions.

- Ensure fidelity of implementation: The district leadership team will establish a cycle of initial and refresher training and monitoring to ensure that interventions are selected and implemented with fidelity.

- Monitor student progress: Grade-level, cross-disciplinary, and building-level teams will regularly monitor student progress in data team meetings to make decisions about changes in instruction or goals.

- Develop communication systems: Teacher, building, and district teams will collaborate with family support personnel to ensure families are involved with implementing and monitoring intervention systems and ways to assist their children with bridging  literacy gaps in the home.

- Engage the preschool community: Continue to expand communications with educational and other service providers for our families with children ages birth to kindergarten entrance to help support the transition to kindergarten for children with special needs.

- Identify and incorporate evidence-based strategies for remote literacy intervention. Teacher teams, literacy specialists, and administrators will identify means of providing quality literacy intervention through online learning grounded in evidence-based remote learning and assessment practices. *SY20-21:  Facilitate ongoing collaboration sessions to assess instructional needs; provide time and structure to assess instructional needs for Fall 2021.*

4. **Build capacity for effective universal literacy instruction in all educators through sustained, intensive, embedded, and collaborative professional learning experiences.**

**STRATEGY 1:** Continue the original plan to **provide sustained, intensive, embedded, and collaborative professional learning in evidence based language and literacy instructional practices and interventions, and provide ongoing and collaborative implementation supports.**

**STRATEGY 2: Develop and implement an evidence-based instructional coaching model** to support sustained and personalized professional learning in language and literacy instructional practices and interventions aligned with the plan. *Develop model for Installation SY2021-22.*

**STRATEGY 3**: **Use learner performance and adult implementation data** to inform adjustments to the professional learning plan.

*Activities:*

- <u>Maintain District Literacy Leadership Team</u>: The district team that includes district literacy specialists will meet regularly to monitor the Plan using student performance data and data regarding adult implementation, and to advise about needed professional learning. Learning experiences for staff can be provided during district in-service days, through external workshops, digital personalized learning platforms, summer experiences, and other.

- <u>Targeted and ongoing professional learning</u>: Utilize the master professional learning 5-year implementation plan to design and support meaningful learning for staff in the background and application of the science of reading. *SY20-21: Reference Goal 1 and 2 initiatives.*

- <u>Support for resources:</u> Ensure targeted, embedded, and ongoing training with adopted literacy resources, including identified on-line resources and tools. *SY20-21: Provided training and support for Wit and Wisdom adoption.*

- <u>Ensure social-emotional learning and support</u>: Incorporate social-emotional learning and supports into district and building professional learning experiences. *SY20-21: Develop district-wide plan for installation Fall 2021*

- <u>Ensure opportunities are available for all students</u>: Incorporate equity analysis and culturally responsive teaching strategies into district and building professional learning experiences.

- <u>Strengthen coaching support</u>: Revise current coaching structure and provide targeted supports for specialists, coaches, and building leadership to increase the efficacy of the coaching model.

- NOTE: With the adoption of a comprehensive literacy program, the district developed a **5-year professional learning plan to include implementation, support and monitoring of the new program features as well as the above mentioned systemic professional learning in the science of reading and essential structures and overarching concepts.** The full plan appears in Appendix F and reflects the implementation stages espoused by the SISEP Program (State Implementation and Scaling-up of Evidence-based Practices) of the National Implementation Research Network (NIRN) at the University of North Carolina at Chapel Hill.

**APPENDIX E: DRAFT Overview: Literacy Decision Rules Flowchart (Grades K-5)**

This one-page chart represents a snapshot of a document in production that includes multiple data points and a menu of interventions connected to the assessment results.
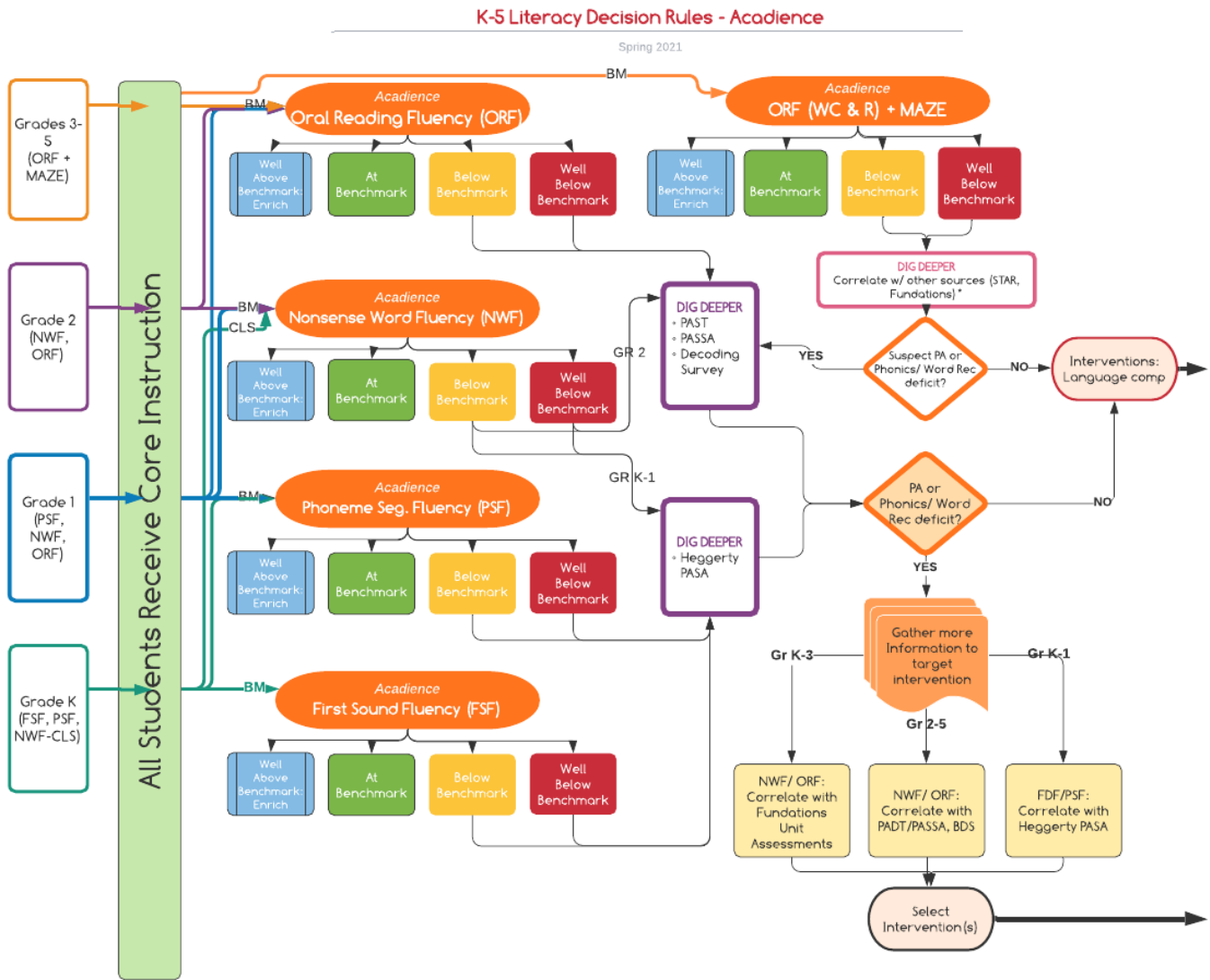


The Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data based interventions in the domains of word recognition and language comprehension based on assessment data.

**APPENDIX F:** *5-year Professional Learning Plan*

## Kent City Schools Literacy-Related **Professional Learning** Initiatives: 5-year plan

*Implementation and professional learning plan for adopted programs/ resources, for structural development, and for capacity-building in overarching principles. Implementation Stages drawn from the National Implementation Research Network*

| | Preparation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| | *2019-2020* | *2020-2021* | *2021-2022* | *2022-2023* | *2023-2024* | *2024-2025* |
| **District** | | | | | | |
| Introductory PD: Science of Reading | **Exploration & Installation** | Incorporated into each Professional Learning Day | Incorporated into each Professional Learning Day | **Full** | **Full** | **Full** |
| Equitable Opportunity studies | **Exploration & Installation** | **Exploration & Installation** | **Implementation** | **Full** | **Full** | **Full** |
| Systemic Decision-Making Structure | | - Install DLLT-BLLT system <br> - DLT formation <br> - PLC/ TBT support 6-12 | - Continue DLLT- BLLT system <br> - DLT Installation <br> - BLT formation <br> - PLC/ TBT support 6-12 | **Ongoing** | **Full** | **Full** |
| Systemic Social-Emotional Learning Standards in practice | | **Exploration & Installation** | **Exploration & Installation** | **Ongoing** | **Full** | **Full** |
| Equitable/ Standards-based Grading and Reporting Practices | **Exploration** | **Exploration** | **Exploration & Installation** | **Installation** | **Implementation** | **Ongoing** |
| **K-5** | | | | | | |
| Star Reading | **Full** | **Full** | **Full** | **Full** | **Full** | **Full** |
| Heggerty (K-2) | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** | **Full** |
| Acadience (K-3) | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** | **Full** |
| Acadience (4-5) | **Implementation** | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** |
| Fundations (K-2) | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** | **Full** |
| Fundations (3) | **Exploration** | **Exploration & Installation** | **Implementation** | **Full** | **Full** | **Full** |
| Geodes (K-2) | **Implementation** | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** |
| Wit and Wisdom | **Exploration & Installation** | **Implementation** | **Ongoing** | **Ongoing** | **Full** | **Full** |
| Science of Reading | **Exploration & Installation** | This category is not needed moving forward as it is a concept embedded in the other PD/ initiatives | | | | |
| LETRS (K-5 + Secondary IS) | | Lead Learner Cohort- Units 1-2 | Lead Learner Cohort- Units 3-6 <br> Cohort 1: Units 1-4 | Lead Cohort Units 7-8 <br> Cohort 1 - Units 5-8 <br> Cohort 2 - Units 1-4 | Cohort 2 - Units 5-8 <br> Start new as needed | Continue new as needed |

| | | | | | | |
|---|---|---|---|---|---|---|
| Decision Rules | **Exploration** | Draft ready for Fall Implementation | **Implementation** | **Ongoing** | **Full** | **Full** |
| Coaching Model of Support | **Exploration** | **Installation/ Implementation** | **Installation/ Implementation** | **Ongoing** | **Full** | **Full** |
| Interventions: Evidence based strategies and systems | **Exploration** | **Exploration** | **Installation/ Implementation** | **Implementation** | **Ongoing** | **Full** |
| Aligned Curriculum Maps for ELA | **Exploration** | **Exploration** | **Installation/ Implementation** | **Ongoing** | **Full** | **Full** |
| Assessment Literacy | **Exploration** | **Exploration** | **Installation/ Implementation** | **Ongoing** | **Full** | **Full** |
| **6-12** | | | | | | |
| myPerspectives (6-10 ELA) | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** | **Full** |
| Star Reading | **Implementation** | **Implementation** | **Ongoing** | **Full** | **Full** | **Full** |
| Literacy Standards embedded in Maps | **Exploration & Installation** | **Exploration & Installation** | **Implementation** | **Ongoing** | **Full** | **Full** |
| Science of Reading PD | **Exploration & Installation** | **Implementation** | **Implementation** | **Ongoing** | **Full** | **Full** |
| Disciplinary Literacy | **Exploration & Installation** | **Implementation** | **Implementation** | **Ongoing** | **Full** | **Full** |
| Decision Rules | **Exploration** | **Exploration** | **Installation/ Implementation** | **Implementation** | **Ongoing** | **Full** |
| Interventions: Evidence based strategies and systems | **Exploration** | **Exploration** | **Installation/ Implementation** | **Implementation** | **Ongoing** | **Full** |
| Assessment Literacy | **Exploration** | **Exploration** | **Installation/ Implementation** | **Ongoing** | **Full** | **Full** |

*Stages are derived from the NIRN (National Implementation Research Network), and the definitions below ca be found here: https://nirn.fpg.unc.edu/module-4/topic-1-implementation-stages-overview/what-are-stages*

| | |
|---|---|
| **Exploration** | Identifying the need for change, learning about possible innovations that may provide solutions, learning about what it takes to implement the innovation effectively, developing a team to support the work as it progresses through the stages, growing stakeholders and champions, assessing and creating readiness for change, developing communication processes to support the work, and deciding to proceed (or not) |
| **Exploration & Installation** | |
| **Installation** | Securing and developing the support needed to put a new approach or practice into place as intended, developing feedback loops between the practice and leadership level in order to streamline communication, and gathering feedback on how new practices are being implemented |
| **Installation/ Implementation** | |

| Implementation | The first use of an innovation by practitioners and others who have just learned how to use the innovation. Initial implementation is about trying out those new skills and practices, and getting better in implementation. In this stage, we are gathering data to check in on how implementation is going, and developing improvement strategies based on the data. Implementation supports are refined based on data. |
|---|---|
| Ongoing Implementation (refinement) | |
| Full          Implementation (ongoing monitoring) | The skillful use of an innovation that is well-integrated into the repertoire of practitioners and routinely and effectively supported by successive program and local administrations |

## APPENDIX G: *Draft Data Plan/ Calendar (Coming soon)*