

SECTION A: EXECUTIVE SUMMARY

The Kent City School District is committed to a vision for literacy “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 district Local Literacy Plan directly reflects the aims of *Ohio’s Plan to Raise Literacy Achievement*, with a purpose to create successful readers and writers regardless of economic status or disability.

Actively working to shift beliefs and structures to achieve this vision over three years, this diverse district is ready for its schools to become model literacy sites. Funding will ensure realization of the objectives of the cohesive PK-12 literacy plan within and across all six schools, especially in light of budget cutbacks. Summarily: (1) fully implement a systemic evidence-based core language and literacy plan within a multi-tiered system of supports; (2) align targeted interventions and family, student, and community engagement activities with core instruction; (3) and strengthen the shared leadership structure and protocols to facilitate data-driven decision making for improving literacy performance at all levels and with regard to remote teaching and learning. Ongoing professional learning in the science of reading, equitable practices, and shared decision-making are essential to achieving these goals.

Grant funding through FY24 will support these activities to improve instruction and therefore improve student literacy outcomes: professional learning and coaching support for all staff, supplementary instructional materials and supplies, targeted extended-day and summer intervention, and family and community engagement activities and resources. The Comprehensive State Literacy Development Grant of \$2,100,000 over four years will supplement the district’s annual expenses and support its Local Literacy Plan to ensure that all students in Kent City Schools are equipped for success.

SECTION B: PROPOSED MODEL LITERACY SITE IDENTIFICATION AND PROJECT

GOALS

In the process of reviewing and revising its 2018 Local Literacy Plan (LLP) district leaders conducted a comprehensive needs assessment in Fall 2019, a critical stage in the Hexagon Tool (NIRN). In addition to learner demographic and performance data, for both the original and revised Literacy Plan development, the Local Literacy Plan Implementation Committee (LLP-C) 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). A full analysis including specific data points can be found in Section 3 of the LLP.

Student readiness and achievement data show that an increasing number of Kent's children face readiness gaps when entering school either as a preschooler, kindergartener, from another district, or from another country. On average, only 26% of incoming kindergarteners have come through the district preschool, and 55% of entering kindergarteners are not on track at the beginning of the school year in language and literacy, as measured on the Kindergarten Readiness Assessment. Economic disadvantage, recently as high as 80% in parts of the district (currently 25-61% by building), and the significant populations in PK-12 of English Learners (4%), immigrant students (2%), and transient students (9%), especially among the English Learners, has raised the need for a more comprehensive, knowledge-based approach to evidence-based literacy instruction to address gaps in background knowledge that impede reading comprehension.

Noting the recent State Report Card "A" rating in both Value Added and Gap Closing, achievement data shows that while the district is closing learning gaps for subgroups, overall reading achievement has been stagnant. Almost 60% of Kent's K-3 students were not on track in the beginning of the school year in language and literacy. According to Star Reading data,

only 55.7% of students in grades 2-10 had been projected to be on track in reading by the end of the year. State assessments results reveal that between 15 and 30 percent of students in grades 3-10 are not scoring proficient in English language arts. Specifically in 2019, only 77% of fifth graders, 74% of eighth graders, 77% of students who took the ELA I state test, and 73% who took the ELA II scored proficient or higher on the spring state ELA tests. Results of the spring 2019 ACT indicate that 50.02% of 11th graders do not meet the ACT college readiness benchmark in English, and 57.07% do not meet the reading benchmark. Despite beginning the installation of professional learning to improve literacy instruction, these data are lagging, and due to the cancellation of such assessments in Spring 2020, current data are not available to reflect potential systemic improvement in the past year.

Analysis of the R-TFI data reveals several root causes of stagnant student performance. Despite the existence of building, grade-level, department, and cross-department teams, they have yet to be fully aligned into a cohesive district leadership framework to support building processes, administration of assessments, systemic data analysis, communication, and decision-making. This has so far limited the ability to develop Schoolwide Reading/Content-Area Reading Models (frameworks) or Schoolwide Reading/Content-Area Reading Plans (annual documents with relevant data and updated protocols) that align with the district LLP and developing core literacy instructional model. While this model is in process, especially in grades PK-5, there are still gaps in the vertical alignment of K-12 literacy instruction, notably regarding a core plan for adolescent reading instruction/support. There is an absence of district-defined protocols for fidelity checks and progress monitoring as well as delineated decision rules (in progress). Although these are the next phase of the LLP, their absence reinforces inconsistent discussion/implementation of a multi-tiered system of supports including academic, behavioral, and social-emotional elements and contributes to an inconsistent understanding and use of

evidence-based interventions for targeted skills. Professional learning regarding the science of reading and the implementation of evidence based instructional resources, assessments, and strategies is occurring district-wide, but is not fully implemented, so there is room to build systemic capacity in literacy instruction. The emerging coaching model is still inconsistent at the elementary level and does not exist at the secondary levels. At the time of this revision, data are not available to assess the impact of the remote learning shift in Spring 2020 on overall student engagement and achievement, but a plan is being developed to make those determinations to assist in future planning.

To summarize the findings of the needs assessment, a large proportion of the Kent student population enters school with limited skill development, exposure to life experiences, and background knowledge due to disadvantage and limited English proficiency. Insufficient knowledge and practice with the science of reading and 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 to below-level readers. The gaps in instructional alignment have been magnified during the period of remote instruction, which has also highlighted the need to strengthen collaborative structures and to develop practices and policies regarding effective remote teaching and learning.

As is described in Section F below, the requested grant funds will be used at each of the six buildings to provide support and professional learning to develop and implement the shared leadership framework, to continue to build educator capacity in evidence-based literacy instruction and assessment practices, to provide supplemental learning and intervention opportunities for students and families, and to support virtual instruction practices for remote and blended educational environments. The proposed model sites include: all four K-5 schools

(Davey Elementary School, Holden Elementary School, Longcoy Elementary School, Walls Elementary School), Stanton Middle School, and Theodore Roosevelt High School.

In this respect, the subgrant request addresses all five objectives of the district's Literacy Plan: (1) Develop a systemic structure that supports shared 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 the 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 science of reading and content and disciplinary literacy 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) Develop a system of shared data acquisition and analysis to monitor student progress and guide decision-making for instruction and intervention. (5) Build capacity for effective universal literacy instruction in all educators through sustained, intensive, embedded, and collaborative professional learning experiences.

The heart of the LLP is to improve overall student literacy achievement and to close gaps for subgroups of students, specifically those who are disadvantaged, have disabilities, and/ or are English Learners, so that they become proficient readers and are ready for college and career after their experience with the Kent City Schools. The following Theory of Action is supported by research that is thoroughly outlined in the LLP and directly reflects that of Ohio in Appendix B of its *Plan to Raise Literacy Achievement*. The rationale for dedicating resources to the shared leadership framework (LLP Goal 1) is clearly stated in *Ohio's Plan* (p.6). A

streamlined systemic structure and protocols for data analysis and decision making are critical to the effective implementation, monitoring, and refinement of the remaining LLP objectives. The structure will facilitate data-based decision-making regarding the completion and implementation of building literacy plans and models drawn from the LLP, the selection and implementation of aligned evidence-based core and intervention resources and strategies, and the full implementation of aligned assessments that inform the development and installation of decision rules. Additionally, this structure will facilitate and direct expanded family and community outreach and will monitor the implementation of the LLP and this grant project. Funding will be dedicated to securing time, support, and personnel for this work.

As reflected in *Ohio's Plan* (p. 7), a well-developed multi-tiered system of supports (MTSS) ensures students have equitable access to grade-level core instruction, and the behavioral, social, emotional, and other supports needed for academic achievement. The alignment of the core instructional plan to the science of reading, including decision rules that inform levels of interventions, will streamline decision-making processes and result in greater efficiency in providing all children with equitable access to appropriate literacy instruction and assistance, thus fewer children will have significant gaps at each successive grade level. Elements of this alignment include the completion of a core literacy plan and connected interventions reflected in connected maps (LLP Objectives 2, 3, and 4), the selection of and training in remaining core and intervention resources, and professional learning in the science of reading and evidence-based strategies. As a result, more students will achieve proficiency or better on Ohio State Tests, will achieve higher scores on the reading portion of the ACT, and subgroup gaps will diminish with regard to graduation rates. Funding will be dedicated to securing time, support, and personnel for this work as well.

Increased professional learning (LLP Goal 5) in the science of reading and disciplinary literacy that is sustained, intensive and embedded will build educator capacity to design and implement evidence-based multi-tiered instruction and intervention practices. As described in the *Ohio Plan* (p. 7), such learning will result in improved student achievement, and strengthening and expanding the coaching model through the secondary level will contribute greatly to the success of the professional learning plan by embedding, personalizing, and targeting the educator supports.

Expanded family engagement in literacy learning and community partnerships that support a culture of literacy (embedded in LLP Objectives 2 and 3) will serve multiple purposes, also delineated in *Ohio's Plan* (p. 8). These include promoting literacy in the home and community with reinforcement of school-based literacy instruction, surrounding students with literacy learning outside of the school day, and creating additional innovative opportunities for student literacy development and structured assistance. Such partnerships will serve students through social-emotional, behavioral, and community-based supports. District personnel dedicated to this cause will develop family and community learning events and serve as a liaison for families and the schools, including with respect to technology access and learning needs for remote learning. A literacy community that joins schools, families, and the community will improve student literacy achievement, as well as overall academic achievement and wellbeing.

SECTION C: READINESS

The Local Literacy Plan highlights the many ways in which the district is not only ready for the initiatives described in this grant application, but has actively been pursuing systemic alignment with evidence-based literacy plans and practices. Sections 1 and 2 of the LLP describe the alignment of the district plan with *Ohio's Plan to Raise Literacy Achievement* and with other district improvement plans and initiatives. Section 4 describes the district's commitment to embedding the science of reading into all literacy-based practices and decisions, and Section 8 explains the progress made with regard to resource acquisition and professional learning to do so.

Ohio's Plan describes shared leadership as an essential component to the implementation process as it means that "all educators are involved in the identification of the challenge, causes of underperformance, solutions to be implemented and performing leadership tasks that support the improvement approach (p. 6)." Despite support and enthusiasm for the PK-12 LLP, district leadership recognizes that the current lack of an integrated shared leadership framework and system of protocols has impeded progress toward implementation of many of the 2018 strategies, as indicated by the R-TFI findings. The district has not been required to complete the Ohio Improvement Process (OIP), which would support this development. It is, however, currently in the *exploration* stage (ref. NIRN Implementation Stages) of aligning existing teams, including the active LLP Implementation Committee (LLP-C) and building leadership teams, to support systemic decision-making regarding universal language and literacy instruction and the implementation of intervention strategies and resources within a multi-tiered system of supports. The 2020 revision of the LLP reinforces the essentiality of establishing this framework utilizing the Implementation Stages guidance from the National Implementation Research Network (NIRN). Three district administrators are currently

engaged in a course on Implementation Science through Kent State University that requires working through all of the NIRN modules.

A multi-tiered System of supports (MTSS) is a three-tier model of processes that ensures full access to grade-level instruction for all learners, including non-academic supports that result in improved academic engagement and achievement. Various components of the MTSS have been intentionally introduced and supported throughout the district, including Universal Design for Learning (UDL), Response to Intervention (RTI) and inclusive practices, Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices, mental health awareness (Red Flags, Hope for the Wounded, trauma-informed practices), universal understanding of the Social-Emotional Learning Standards, and utilization of community-based student and family support systems. While the depth of actual implementation varies by building, the district is in an *initial implementation* stage with regard to aligning the capacity and processes systemically and with the development of decision rules. This process will be supported through the developing shared leadership framework.

The growing of educator capacity with evidence-based literacy instruction varies by grade level and topical focus, and has been informed by the 2018 and now 2020 LLP, and implemented by the LLP-C. A comprehensive chart of literacy-based professional learning initiatives is included in Appendix D of the LLP and is aligned to the NIRN implementation stages. To summarize, elements of the implementation of a core reading curriculum aligned with the science of reading fall between *initial implementation* (as with the adoption of the K-5 knowledge-based curriculum *Wit and Wisdom*) and *full implementation* (as with the continued use of Heggerty and Foundations materials in the primary grades). District wide, content areas range between *initial* and *full implementation* of core resources and aligned maps; the development of cross-curricular writing expectations has been *initially implemented* at the

secondary level. The development of aligned evidence-based interventions informed by decision rules is planned for installation and *initial implementation* in the coming year, and high-quality professional learning has been underway for the past two years, with imminent plans to dive more deeply into the science of reading and the principles of content and disciplinary literacy. Such learning experiences include all educators (including teachers of non-ELA-contents and in specials areas), administrators, and related service providers. Two Title I funded elementary literacy specialists have been leaders in the LLP-C and all professional learning, and are gradually installing a coaching model of support; no such support is currently available at the secondary level (*exploration*). Middle school team structures and common planning among PLCs along with weekly early release PD time at the high school readily facilitate collaborative planning and learning (*full implementation*); elementary common planning is daily, though difficult to align with intervention specialists and tutors (*exploration*).

The Kent City Schools has prided itself on its partnerships with families and the community at large. Family engagement has typically been initiated at the building level through special events, teacher and principal communications, and parent organizations (*full implementation*). A Title I funded family engagement coordinator has facilitated specific building- and district-wide family engagement activities for the elementary schools, including providing academic support in reading and math. The district also engages families regularly through communications, special events, invitations as stakeholders on various projects, and by seeking input on major decisions through surveys and monthly opportunities to engage with the superintendent.

Some community partnership events bring students and their families into the community through learning events, such as the Rough Riders Reads summer book reading and giveaway program founded by the district's Library Media Specialists. Several other formal partnerships

provide opportunities to engage with stakeholders about mutually beneficial solutions to community and school needs. Relationships such as the innovative Team Kent partnership with Kent State University and with city businesses and services, such as the Kent Free Library, support a culture of literacy throughout the community. The Downtown Story Walk in 2019 demonstrated eagerness by the citizens of Kent to support the students of Kent in their learning and to support the schools' literacy efforts in particular, as businesses agreed to post portions of a story for families to read as they walked through downtown Kent. The Rotary Club of Kent has provided grant funding for books and technology, and local authors visit classrooms to promote creative and informational reading and writing. Kent's ability to host Saudi scholars through a Kent State University program (BLCSI) has been mutually beneficial for our learning communities and has enabled the opportunity for global reach in both teaching and learning. The BLCSI program is grant-funded with the purpose of helping the Saudi Arabian Ministry of Education reform their educational system. The individual events have been *fully implemented*, though a structure to unite them all is not yet formed (*exploration*).

Area agencies and organizations such as Children's Advantage, the Coleman Foundation, the homeless shelters, and the Riverwood Chapel among others, provide assistance for various aspects of student and family wellbeing. The Ben Curtis Foundation generously provides food and supplies for needy families. Our 5-Star Step Up to Quality rated preschool has ongoing interaction with other community preschools, benefitting the district by providing opportunities for engagement with families of children who have not yet entered our schools (birth to age 5) and by providing information and encouragement in early learning. Likewise, engagement with the above community service providers results in collective efforts to improve student readiness for kindergarten.

The community of Kent is tight-knit and caring, as evidenced by the outpouring of educator and resident volunteer support to feed our children and their families during the Covid closure and to ensure they had devices and internet access needed to participate in remote learning. These supports for all aspects of student wellbeing and academic achievement have provided many benefits and are a platform for future work.

With the completion of curriculum maps and increasingly rigorous state accountability measures, district leaders have raised questions about equitable access for all students to high quality curriculum and instruction. They have developed a learning focus for all staff on issues of equity, the first cornerstone of the Integrated Comprehensive Systems (ICS), such as through conferences and a district-wide study of *The Opportunity Myth* from TNPT. As such, informal shifts in aligning staff and students (cornerstone 2) and transforming teaching (3) have begun.

Notably, in response to increasing concern about reaching all students with needed supports, two years ago all four of the elementary schools transitioned to the Schoolwide Assistance model for Title I-A services, away from the Targeted Assistance model that allowed Title I-A resources, including personnel, to only work with specific identified at-risk students. They are now able to allocate funded tutors and resources to teams of teachers and specialists to meet more student needs, including those with disabilities and English Learners. (*Full implementation*).

Additionally, the high school has begun an Equity and Inclusion Task Force (*initial implementation*) to collectively address concerns among students and staff related to local and national social, cultural, and academic issues. Using proportionality data as a guide, scheduling processes have been intentionally shifted from tracked classes toward differentiation in heterogeneous classes. By analyzing and interpreting population and course data, leadership was able to collapse and eliminate basic-level courses and redistribute students into more

appropriate college-preparatory courses, increasing heterogeneous groupings. Self-contained classes have been reduced (ED), and integrated intervention specialists now participate on ELA and math PLCs to ensure specialists are immersed in the general education curriculum and, as true co-teachers, function as strategists to support learning for all within the general education setting.

Academic and counseling experiences at the secondary level focus on ensuring that *all* students have the skills, knowledge, and dispositions needed for success after high school, and celebrate that readiness for enrollment, enlistment, and/or employment through a special “E3” ceremony where all graduating seniors are commended for their accomplishments and future plans, and not simply a portion of the class. Annually the district participates in the Ohio Local Equitable Access Planning and determines through data that no gaps exist in equitable access to high quality educators. Still much work needs to be done to assess actual student access to high quality instruction, which depends upon the adoption and universal understanding of district-wide equity non-negotiables. Though thorough audits have been completed regarding curriculum development and equitable services for gifted and English Learners, each leading to program adjustments, a formal equity audit has not been conducted district wide.

SECTION D: FIT

The Kent City School District is ready to become a network of model literacy sites through its four elementary schools, one middle school, and one high school due to the cohesiveness and intentional implementation of its Local Literacy Plan over the past two years and determination to continue to do so moving forward. Staff and administration in each building are becoming well informed about the science of reading and the critical nature of a collaborative and cross-curricular approach to supporting students at all levels in their literacy development. The recent adoption of the K-5 curriculum plan that includes specific programs with explicit instruction in phonological awareness, phonics/word recognition, and a knowledge-based reading program provides the platform for continual learning and has administrative support. Assessments in foundational skills as well as assessments embedded in the adopted programs have provided clear data showing the need for and benefit of explicit instruction using the science of reading principles. Secondary teachers have had significant learning about adolescent literacy, supported by the LLP-C activities to develop cross-curricular frameworks for close reading and citation. Staff throughout the district have enough exposure to be ready for more.

Elementary level staff have benefited from working daily with knowledgeable literacy specialists and secondary staff clamors for the same kind of support. The remote teaching and learning experience has increased staff readiness as they better perceive the importance of curricular alignment to streamline provision of services and educational experiences for students as well as the importance of collaborative decision-making rather than continual independent work. Additionally, this steep learning curve has primed staff for this learning journey, particularly as the experience has magnified inequities in access to high quality instruction and the need for growing staff capacity. From the standpoint of district leadership, it

reveals the value of networking with other districts and educational support teams for learning and support. For instance, the team of library media specialists have already generated a plan for remote delivery of lessons and for supporting the staff in their buildings with virtual teaching and learning to ensure that the access to resources and the culture of literacy does not diminish in a digital environment.

This proposal fits directly with many other districts with current initiatives listed described in detail in LLP Section 2. The purpose and format of the application directly reflect the first strategic area of the district's 2019-2024 Strategic Plan, Academic Achievement. The LLP elements have been embedded into the district CCIP for the past three years. The proposal augments and supports existing services from the federal grants, primarily with professional learning and utilization of supplementary resources to support student literacy learning including for striving readers, English learners, immigrant students, and students with disabilities. For many years the district has supported a no-fee summer reading program for students exiting grades 2 and 3 who are at risk of low literacy achievement as measured by the Third Grade OST. Our 5-Star SUTQ preschool already works very closely with other area early childhood programs and with our kindergarten programs to maximize school readiness and transition success. English learner specialists, special education intervention specialists, and speech language pathologists meet with preschool and kindergarten teachers to establish the most appropriate services for incoming students.

Existing professional learning plans integrate and support specific tenets of evidence-based literacy instruction and intervention, including the science of reading and adolescent literacy, assessment practices, and social-emotional and behavioral supports. Such plans include: transitioning to the new OTES 2.0 framework, integrating the Social-Emotional Learning Standards into curriculum and practice, integrating RTI and PBIS models district-wide,

shifting to a standards-based grading system, and anticipating the likely shift to part-or full-time remote learning.

As described in the needs assessment, Kent's students and families are ready to increase the rigor and quality of literacy instruction in the district. To reverse stagnant standardized scores, a more comprehensive approach to academic and behavioral data collection and analysis to inform instruction and supports is necessary. The vision and core resources are now in place; the implementation of core foundational programs has raised the level of expectations for our youngest students – they are capable of very much more than has been asked of them. Student response during the pilot of *Wit and Wisdom* from Great Minds indicated that not only were they enthusiastic about the more rigorous and engaging instructional program, but teachers reported significant comprehension progress in students who had previously been significantly struggling readers. The immediate student feedback regarding the implementation of a cross-disciplinary citation framework revealed that they benefit from consistent expectations across classrooms, and teachers reported a notable improvement in their citation abilities. These examples back the intentions of this plan to establish and support age-appropriate core instruction and aligned interventions.

Kent City School District leadership regularly engages with regional networks to stay abreast of policy news and practices, developments related to instruction and assessment, and to share and refine practices with other leaders. These include through the Curriculum Director and TALK networks at the ESC of Northeast Ohio and the roundtables hosted by the Summit ESC and the local State Support Team (Region 8). In particular, the Director of Instructional Program and the two literacy specialists regularly engage with the Literacy Leaders' Network facilitated through the State Support Team (Region 8) and attend literacy workshops and conferences, such as the State Literacy Conference for the past three years. Kent has been a

long-standing partner in the Kent Excellence in Education Partnership (KEEP) Academy, a regional collaborative of 18 districts and the Kent State University College of Health and Human Services the purpose of which is to provide a free educational conference for district teachers, planned entirely by teachers. The Summer 2020 event was to be held at Kent's own Theodore Roosevelt High School, and numerous Kent educators participate on the planning committee each year.

The Six-District Educational Compact requires regular communication and cooperation, primarily with regard to the robust career-technical education programming shared between the member districts (Cuyahoga Falls, Hudson, Kent, Stow-Munroe Falls, Tallmadge, and Woodridge Schools). The Compact districts collaborate on numerous non-CTE initiatives as well, including leadership, general educational programming, gifted services, counseling, family and student well-being, and others. Members from these districts share practices and have jointly facilitated annual STEM conferences for girls and collaboratives for teachers of mathematics, among others.

Learning and sharing with colleagues from other districts is natural for Kent staff and leadership. The Director of Instructional Program and many staff members are regular presenters at regional, state, and national conferences, and are or have been leaders of educational advocacy organizations. The children of Kent have already benefited significantly from the learning shared through these relationships.

SECTION E: INTEGRATION AND COORDINATION OF COMPREHENSIVE LITERACY

INSTRUCTION

As described above and throughout the LLP, district leadership has cast a vision “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,” and this vision inspired the plan that the district has been implementing since 2018. Continued focus on the professional learning needed to make a collective shift to embrace the science of reading and the essential knowledge of content and disciplinary literacy has laid the foundation for recent materials adoptions, notably K-5, and the beginning revision of 6-12 curriculum maps and instructional processes that support a comprehensive language and literacy instructional model reflecting a whole-child approach to teaching and learning. Kent educators are proud of these initial accomplishments, and recognize that we are just at the beginning stages. Intensive, sustained, and ongoing professional learning and the alignment of new and existing structures are essential to effectuating meaningful and lasting change that benefits all students. Section 8 of the LLP includes the research base for the evidence-based district literacy model described here, including purposeful alignment of K-5 materials and practices with the Simple View of Reading and the elements of the Scarborough “Reading Rope”, highlighted in Appendix C of the LLP.

The foundation of Kent’s literacy model is 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. Professional learning continues to 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.

The selection and implementation of core instructional principles and materials are grounded in the insistence that all children have access to age-appropriate content and skills instruction with interventions that supplement core instruction rather than replace it, including for students with disabilities, English Learners, and children with learning or exposure gaps. Beginning in elementary, foundational skills instruction is explicit, systematic, and daily in the core classroom through two evidence-based curriculums. The Heggerty Phonemic Awareness Curriculum in grades PK-1 (and grade 2 as needed) for the most basic and critical elements of language, phonological, and phonemic awareness. The Wilson Foundations phonics program in grades K-3 teaches students sounds, their representative letters, and words with spelling options, all through a multisensory approach. These essential skills (phonological processing, print awareness, and oral language) translate to later forms of conventional reading and writing (reference *Ohio's Plan* Appendix D). The recent adoption of the core reading program *Wit and Wisdom* from Great Minds supports the remaining elements of the Reading Rope and the Simple View of Reading. It is a knowledge-based reading curriculum that integrates reading and writing instruction utilizing rich, authentic texts and is directly aligned to the Common Core State Standards, thus easily adaptable to the Ohio Learning Standards and an excellent resource to ensure student access on the Ohio State ELA Tests. In addition to reading and responding to engaging grade level and supplementary texts, it supports students' academic language skills, including the use of inferential and narrative language and vocabulary knowledge, and promotes the development of increasingly sophisticated abilities in reading accuracy, fluency, and comprehension. The heart of the instructional model is inquiry-based engagement with grade level content and texts to build background knowledge and vocabulary, collective and

independent reading of high-interest texts that reflect the diversity of our population, meaningful peer discussion, and daily opportunities to write for clear purposes, supported by explicit writing instruction and ongoing feedback. The supplemental Geodes are readable texts (currently grades 1-2) that align with the content of *Wit and Wisdom* and the skills that are being developed in the Foundations progression.

Professional learning activities to improve adolescent literacy (grades 4 and above) support the instructional shift across disciplines to provide direct explicit vocabulary and comprehension strategy instruction and opportunities for extended discussion of text meaning and interpretation. It is likewise critical to maximize student motivation and engagement in literacy learning, and to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Grades 6-10 English courses are aligned directly with the Ohio Learning Standards and are defined by articulated curriculum maps; the grades 6-10 courses utilize the standards-based myPerspectives integrated program from Pearson. Professional learning thus far has focused on the Simple View of Adolescent Reading disciplinary literacy for all teachers, and particularly on the specifics of each content's literacy components, grounded in Ohio's Literacy Standards. The importance of collective knowledge and common processes and student expectations has been emphasized and so far, has produced a 6-12 consistent writing and citation framework called CER (Claim-Evidence-Reason), including sets of how-to documents, and classroom posters. A completed 6-12 model will include completed maps for every content that embed Ohio's Literacy Standards, standardized writing rubrics, and the selection and use of screening and other assessments to better inform literacy-based instructional decisions and interventions.

At all levels, the integrated model includes educators' knowledge and disposition to align practices with those grounded in evidence, including the use of valid and reliable data for

decision-making and the use of resources and aligned documents to ensure fidelity to high quality literacy instructional practices outlined in the LLP. Current universal assessments include Acadience (gr. K-5) and Star Reading from Renaissance (gr. 2-10.) Of importance is adjusting schedules and assignments to ensure student access to core reading and writing instruction, to maximize opportunities for support and targeted interventions, and to provide time for teams of educators to meet, learn, plan, analyze data, and monitor individual and collective student progress. Daily core instruction will include foundational components (as appropriate), reading and writing, opportunities for practice, peer interaction, teacher feedback, and will be differentiated according to the principles of universal design for learning.

Moving from a set of useful assessments and intervention strategies/ resources to an aligned intervention system stemming from decision rules and embedded in an MTSS requires the foundation of the above core program and processes. When complete, children within a classroom will participate in grade-level core instruction and associated screening, diagnostic, formative, and summative assessments. The data informs the teacher (and teacher teams) of needs to differentiate based on engagement, representation, and/ or expression (UDL), and the decision rules streamline the decisions about what next steps are needed for targeted support, whether small-group or individual, and the level of intensity. This process also addressed the specialized needs of children with dyslexia, dysgraphia, or other literacy-related disabilities, as well as with autism or other disabilities that impact typical literacy development. The MTSS includes academic (RTI), behavioral (PBIS), and social-emotional and wellbeing components. The classroom teacher and teacher teams continually review data to monitor student progress and adjust interventions as necessary.

The primary literacy goal is to help children learn skills and bridge knowledge and instructional gaps to be successful with grade-level reading and writing. Ideally, children begin

kindergarten without such gaps, so this comprehensive program will support and expand the kindergarten success planning already in place with the collaboration of Kent's kindergarten teachers and community resources.

SECTION F: IMPLEMENTATION PLAN

“Implementation is not an event. It is a mission-oriented process involving multiple decisions, actions, and corrections designed to make full and effective use of effective innovations in education settings,” (NIRN). Drawing from a comprehensive five-year implementation plan featured in the LLP (Appendix D), the following outlines this project proposal in the categories of professional learning, building structures and resources, student engagement, and family and community engagement. The vision is to build all six buildings in the district into a cohesive model site by Spring 2024 with the assistance and guidance of the Department. It should be noted that all four elementary buildings serve grades K-5, one middle school serves grades 6-8, and one high school serves 9-12.

The initial lead persons for the plan are the Director of Instructional Program, principals from each building, and the current literacy specialists, all of whom work closely with the LLP-C on implementation. The leads are “implementation team members [who] ensure that those doing the work have the skills and support structures to feel competent and confident in using the innovation as intended” (NIRN).

Development of aligned School Leadership Teams and Plans that reflect the district LLP will enable more collaborative and integrated decision making and leadership. Throughout the project the leads are eager to share practice and learning with others and commit to participating in Department determined trainings, receiving technical assistance from the Department, attending and presenting at the yearly state Literacy Academies, and continuing participation in the Regional Literacy Network. Leads additionally commit to cooperating with national implementation evaluation and will collect, provide, and analyze data as determined by the Department including staff pre- and post-assessment data and the results of requisite state tests.

Goal 5 of the LLP describes the priority of building educator capacity through high quality professional development. Such professional learning opportunities are to be for all adults who engage with children including leadership/ administration, literacy specialists, teachers (in all areas), educational specialists (intervention, gifted, EL, media), tutors, and related service providers. Families and community partners will also benefit from educational outreach about how to best support Kent's students' ongoing literacy development in and out of the school environment. Professional learning includes more than the imparting of new information, but providing the time and opportunity to learn together and to collaborate on applying the learning to policy and practice. This will take place through established professional learning times within the existing district calendar and building schedules, workshops, conferences, and new district-based events outside of the school day and in the summer (including a local literacy academy to begin after year 1), which may require compensation for educator participation and/or costs to acquire substitute educators. Locally-developed events will be open to regional districts as space allows.

Professional learning also includes accessing high-quality resources including qualified consultants and evidence-based programs and materials. It is ongoing and embedded through strengthening the coaching model and utilizing a train-the-trainer construct where appropriate. The elementary buildings have benefitted from the support of two highly qualified literacy specialists, yet specific training is needed for all personnel to fully transition into an evidence-based coaching model. The secondary buildings need a similar dedicated professional to provide coaching support with adolescent literacy learning and application, including understanding Ohio's Literacy Standards. This will be a new position and will also require training (LLP Objectives 2, 3, and 5). Ohio's Coaching Model (*Ohio's Plan*, Appendix C) provides guidance for ensuring the efficacy of instructional and systems coaching.

A large portion of project funds will be dedicated toward professional learning in these categories at all levels (workshop and consultant fees, program materials, supplies, substitute costs, and stipends). (1) Ongoing, embedded, and universal interaction with the research of the science of reading and application of the principles of content and disciplinary literacy to instruction, assessment, and intervention practices, both generally and specifically with adopted materials and universal assessments. The district will continue to support training with core program materials; additional training will be needed for acquired supplemental and intervention programs and materials including Wilson and digital resources. In addition to guiding instructional practices, educators will understand the varied experiences of children with disadvantages and disabilities, including specific training in the needs of students with dyslexia and autism. (LLP Objectives 2 and 3).

(2) Building shared capacity for data-based collaborative decision-making through dedicated and aligned School Literacy Leadership Teams, as well as universal growth in utilization of data to inform classroom practice (LLP Objectives 1 and 4). (3) Creating School Literacy Plans that align with the district LLP and include the development and implementation of universal decision-rules to inform evidence-based interventions at each Tier. (LLP Objectives 1, 2, and 3). (4) Developing an understanding of an integrated and aligned MTSS within and across buildings that is reflective of the district's diverse population including the principles and structures to support it. Such learning will include Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), Sheltered Instruction Observation Protocol (SIOP) Model for English Learners, and the incorporation of the Social and Emotional Learning Standards into instructional practice, including specific attention to the need of our population's subgroups (LLP Objectives 3 and 4). (5) Ensuring equitable access to high quality core curriculum and instruction through an equity audit and ongoing analysis of structures and

practices, including Culturally Responsive practices, Implicit Bias training, LRE and inclusive practices, potentially through the ICS and/or Kent State University (LLP Goal 2). (6) Providing support for equitable and appropriate remote teaching and learning practices to ensure ongoing literacy growth for students regardless of educational setting. This includes training with current and new online programs and materials; providing meaningful, effective, and interactive lessons in foundational literacy through online platforms; relationship-building and providing services (special education, EL, gifted) in an online environment; virtual co-teaching; and effective coaching practices, among others. (LLP Objectives 2 and 3). (7) Providing specific training for literacy leaders (LLP Objectives 2, 3 and 5).

The elementary level teams will conduct an analysis of schedules and structures that support core literacy instruction for all students as well as for separate and targeted Tier 2 and 3 interventions as appropriate. Shared data-based decision making includes coordination with community and internal early childhood programs to maximize kindergarten readiness and success. Similar continued analysis of schedules, course offerings, and structures at the secondary level will ensure equitable access to rigorous core content and targeted support for students with literacy-related gaps or disabilities. Decision-making also includes ongoing attention to preparing students for post-secondary learning and living experiences through enrollment, enlistment, and/ or employment (LLP Objectives 1, 2, and 3).

Student engagement and support resources will include those that are in-school such as supporting author visits and videoconferencing, writing collaboratives, virtual access to off-site resources for knowledge-building (museums, nature and science centers, etc.), subscriptions for supplementary reading and writing resources, and specific interventions for striving readers that are not currently available with general or other federal funds. The identification, purchase, and implementation of evidence-based supplemental literacy resources particularly for remote

teaching and learning, will be essential to ensuring that all students are able to make growth in literacy domains across the disciplines and grades which will contribute to gains in student achievement regardless of instructional setting. In an online environment it will be essential that students have access to computers/ devices and reliable internet to ensure engagement with remote lessons.

Activities to occur outside of the school day will include after-school supports and a summer experience for striving adolescent readers to complement the existing grade 2-3 summer reading program in bridging exposure and achievement gaps as well as combating typical summer slide and the anticipated "COVID-slide". This will require materials and staffing. Resources and reading materials will be provided to all students at the end of each year to mitigate regression. Again, equipment to support access to virtual resources (devices and internet) will be needed.

Family engagement activities will be expanded to include literacy-specific events at each building. Activities that bring families to the schools will be developed or strengthened to provide information and resources regarding how to help their students with literacy development. Additional topics such as mental health, attendance, discipline, and locating needed school and community services support student wellbeing in all areas, which is a critical component to academic achievement. Activities include Carnivals/ Expos, Right to Read Week activities, Literacy Nights, Meet the Teacher and Open House events, preparing grade-appropriate literacy (and math) resources to send home with families quarterly, and enhanced communication avenues.

Following a model developed through the Ohio Ready Schools initiative, the district will provide information and resources to families of kindergarteners through newsletters, website, and live and virtual events throughout the school year. Supplies and materials, including

instructional and reading resources, will be required for all events to help families better support their children outside of school. Growing current and new relationships with community partners can also enhance and sustain these engagement activities, such as promoting kindergarten success and expanding the Rough Riders Read program.

The CLSD Grant awards will greatly assist the district with carrying out the proposed 5-year plan found in the LLP, taking each element of literacy-related learning and application from the NIRN implementation stages of *exploration* to *full implementation*, which “is achieved when the new practice or approach has stabilized, and we are seeing the consistent use the new practice is resulting in improved child outcomes” (NIRN). The result will be a system of model literacy sites by the end of the 2023-24 school year

Priorities for year one include continuing the intensive professional learning in the science of reading and content and disciplinary literacy (1 above), building school and district leadership capacity (2 and 7), establishing school teams and plans to align with those at the district level and finalizing the literacy model that includes decision rules for interventions (3) which will lay a strong foundation for developing a strong MTSS (4), and support for remote teaching and learning (6). All adult learning experiences will introduce and reinforce the principles of equity and inclusion. A literacy specialist/coach will be hired/contracted to work full-time with the middle and high school staffs. Expanded family engagement activities and community partnerships will be explored. The new school literacy teams will collect and interpret data to adjust the plan as needed and will report progress to stakeholders.

At the end of year 1 a summer local literacy academy will be provided for all staff PK-12 to continue and strengthen the learning from year one, and will be available to regional districts. Learning throughout the year will include a heavier focus on the remaining topics above: strengthening the MTSS, conducting an equity audit, and exploring practices and constructs that

ensure equitable access to core curriculum and appropriate interventions (4 and 5 above). Additional student support will be available through an expanded summer program to address content and skill gaps in adolescent literacy. The literacy teams will work together to refine processes and modify plans as needed and will share progress with stakeholders and other districts.

Years three and four will focus on continuing to build lasting capacity and structures for educators that reinforce the district literacy model, particularly with regard to a peer-to-peer coaching approach and focused attention to mentorship of new and inexperienced staff. Learning will be ongoing and embedded, and data will be analyzed through the shared leadership structure for continual refinement of the literacy model, again keeping stakeholders informed of progress and highlighting learning and successes with other districts. Each school will serve as a model literacy site by the end of year four (FY24). The local literacy academy and summer adolescent literacy intervention program will continue through the duration of the project.

SECTION G: PLAN FOR MONITORING AND REVISING LOCAL PROJECTS

The primary mission of the LLP and the CLSD Grant projects are to improve student engagement and achievement in all areas as a result of improved reading and writing ability. Of primary importance are growing educator capacity to provide consistent, evidence-based core instruction and interventions, empowering families and the community to join the culture of literacy, and supporting students in their various needs. Evidence that the plans above are being effective include student performance measures that include the results of Ohio's State Tests in Reading/ Language Arts, notably improvements at the end of grades 3, 5, 8, and ELA II, annual literacy benchmark assessments and local curriculum-based common assessments, and overall improved student achievement on content-based OSTs and the ACT.

Adult implementation will be measured through engagement in professional learning events, through survey feedback, program fidelity checks, informal and formal observations of implementation, educator growth plans, and primarily through data analysis and discussion within and between the literacy teams at each school. With the development of systemic structures and policies, such as the school literacy teams, school plans, and the finalization of the district model that includes decision rules, implementation of adult learning will be more efficient, resulting in greater student achievement.

Family and community engagement will be monitored by specific feedback and attendance at events, as well as through annual surveys and stakeholder involvement in the LLP revision process. Additionally, increased kindergarten success will be measured by comparing the Kindergarten Readiness Assessment and early kindergarten screening instruments with later assessments, including the reading diagnostic upon entering grade 1, and will be an indication of the effects of increased engagement with kindergarten families and community supports.

The district LLP-C will work closely with the school literacy teams and leaders to monitor and document progress on the implementation of each of the steps. Teams will meet quarterly and will adjust the plan as needed. The process will include the collection and analysis of data with the collaboration of the Director of Data Analysis, the interpretation of data to make recommendations and redirections regarding the district plan at the beginning, middle, and end of each year, and to report annual progress to all stakeholders. The R-TFI will be conducted each year to inform annual revision of the LLP.

SECTION H: CAPACITY BUILDING AND SUSTAINABILITY

As described throughout the LLP and this application, the express intent of the professional learning activities and development of structures and policies is to effect permanent change to support high-quality literacy instruction, and thus to improve literacy achievement for all students for the future of Kent City Schools. The district has taken necessary steps to make this paradigm shift by articulating a vision and plan and acquiring evidence-based core resources. The next critical components are threefold: (1) the collective learning of all educators in the science of reading, including disciplinary and content literacy, and equitable and effective practices in instruction, assessment, intervention, and social and emotional wellbeing for both in- person and virtual environments; (2) the development of school literacy teams and plans is needed to provide the venue for future streamlined decision-making and data analysis; (3) ensuring a city-wide culture of literacy through enhanced student supports and family and community partnerships.

Regarding the first and second elements, intensive adult learning experiences will grow collective knowledge, and targeted training for literacy and building leaders will enable a system of internal coaching and peer-to-peer supports that will be sustainable within the established shared-leadership structure following the grant expiration. The general fund and/or other grant funds can absorb future professional learning needs after the necessary capacity and structures will have been established.

Since the original was developed in 2018, educators throughout the district have had repeated exposure to the elements of the LLP through district-wide professional learning activities and integration with other plans and initiatives. Significantly it heavily guided the K-5 resource review and selection process. All staff have had numerous opportunities to provide suggestions and feedback to both of the LLP versions as well as the features of this grant

project proposal. Building teams specifically participated through the R-TFIs and other meetings. The bulk of the specific elements of the plan and this proposal were prepared by the LLP-C, a team made up of teachers, specialists, and administrators from across the district; plan and grant elements have also been shared with staff for feedback and suggestions.

A major component of the LLP and of this project proposal is the development of school literacy teams that gather data from teachers and schools to inform district-level decision-making and then implement district and school models. Built into the vision of this shared leadership structure is the ongoing monitoring of LLP implementation through the collection, analysis, and interpretation of qualitative and quantitative data to inform adjustments to the plan under the direction of the Directors of Instructional Program, Data Analysis, and Special Education. Funds will assist in the professional learning and time needed to develop and train the teams and the protocols for such analysis. These structures and protocols will endure past the grant.

In this regard, the addition of a grant-funded secondary literacy coach will be significantly helpful in building this capacity in adolescent literacy and disciplinary literacy practices. Through the coaching model and a train-the-trainer approach, capacity for literacy leadership can be distributed to existing school leaders/chairs for ongoing support through peer coaching after the grant expiration.

Regarding the third element, as the core literacy program materials are now established, funds are requested to help identify and fully implement high-quality supplementary materials, including associated technologies and staff training, which will be accessible through delineated decision rules and, thus, sustainable for future years. Additionally, funds for family engagement and community partnerships will help to forge new and stronger relationships that will remain. As core instructional practices improve and students become more immersed in a culture of

literacy that encompasses school, home, and community, the need for widespread intensive interventions such as after school and summer experiences will diminish and associated expenses can be absorbed into the general fund and/ or other grants if needed.

The district has been fortunate to have general fund allocations to support the implementation of the core literacy instructional materials and initial professional learning. With budget cuts imminent, the ability to use CLSD Grant funds will be instrumental to continuing the implementation of the literacy plan through professional learning and supplementary materials. Title I-A funding provides support personnel for at risk students in grades K-5, and Title III funds support supplementary needs of English Learners and immigrant students. Title II-A historically enables the district to keep class sizes low at the elementary level. Title IV-A has been used to support professional learning, events, supplies related to well-rounded education (largely STEM) and student wellbeing, and can be used to continue support of learning needs and materials that are not directly literacy-related. IDEA-B funds support staffing and materials regarding all students with disabilities, and the IDEA Early Childhood Education funds provide additional support for the preschool program. The School Climate Grant award has supported PBIS integration at Davey Elementary School, and the Parent Mentor Project grant has supported families of students with disabilities for many years.

In summary, the Kent City School District will be able to sustain the project initiatives beyond the CLSD grant funding as the key components of the model - targeted and embedded professional learning, essential structures and protocols, and strengthened family and community partnerships - will have each been fully implemented. This will allow the district to support ongoing learning and structural adjustments through general and other grant funding.

SECTION I: BUDGET WORKSHEET & NARRATIVE

The district is seeking subgrant funding in three grade bands: Grades K-5, 6-8, and 9-12, in reflection of the vision of a cohesive literacy model that spans all grades. Provided funds will be used only for allowable purposes as outlined in the Application. The K-5 grade band subgrant in the total amount of \$1,050,000 will be distributed between all four elementary schools. The 6-8 and 9-12 grade band subgrants, each in the total amount of \$525,000 will be allocated in each of the two schools.

In each year the bulk of the allocation will be dedicated toward professional learning and systemic capacity building, including the development of the school literacy teams and plans.

- LETRs training for all K-5 classroom educators and K-8 specialists (100 staff x \$1800) = \$180,000 over the course of four years.
- Wilson Certification to at least Level I for all district specialists who are not currently certified (30 X \$2300) = \$69,000 (over four years).
- Solution Tree (year 1) to help strengthen the district and building decision-making structures by supporting and aligning the decision-making teams at each level (\$11,000), and with ongoing local support from our SST.
- An equity audit, analysis, and systemic approach to ensuring aligned and accessible literacy instruction will be supported by work with the Integrated Comprehensive Systems for Equity (ICS) beginning in year 2 . (Training, coaching, and other support over three years) = \$96,200.
- BetterLesson Coaching will provide specific supports for the literacy coaches and administration to build a culture of coaching (3 coaches x \$8000 = \$24,000, district support and software @ \$10,000) x 2 years = \$60,000.
- Training with Writing Revolution will support 40 educators x \$1000 = \$40,000

- Keys to Adolescent Literacy for middle and high school staff through live and on-demand training at approximately \$180,000.
- Training and support for supplementary materials include myHeggerty (40 teachers x \$40) = \$1600, and training and support with Geodes decodable readers (3 sessions x \$3500) = \$11,500.
- Some costs will be specifically associated with planning and implementing a summer literacy academy during the summers of 2021, 2022, 2023, and 2024, and include costs for speakers and/ or access to virtual resources. Est \$40,000.
- The remainder of the Professional Development (400) funds will support costs associated with literacy-related conferences, workshops, and consultants, such as events sponsored by the ODE, the IDA, and others, as well as potential costs associated with attending grant management and compliance activities = \$44,437.50.
- Supplies (500) for Professional Learning will include resources for specific training and book studies, including LETRs manuals (100x \$318) = \$31,800 and *The Key Comprehension Routine* (150 teachers x \$50 = \$7500), as well as materials to support Literacy Academy learning (\$62,500). The remainder will support book studies and support resources, including copies of Wexler's *The Knowledge Gap* and *The Writing Revolution* for all educators, and *Equipped for Success* (Kilpatrick) for literacy leaders (\$43,250).

Personnel costs (Instruction 100/200) include:

- Substitute teacher costs (approximately \$100/day, covering approx. 400 absences district-wide) and educator stipends (est. \$22/hour, and cost ranges based on educator experience, allowing compensation for approx 500 days/ year district-wide) for professional learning experiences and school literacy team work (focusing on supporting

leadership and LETRs training, alignment work, and required professional learning taking place outside of the school day) = \$324,500.

- Staffing for the out-of-school and/or summer intervention events that will provide literacy supports to struggling adolescent readers, to expand from the grade 2-3 summer program currently offered (est. coordinator salary \$2500, teacher salary \$2250 for 75 hours), totalling \$54,000 (1 coordinator and 5 teachers x 4 years).

Anticipated instructional supply costs (500) include those for supplementary literacy materials and intervention activities totalling \$366,297.50. Immediate purchases will be for necessary supplemental literacy materials to support in-person and remote learning:

- In Sync digital companion to *Wit and Wisdom* and companion texts= \$51,419.75.
- Geodes decodable readers (10 Kindergarten teachers @ \$3695 + SH) and additional booklets (10 packs of 5 @ \$425 + SH) to allow students to have individual copies as needed (\$41,140.25).
- Foundations Student Packs will allow students to have individual resources during remote learning (1200 students x \$3.80) = \$4560.
- A district-wide subscription to the Newsela suite will support integrated literacy via a digital platform. (\$57,340 for 4 years) = \$229,360.
- Intervention materials purchase currently include items to ensure all elementary specialists have consistent resources: SPIRE Decodable Readers (4 starter sets @ \$1929.35 = 7,717.40); Phonological Awareness Cards (4 sets @ \$129.95) = \$649.75); one EET kit @ \$249.00; Wilson Just Words Student Notebooks (100x \$7.50 = \$750); Wilson Just Words Student Challenge Books (100 x \$9.60 = \$960)..
- Student books for author visits and all-school reads (est. \$1000/ grade level with \$5 x 200 students) with specific texts to be determined (approx. \$13681.35/ year).

- Classroom supplies that support literacy include chart paper and markers, post-its, and annotation markers. ($\$40 \times 300 \text{ teachers} = \$1200/\text{year}$) = \$4800.

Other purchased services for instruction (400) include in-school literacy events and access for students, including digital consultation and library subscriptions (approx. \$10,000/year).

A full time secondary literacy coach will be shared between the middle and high school buildings and will be subcontracted through the Educational Service Center of Northeast Ohio, thus will be a purchased service. The grant allocates \$130,000 each year (PD 400) to cover salary and benefits, to be finalized upon hiring.

Family and community engagement events include:

- Assemble Reading Rockets Adventure packs with books (K-3) (est $\$6 \times 800 \text{ students} \times 4 \text{ years}$) \$19,200.
- Assemble Literacy Engagement Packs with books and engagement guidance (4-8) (est $\$6 \times 1000 \text{ students} \times 4 \text{ years}$) \$24,000.
- Materials for Rough Riders Read event: books (\$3665), storage/ transport bins (30 x \$10 = \$300), and miscellaneous event supplies (\$200).

SECTION J: COMPETITIVE PREFERENCE PRIORITIES

Competitive preference 2: The Kent City School District has a history of collaboration with other districts throughout the region and many leaders hold or have held key roles in regional and state-wide organizations, as well as present and publish regularly. It is an ideal site/ set of sites that the state can use to impact the evidence-based language and literacy programs and strategies throughout the region.

As noted in section C, district leaders and educators participate regularly in numerous regional networking and planning groups, such as those sponsored by the Summit Educational Service Center and the ESC of Northeast Ohio. These include sharing and learning in the areas of leadership, curriculum, literacy, federal grants, special education, early childhood, counseling, and gifted and English Learner education. Kent's participation in the Six-District Educational Compact provides an ideal venue for immediate impact on the secondary-level literacy programs of the other member districts; this year Kent's leaders are designated as the chairs of the various committees. Kent's 5-Star SUTQ preschool program works very closely with regional preschools, Head-Start programs, and child-care centers, as well as with kindergarten teachers, intervention specialists, and related service providers to improve kindergarten readiness.

The annual regional KEEP Academy provides another excellent opportunity for sharing and learning as Kent leadership and educators contribute to the planning of the event and preparing the learning sessions, and the event is well attended by a few hundred partnership districts. Team Kent, the growing partnership with Kent State University, provides a potential avenue for significant impact on higher education with regard to pre-service and ongoing learning in evidence-based literacy strategies.

Individual and teams of district leaders present learning regularly at conferences, such as at the annual conference of the Ohio School Boards Association, Ohio Council for Teachers

of English Language Arts, Ohio Council for the Social Studies, Ohio TESOL, Ohio Association for Gifted Children (OAGC) and National Association for Gifted Children, among others. Several of Kent's educators also have experience with publishing their learning and practices. The current president of the OAESSA and a past president and board member of the OAGC are among the district's leaders, and numerous district educators have served on Department committees and workgroups.

A notable example concerns the evaluation and revision of Kent's gifted services model in the spring of 2015. A full evaluation and review were conducted that included significant stakeholder involvement and learning from other districts. Following the revision, both immediately and after full implementation of the new model, the evaluation process was shared at regional, state, and national conferences as well as in publications; some of these included joint presentations with educators from districts who had also recently undergone their own intensive program review and revision.

In addition to already being well networked, Kent's diverse population, history of excellence, community support, and vision for literacy make it the ideal set of schools to easily build into high-impact model literacy sites with state funding and support.

APPENDIX 1

AGREEMENT TO PARTICIPATE IN COMPREHENSIVE LITERACY STATE DEVELOPMENT SUBGRANT ACTIVITIES

I, the authorized representative of the Comprehensive Literacy State Development subgrant applicant, agree to fully participate in the following activities:

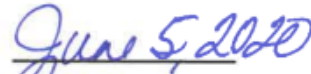
1. Cooperation with national implementation evaluation: The purpose of the national evaluation is to understand the implementation of the Comprehensive Literacy State Development grant and its impact on student literacy. Grantees and subgrantees are required to cooperate with the national evaluation in accordance with U.S. Department of Education regulations (EDGAR 75.591). All subgrantees will complete a survey about the strategies and practices funded under the Comprehensive Literacy State Development grant during the 2020-2021 year. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.
2. Participation in annual Literacy Academy and Technical Assistance Support:
 - a. Subgrant recipients must attend the Department's yearly Literacy Academies through the duration of the grant (required attendees will be determined upon award);
 - b. Subgrant recipients must present at Department's yearly Literacy Academies during years 3 through 5 (2022, 2023, 2024) of the grant cycle to share information on their implementation, best practices and experiences; and
 - c. Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle.
3. Training:
 - a. Administrators will participate or designate approved staff to participate in Department disseminated training on Ohio's coaching models, the Reading Tiered Fidelity Inventory and the Ready Schools Literacy Transition Plan as determined by the Department.
4. Educator Pre and Post Assessment:
 - a. All administrators, coaches and teachers participating in subgrant activities will participate in Department identified pre-and post-assessments of evidence-based language and literacy strategies relevant to the age bands they serve. The post-assessment will be administered twice throughout the grant (at the end of year 2 and at the end of year 5).
5. Student Assessments and Data Management:
 - a. All subgrant recipients receiving funds for birth to kindergarten entry must administer the Early Learning Assessment to all learners impacted by grant funding and utilize the Department's designated data collection system (i.e. EMIS or EAS) for data submission;
 - b. All subgrant recipients receiving funds for kindergarten through grade 5 must administer and report the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as an approved curriculum-based measure for K-grade 5 students;

- c. All subgrant recipients receiving funds for middle school (grades 6-8) must administer Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 6-8 and identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports;
 - d. All subgrant recipients receiving funds for high school must administer Ohio's State Tests in English language arts II to all students enrolled in the district or school in grades 9-12 and identify a receive approval from the Department for an additional progress monitoring component for monitoring intervention supports; and
 - e. All subgrant recipients receiving funding must administer the Ohio's English Language Proficiency Assessment and Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities if applicable to the student population;
6. Monitoring:
- a. In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will incorporate this data collection into their local program evaluations and report findings to the state on an annual basis;
 - b. All subgrant recipients receiving funds for birth-Kindergarten entry and Kindergarten-grade 5 must complete the Ready Schools Transition Plan at each model site;
 - c. All subgrant recipients for Kindergarten-grade 5, grades 6-8 and grades 9-12 must administer the Reading Tiered Fidelity Inventory at each model site and utilize the MIBSLI R-TFI Reporting System for data collection;
 - d. All subgrant recipients will partner with the Department and technical assistance providers to develop locally relevant walk-through forms to determine if the targeted evidence-based language and literacy strategies are being implemented with fidelity;
 - e. All subgrant recipients will update their Local Literacy Plan each school year to reflect the changes in progress and needs as determined by the LEA; and
 - f. All subgrant recipients will allow the state to collect information on teacher and administrator capacity.
7. Engagement with Regional Literacy Network:
- a. All subgrant recipients will be contributing members of their State Support Team's Regional Literacy Network; and
 - b. All subgrant recipients will ensure cooperation of model sites with the Regional Literacy Network as determined by the Department.
8. Reporting (as applicable)
- a. Report to the state each year the progress of participating 4-year-olds on the Early Learning Assessment;
 - b. Report to the state each year the progress of participating K-3 students on the Kindergarten Readiness Assessment and Ohio's State Tests in English language arts to all students enrolled in the district or school in grades 3-5, as well as the

- reading diagnostics as required under the Third Grade Reading Guarantee for kindergarten-grade 3 students;
- c. Report to the state each year, what percentage of participating fifth grade students, eighth grade students and high school students meet or exceed proficiency on Ohio's State Tests in English language arts for the respective grade level; and
 - d. Report to the state each year the progress of participating students assessed using Ohio's English Language Proficiency Assessment, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities.



Signature of Authorized Representative



Date