

# Kent City Schools

## *DRAFT* Plan

to Remediate and Prevent **Dyslexia**-related  
Reading Challenges

Presentation to Board of Education

June 21, 2022



## In response to **Ohio's Dyslexia Law** (HB 436) a task force was convened to:

- **provide guidance and professional insight** to the development of a plan to implement the provisions of Ohio's Dyslexia Law.
- **participate in essential learning** between meetings, and review data and create proposals with the full team.
- **propose final plan components** for consideration by district and building administration.

# Dyslexia Plan Development Team

THANK YOU!!!!

- Amy Brewer
- Mark Brewer
- Joanna Cammel
- Louise Feciuch
- Kristin Garner
- Carrie Gates
- Dr. Justin Gates

- Emma Hanby
- Gretchen Hill
- Maggie Jadwin
- Samantha Kromalic
- Sheri Mandalari
- Linda Paulus
- Christine Randall

- Karen Rumley
- Heidi Singer
- Allison Solberg
- Daniela Stuckey
- Janice Swan
- Cindy Thompson
- Rachel Yohn

# Direct alignment with Literacy Plan

[Link Here for LLP](#)

[Condensed Action Plan Map](#)

## It's an EQUITY issue

Ensuring ALL students have the instruction and resources to be successful.

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.

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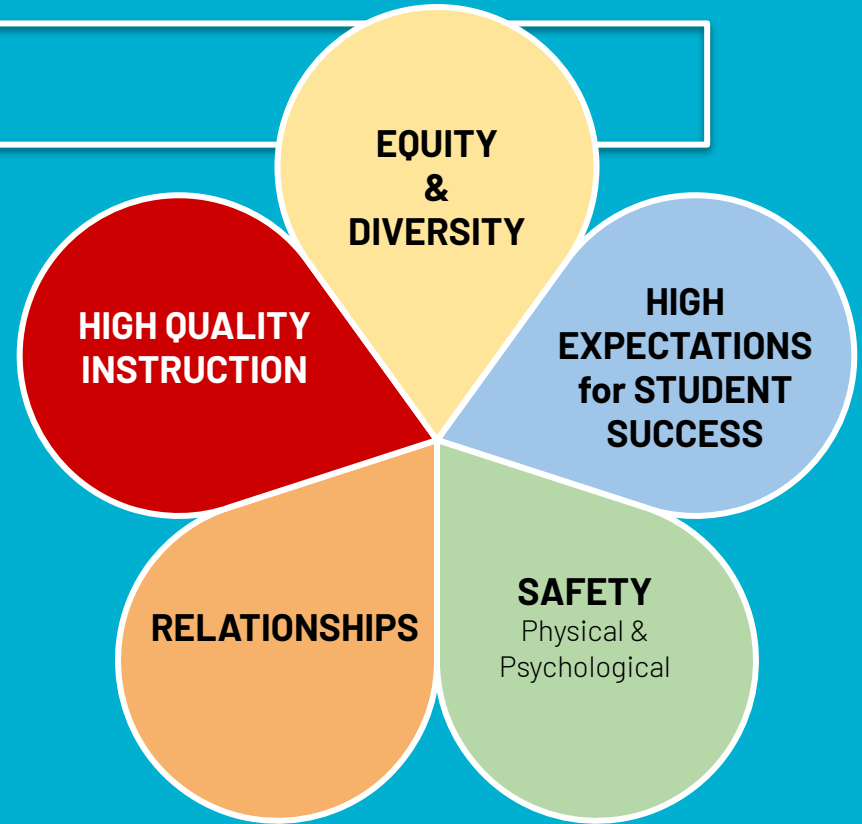
# What we Value

“LITERACY IS THE **TOOL**  
WE USE AS HUMANS TO  
**FIND** ONE ANOTHER, SO IT  
MUST BELONG TO EVERYONE.”

-Pam Allyn  
*Literacy Expert*

 raisethemreading

 Adobe Spark





## Ohio Improvement Process:

Step One - Identifying Critical Needs

Step Two - Research and Select  
Evidence-Based Practices

Step Three - Plan for Implementation

Step Four - Implement and Monitor

Step Five - Examine, Reflect, and Adjust

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# Requirements under Law

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- Structured Literacy instruction & Aligned interventions
- Assessment System
- Establish multidisciplinary team(s)
- Professional Development
- Opportunities for Certification

Step One - Identify  
Critical Needs



# What IS Dyslexia?

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Ohio's dyslexia support laws (ORC 3323.25) define **dyslexia**:

- a **specific learning disorder** that is **neurological** in origin
- characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are...
- not consistent with the person's intelligence, motivation, and sensory capabilities
- difficulties typically result from a deficit in the phonological component of language





## Step Two - Research & Select Evidence-Based Practices

Already in progress  
with the **LLP** &  
**Comprehensive  
Literacy State  
Development Grant**



## District Commitments

- Use the **★ Simple View of Reading** to drive all literacy content discourse, development, and organization of resources necessary to support the district's vision for literacy;
- Align data analysis and decision-making teams to build the **district's PK-12 framework for shared leadership** in literacy instruction;
- Support educators with selection/implementation of **evidence-based systems & instructional practices** to increase learner achievement **across all content areas & age levels**;
- Ensure all learners are equitably represented and supported throughout the **language and literacy development continuum**, provide specific recommendations and evidence-based interventions, and monitor the progress of struggling readers; and
- Enhance family and community **partnerships and collaboration** of general and special education practitioners and stakeholders.

# Local Literacy Plan Systemic Objectives

1. **Systemic structure** that supports shared data analysis, decision-making, and leadership

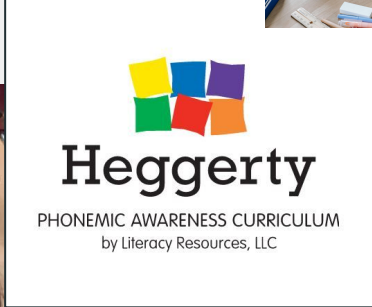
2. Evidence-based **core language and literacy plan** that is responsive to data

3. Evidence-based **interventions** in a **Multi-Tiered System of Supports** that is responsive to data



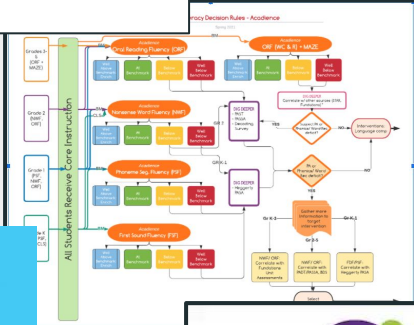
4. Build **Capacity** through **Professional Learning** and **Coaching**

# Grades K-5



Language Essentials  
for Teachers of  
Reading and Spelling

Primary School and Learning  
Support Teachers



# Measurable Student Outcomes

## Goal #1a: Student Achievement - Acadience

*Goal Statement:* By May 2024, **80%** of Grades K-8 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.

## Goal #1b: Student Achievement - Star Reading

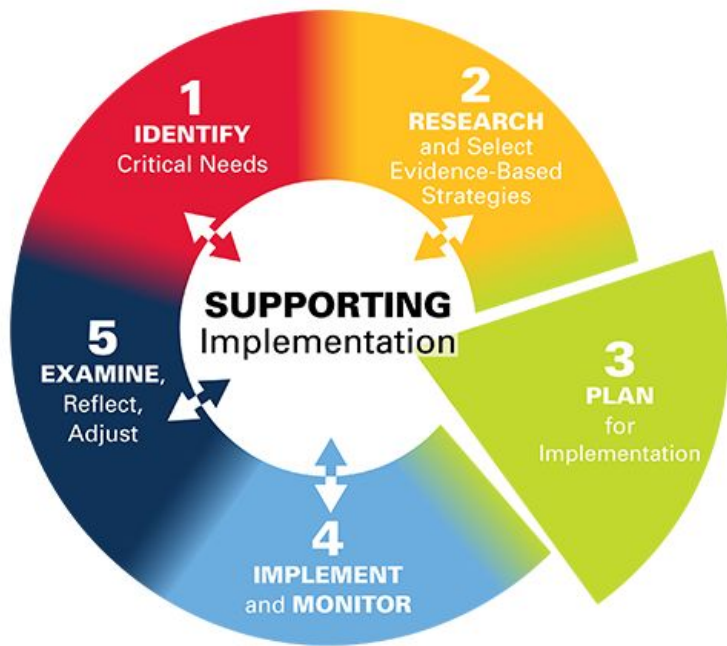
*Goal Statement:* By May 2024, **80%** of Grades 3-12 students will end the year at or above benchmark on the composite Star Reading score, with an **annual goal of an increase of 10% or greater** from the Spring 2020-2021 baseline scores.

## Goal #2: 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.

### Step 3

Plan for Implementation



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Step Three - Plan for Implementation

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# Assessment Systems: **SCREENING** (Tier I)

Dyslexia law requirement met by using Acadience\*\* benchmark assessment

- Tier 1 dyslexia screening: all students in grades K-3 (KENT CSD: starting 2023-24\*)
- **Notify all families** of universal screening results

**At risk? Displaying dyslexic tendencies?**

- Notify families
- Provide intervention & progress monitor
- More assessments if needed
- Processes for Referral and Transfer Students

Use other approved instrument for students for whom Acadience\*\* is not an appropriate/ accessible instrument.

\* Anticipating signing of HB 583

\*\* Pending release of List of Approved Dyslexia Screeners by ODE

# Professional Learning in Kent

**REQUIREMENT: 18 hours\*** of professional development from approved courses

**Existing Plan: all grade K-5 educators complete LETRS\* training**

*\*Language Essentials for Teachers of Reading and Spelling*

- 51 Educators already started; added 14 this June
- Must complete Volume 1 (of 2) by due date

**Grade 6-12 Intervention Specialists complete ODE course (in development) or other approved course.**

- Grades ALL K-1 must complete by Fall 2024\*
- Grades ALL 2-3 must complete by Fall 2025\*
- Grades 4-12 Sped specialists must complete by Fall 2026\*

*\*Timeline here reflects anticipated extension from HB 53*



## Professional Learning: CERTIFICATION

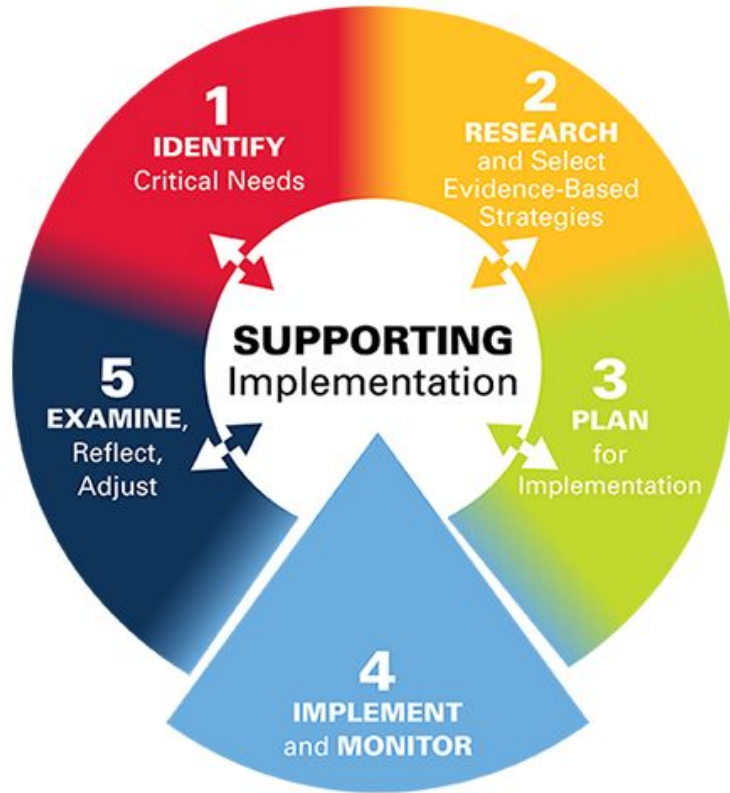
- The **DISTRICT TEAM** must establish a **Multisensory Structured Literacy Certification** process for teachers working with students K-3 (to be developed in Fall 2023)

## Multidisciplinary Team(s)

- District Leadership/  
Administrative Team (monthly)
- District Literacy Workgroup  
(bi-monthly)
- Building Literacy Leadership  
Teams (monthly)
- Grade/ Course level and Student  
level teams (in development)

## Step 4

Implement and Monitor



## Ohio Improvement Process:

Step One - Identifying Critical Needs

Step Two - Research and Select  
Evidence-Based Practices

Step Three - Plan for Implementation

**Step Four - Implement and  
Monitor (LLTs)**

**Step Five - Examine, Reflect,  
and Adjust (DLW)**

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# What's Next?

## Convene District Literacy Workgroup throughout the year to:

- Monitor systems and student performance literacy data
- Update Decision Rules
- Develop and monitor dyslexia tracking system, including forms, to be used consistently across buildings
- Develop and monitor family communication process
- Develop and implement dyslexia certification process
- Monitor needed changes to the plan in response to State direction

# Thank you!

Direct link to the [DRAFT Plan to Remediate and Prevent Dyslexia-related Reading Challenges](#)

More information available at  
<https://www.kentschools.net/page/literacy-plan/>

OR contact any **Teammate** or  
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