

# District Literacy Plan Update

Board of Education presentation May 16, 2023

[www.kentschools.net/page/literacy-plan](http://www.kentschools.net/page/literacy-plan)

Kent City Schools has been using the resources provided by **Comprehensive Literacy State Development Grant** to achieve its vision of **raising student literacy achievement district-wide** by building collective and individual educator capacity and systemic supports, and acquiring needed resources. Our **Local Literacy Plan** drove the grant goals to align practice, policy, and resources with the science of reading. We have dedicated significant funds to collaborative **professional learning** in all areas of the science of reading, including growing and strengthening our specialist and peer coaching models by expanding the instructional coaching team, and ensuring equitable student access to **evidence-based core instruction and interventions**. Some of that professional learning has been dedicated to aligning building leadership teams to become an **interconnected system** for literacy and other decision-making. Additionally, funds have supported the selection and implementation of supplemental and intervention materials, as well as the expansion of our literacy-based **family and community** support and engagement activities. We are excited to be building an aligned K-12 literacy program that will benefit the students, families, and educators not only in the Kent learning community, but throughout the state through the development of model literacy sites throughout the district.

*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.*

## Local Literacy Plan (LLP) Systems Goals

1. **Develop a systemic structure that supports shared analysis, decision-making, and leadership** to facilitate meaningful discourse regarding data sources and their use, curriculum and instruction alignment, selection of evidence-based instructional resources, strategies, and interventions, and mechanisms for monitoring a Local Literacy Plan.  
**(Shared Leadership)**
2. Universally implement 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.  
**(MTSS - Reading Model)**
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.  
**(MTSS -System of Interventions)**
4. **Build capacity** for effective universal literacy instruction in all educators through targeted, ongoing, embedded, and collaborative professional learning experiences.  
**(Educator Capacity)**

*Embedded: Data Analysis, Family and Community Engagement*

**Comprehensive Literacy State Development Grant  
(CLSD): 2020-2024**

Funding for K-5, 6-8, 9-12 (designated with \*)

**Dyslexia Support Laws  
2022-current**

## Kent CSD [DRAFT\*] Plan to Remediate and Prevent Dyslexia-Related Reading Challenges, Fall 2022

In response to Ohio's dyslexia support laws (ORC 3323.25, 3323.251, 3319.077 and 3319.078)

Under revision, anticipated by June 1, 2023

### Components:

- Screening and Progress Monitoring and communications with families (ORC 3323.251) (*cf LLP Goals 2, 3*)
- Structured Literacy Certification Process (ORC 3319.078) (*cf LLP Goal 4*)
- Teacher Professional Development (ORC 3319.077) (*cf LLP Goal 4*)
- *Grades K-1 by Fall 2023*
- *Grades 2-3 by Fall 2024*
- *Grades 4-12 Intervention Specialists by Fall 2025*
- Use Multi-Disciplinary Teams for decision-making and monitoring (presumed in ORC 3323.251 & 3319.078) (*cf LLP Goal 1*)

## RELATED ACTIVITIES in 2022-23:

### Shared Leadership

- ★ **District Literacy Workgroup** (also Dyslexia Plan development Team); members are liaisons with building teams
- ★ **Building Literacy Teams** (separate or part of other leadership teams)
- ★ Varied types of **Teacher Based Teams/ Professional Learning Communities** based on building
- ★ In progress: common protocols and structures to align levels of leadership

### MTSS (Multi-Tiered System of Supports)

- ★ **District initiative to build structures and allocate time** for Tier 1 alignment, analysis of assessment data, intervention practices and progress monitoring; installment in 2023-24 school year.
- ★ [Current Literacy Model](#)
- ★ **GRADES K-5:**
  - Universal Acadience benchmark assessment (K-5); Star Reading benchmark assessment (2-5)
  - K-5 Literacy Decision Rules (Framework revised 3/23); Draft K-5 manual to be shared by June 1
  - School Support Teams to review student-specific data and intervention plans
  - In progress: use of fidelity checklists to align core practices
- ★ **GRADES 6-8 &/ or 9-12:**
  - Universal screeners: Acadience\* (6) and Star Reading (6-12); Acadience grades 7-8 as secondary screeners
  - 6-8: Revise intervention system for 2023-24
  - 9-12 Curriculum maps being revised to reflect Clarity principles and Literacy elements
  - 9-12: Targeted support for PLCs with Solution Tree\*
  - In progress: development of 6-8 and 9-12 Decision Rules

### Educator Capacity

- ★ **K-12 Continuous Improvement Specialist\*** (Jenna Middleton) provides systems support between buildings and coaching support for all instructional coaches
- ★ **K-12 Leadership support** with SST8 and ESC-NEO\*, and administrator participation in OLi4\*
- ★ **K-12 Attendance** at Literacy Conferences\* and regional networks
- ★ **K-12 Targeted learning for all instructional coaches** (conferences, books)\*
- ★ **Instructional coaching** support in Literacy and MTSS for all educators, provide leadership for BLLTs.
  - K-5: 2 Coach/Specialists Title I funded: *Kristin Garner, Rachel Yohn*
  - 6-12 Coach/Specialist\* (*Gretchen Hill*) and EL specialist (*Maegan Joseph*)
- ★ **Targeted Literacy Learning:**
  - All K-5 teachers and specialists will be trained in LETRS (Language Essential for Teaching Reading and Spelling)\*; SMS educators invited to participate
    - 36/74 Completed Volume 1; 19 also completed Volume 2.
    - 51 in progress; Cohort 4 to begin Spring and Fall (meets requirements for Dyslexia Law)
  - LETRS for Administrators\*: 5/10 complete
  - Trained LETRS Facilitator (Kristin Garner)
- ★ In progress: development of building-specific literacy plans that align with the District Plan.

★ **GRADES K-5:**

- Core Model using evidence-based literacy resources;
- LETRS training meets requirements for Dyslexia Law

★ **GRADES 6-12**

- Teacher learning emphasis on establishment of Tier 1 instructional practices and curriculum maps with content across disciplines and incorporation of disciplinary literacy strategies.
- Claim-Evidence- Reasoning (CER) routine for argumentative writing across disciplines
- Write to Learn strategies
- *Writing Revolution* book study (6-8 BLLT)
- *Teacher Clarity Playbook\** all 9-12
- 9-12: Targeted support for PBIS\*

★ **Materials\*:**

- NewsELA\* grades 2-12 (full library) to support incorporation of informational text into all disciplines; aligned to some core materials (under review for FY24)
- Supplemental materials to Core programs
- Expansion of core programs to new grades (Ex: Foundations Level 3)
- Addition of core programs (ex: Grade 4 & 5 Word study)
- Decodable Readers: Geodes (K), other
- Expand elementary classroom libraries for more equitable access to core instruction, intervention, and diverse representations of people and experiences.
- Tier 2 and Tier 3 evidence-based intervention materials

## Family and Community Engagement

- ★ **K-12 Family Engagement Coordinator\*** (*Louise Feciuch*, half funded with Title I) is a liaison between the schools and families to support student engagement with school and to help families support their children with academics at home, as well as to create connections with community partners.
- ★ Rough Riders Read summer literacy program\*
- ★ Lunch N Learn and evening information programs; Purple Star initiative, much more.

## LEARNER PERFORMANCE GOALS & Preliminary Acadience Data 2022-23:

The Acadience window closes May 19 and the Star Reading window closes on June 1; state test scores for ELA will be reported on May 22. Data will be updated in the Literacy Plan after these data are available.

- 1. ACHIEVEMENT:** 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 score**, with an annual goal of an increase of 10% or greater from the Spring 2020-2021 baseline scores.
  - 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.
- 2. STUDENT GROWTH: 100% of learners in grades K-12 will show growth** each school year on a state or district literacy measure.
  - a. **100% of learners in grades K-6 will show growth** each school year between Acadience BOY and EOY benchmarks.
  - b. 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.