



Turning the Page on Adolescent Literacy:

Kent City Schools are Rewriting Student Success

Welcome!

Presenters:

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Learning Targets

- **Learn how Kent City Schools:**
 - developed a **Shared Leadership** system that supports shared data analysis, decision-making, and leadership.
 - selected, implemented and supported an **evidence-based core language and literacy plan** that is responsive to data.
 - designed a systematic framework that **utilizes data to identify interventions that align with MTSS.**
 - provided and participated in building teacher capacity through **expanding professional development and coaching supports.**
- **Be able to use** these implementation steps as a **springboard** to modify your own school's approach to literacy instruction and intervention.

About Kent

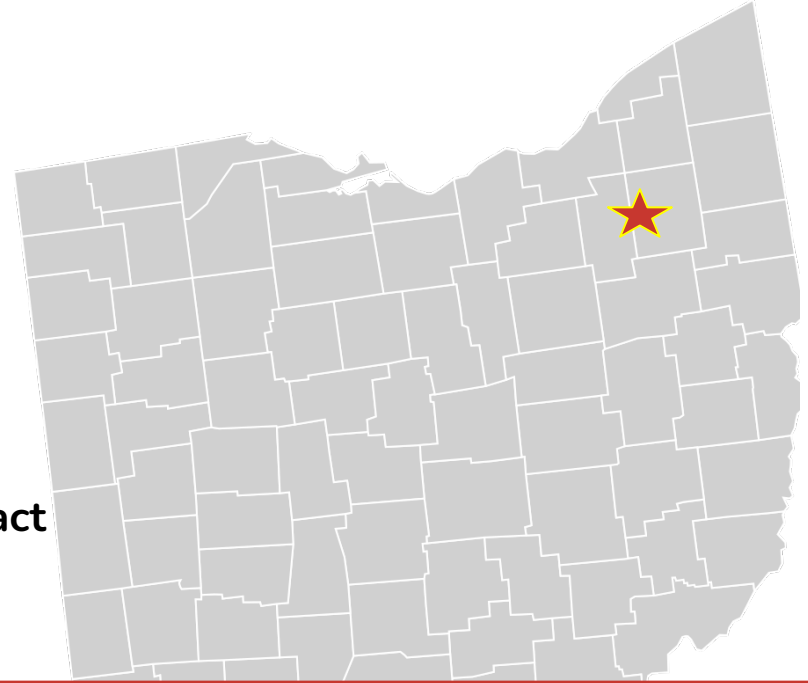
The Kent City School District's **vision for literacy** is for all learners to acquire the **knowledge and skills** to read at grade level, enabling them to access information as **independent** critical and creative thinkers and to be collaborative communicators and problem solvers in our global society.

Kent City Schools' Vision for Literacy



Profile:

- ★ Suburban University Town (Typology 5)
- ★ 3,300 students:
 - 4 elementary buildings
 - 1 middle school
 - 1 high school
- ★ **Five Star** SUTQ Preschool
- ★ Member of **Six District Educational Compact**
 - TRHS houses 11 of 26 CTE programs
- ★ 44% **Economic Disadvantage**
- ★ 32% **Non-White Students**
- ★ 2% **English Learners**



Proud Recipient of the **Comprehensive Literacy State Development Grant**
Bands K-5, 6-8, and 9-12

The Journey to Now



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.

Our Needs

Pre-CLSDG

PRE-PANDEMIC LEARNER PERFORMANCE DATA

- 55% entering K - not on track in reading
- “D” in K-3 Literacy (Inconsistent K-3 Diagnostic Tests = Too hard to track!)
- 15 -30 % below proficient in OST English language arts.
- 50.02% of 11th graders do not meet the ACT college readiness benchmark in English, and 57.07% do not meet the reading benchmark
- Significant gaps for subpopulations

R-TFI

- Need Shared Leadership Structure
- Need consistent Continuous Improvement Process
- Need Schoolwide Reading Models, Early Warning System
- Some, not universal, SoR knowledge
- Some RTI, no MTSS
- Tier I:
 - Core Materials K-8 (new)
 - Universal Screeners K-10 (Inconsistent)
- Tier I lacking:
 - Curriculum Maps
 - Common Assessments
 - Fidelity checks
- No aligned Tier 2 or 3

Our Literacy Plan

Local Literacy Plan/ CLSDG Systemic Objectives

1. **Shared Leadership:** a system 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**



Measurable Learner Performance Goals

1. Eighty percent or more students at each grade level will perform at or above proficiency/benchmark/readiness on state, ACT, and/or local literacy measures by the 2026-27 school year.

- Acadience
- Star Reading

2. 100% of learners at each grade level will show growth each school year on state, ACT, and/or local literacy measures.

- Acadience
- BOY-EOY growth
- Value Added

Goal 1

Shared Leadership

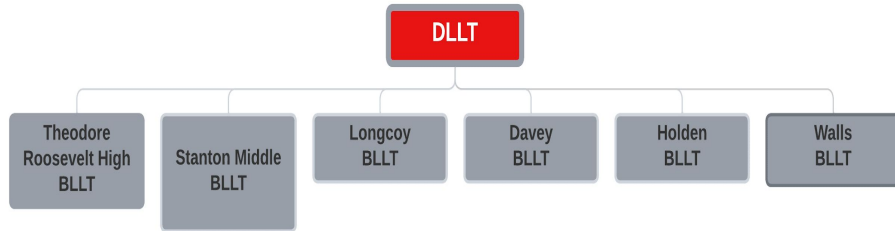
a system that supports shared data analysis, decision-making, and leadership

Building the System

- K-12 District Literacy/ Dyslexia Workgroup
- DLT - BLT - TBT in progress
- Data Warehouse (Unified Insights)
- Continuous Improvement Specialist (CLSDG Addition)
- Family and Community Engagement Coordinator (CLSDG Expansion)

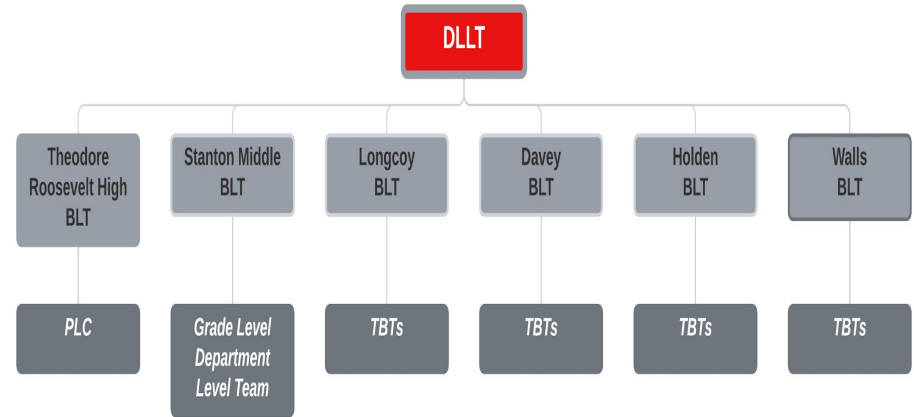
The Evolution of Our System

Getting Started in 2021



- **Pre- CLSDG:** buildings in isolation; inconsistent practices
- **Step one:** develop structure with focus on literacy

Now in 2024

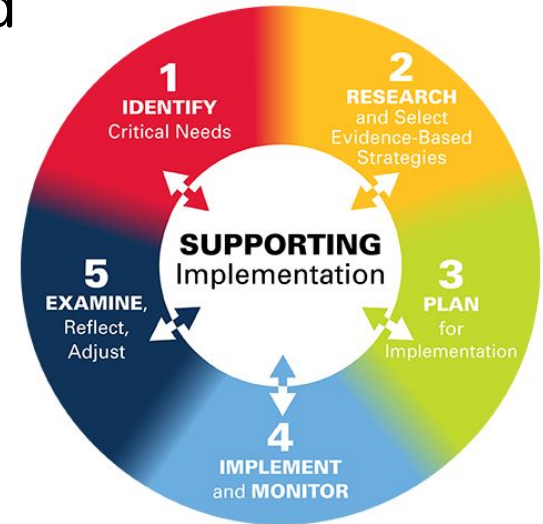


- **Step two:** develop holistic MTSS- focused structure

System - Next Steps

Continue to grow and align:

- DLT and BLT capacity for data-based decision-making
- Continuous Improvement Process
- TBT work
- Distinguishing TBT from MDT



Goal 2

Ensure all students have equitable access to universally implemented evidenced-based **core language and literacy instruction**



Component	K	1 st	2 nd	3 rd	4 th	5 th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

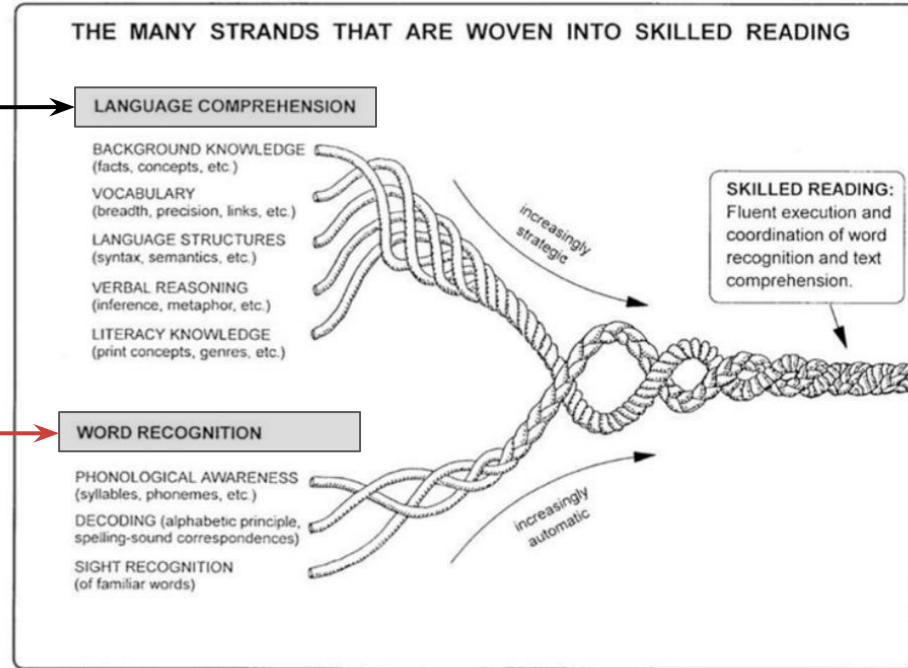
Teaching Resources

Wit & Wisdom
(K-5)
My Perspectives
(6-9)

Universal Screening
Assessments:
Acadience Reading
Star Reading

Heggerty
Phonemic
Awareness
Curriculum
(PK-1)

Fundations
(K-3)
Spellography
(4-5)



Other Universal Literacy Activities

- ★ **Decision Rules K-5** based on Universal Screener (Acadience)
- ★ **Teacher Clarity (HS)** alignment for all disciplines
- ★ **All-School Reads (Elementary and Middle Schools)**
- ★ **Family/ Community Engagement:** Rough Riders Read
Summer Reading Celebrations
- ★ **Supplementals:**
 - Decodables
 - Newsela (2-12)
 - Common Lit (9-12)



Core - Next Steps

Curriculum:

Expand and Revise Maps

Assessments:

Common in all areas

Decision Rules guide Next Steps

Fidelity:

Check tools

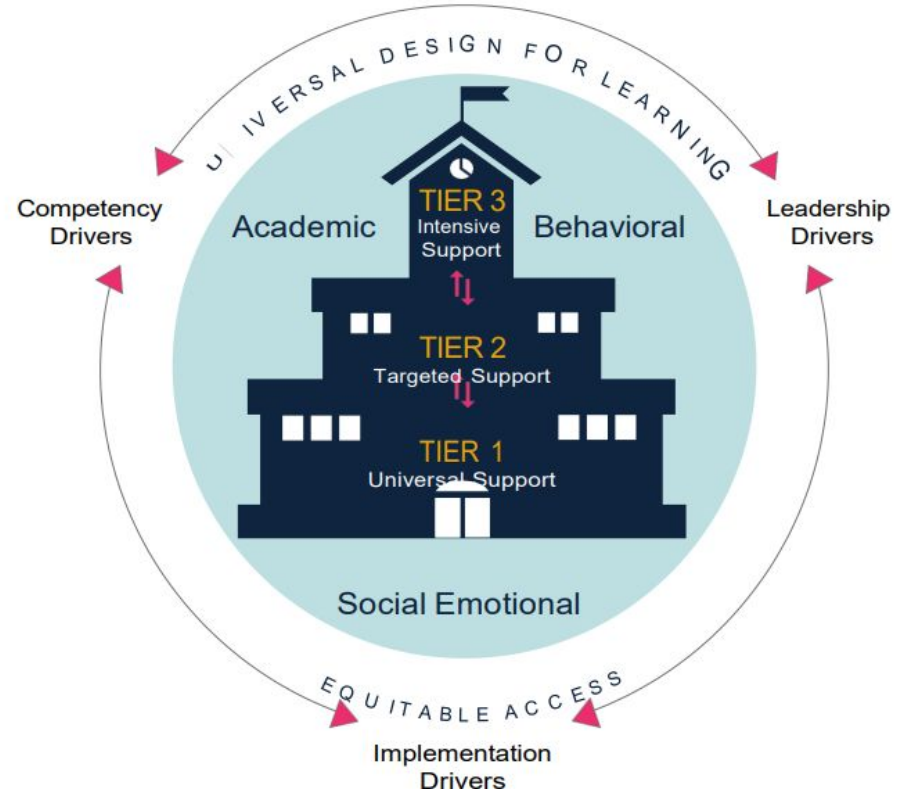
Peer Walkthroughs



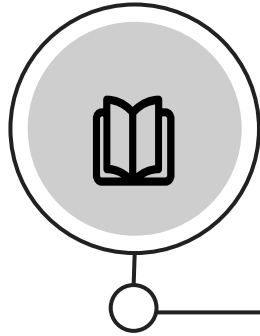
Goal 3

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

MTSS - Under Construction



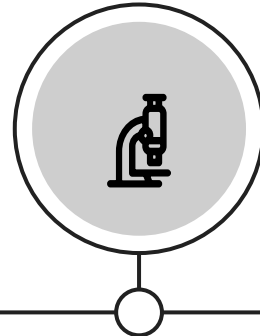
Literacy Decision Rules K - 5



**EVERYONE:
TIER I
INSTRUCTION**
Core Instruction



**EVERYONE:
UNIVERSAL
SCREENING**
Acadience



**Below/ Well
Below:
DIAGNOSTIC**
Specific Diagnostic(s)
to determine area(s)
of need

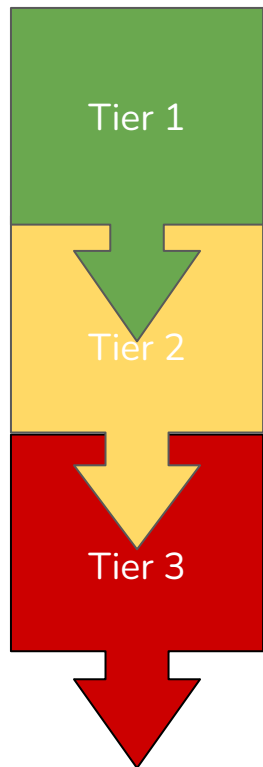


**Tier II/ Tier III
INTERVENTION**

- Streamlined next-steps
- Tailored to need(s)
- Aligned with Tier 1
- Progress Monitoring

+ Family Communication

Early Warning System 9-12



Attendance	Academics	Behavior
<p>Schoolwide Prevention – All students and families</p> <p>Strategies specifically aimed at preventing absenteeism among all students.</p>	<p> Screener/benchmark assessments: 9-12 ELA Common Lit Evidence-Based Instructional Strategies</p>	<p>School Wide Behavior Expectation Matrix</p>
<p>Early Intervention - Students who have missed 10%-19% of school</p>	<p>Support with Tier II Intervention</p>	<p>PBIS Remediation and Reentry Meetings</p>
<p>Intervention - Students who have missed more than 20% of school</p>	<p>Further Diagnostics Move to Skill Specific Intensive Intervention Class</p>	<p>PBIS Remediation and Reentry Meetings Connect with outside resources as needed</p>



MTSS - Next Steps

Build staff capacity to work within MTSS Framework

Tier II & III Interventions:

Complete Literacy Decision Rules 6-12

Training & Scheduling for Interventions

Fidelity of Implementation

Distinguishing Tier III from IEP Services

Goal 4

Build **Capacity** through
Professional Learning and
Coaching

Setting the stage Pre-CLSDG

- Literacy Coaching (K-5)
- General Science of Reading PD
- Curriculum Studies/ Pilots
- CER: Claim-Evidence-Reasoning (6-12)
- *Opportunity Myth Study*
- *Knowledge Gap (K-5)*
- Pockets of Expertise

TNTP. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It*. https://tntp.org/tntp_the-opportunity-myth_web/

Wexler, N. (2019). *The knowledge gap: the hidden cause of America's broken education system--and how to fix it*. New York, Avery, an imprint of Penguin Random House LLC..

CSLDG Supported Learning

- ★ **LETRS**
- ★ **LETRS for Administrators**
- ★ Expanded Literacy and Instructional Coaching + Training
- ★ All coaches trained as Local Facilitators of Ohio's Dyslexia Courses and Ohio's Introduction to the Science of Reading Course
- ★ **OLi4** (Leadership instruction for many building and district leaders)
- ★ *Knowledge Gap* Book Study (K-5)
- ★ *Just Words* (6-12)
- ★ *Writing Revolution* (6-8)
- ★ *Write to Learn* strategies (6-12)
- ★ *Teacher Clarity Playbook* (9-12)
- ★ **PLC Training** (Solution Tree, 9-12)
- ★ *5 Disciplines of PLC Leaders* (9-12 Admin Book study)
- ★ **Conferences** and Workshops

Professional Learning & Literacy Coaching

In the Science of Reading

+ *Internal Local Certified Facilitator*

As of April 15: 41 Completers (K-8)



Language Essentials
for Teachers of
Reading and Spelling

Primary School and Learning
Support Teachers

Combined Online and
Face-to-Face Delivery.

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Expanded Coaching Team

Coaching Cycles

Consultation

Curriculum Implementation

Assessment Support

Data Based Decision Making

BLT and TBT support

Formal and informal PD

Two K-5 Literacy Coaches

Added 6-12 Literacy Coach

Added Continuous Improvement
Specialist (Systems Coach)

Reassigned portion of EL teacher

Revised Coaching Model - Student
Centered Coaching

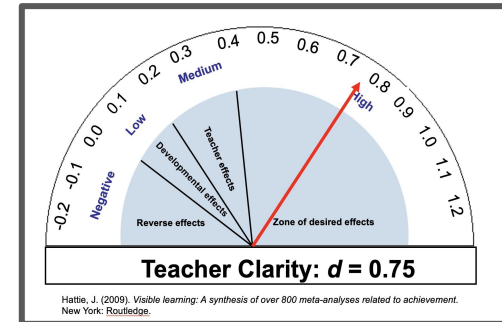
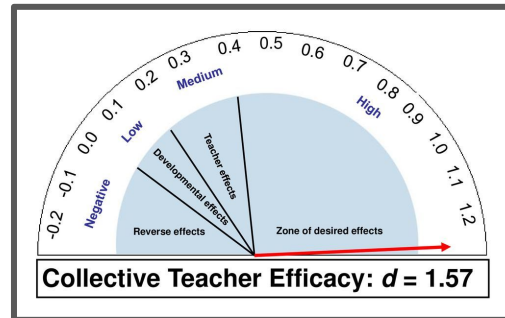
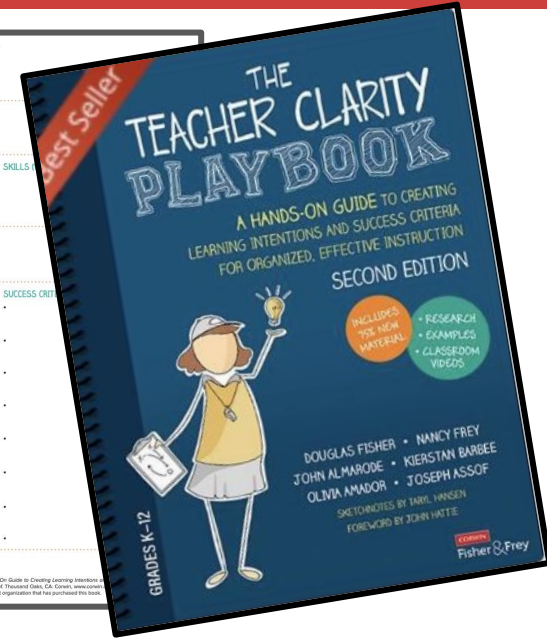
EXPANDED REACH!

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Transforming High School Practice: Teacher Clarity Playbook

- Building Collective Teacher Efficacy
- Student-Centered Learning Intentions
- Clear Success Criteria
- Stronger PLCs



Student-Centered
Snapshots:
**Teaching
Tips and
Strategies**

In Under Ten Minutes!
From Your Instructional Coaches,
Gretchen Hill and Maegan Joseph

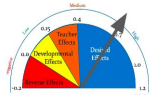


Welcome to January!
STUDENT CENTERED
SNAPSHOTS

A monthly Teaching Tip in Under
10 Minutes

Scan the QR Code to learn more
about

Classroom Discussions
From Your Instructional Coaches



Why use a concept mapping?

- It helps children organize new information.
- It helps students to make meaningful connections between the main idea and other information.
- They're easy to construct and can be used within any content area.

Grab and Go Professional Development

Welcome to
'Learn a
Latte'



Professional Learning- Next Steps

- Implement and support **Ohio's Science of Reading** and **Dyslexia Courses**
- Continued support of **LETRS Learning**
- Support **Word-Study** learning (4-5)
- Implementation of **Decision Rules, Early Warning System, & Interventions**
- Shift emphasis toward **writing** supports
- Build capacity:
 - **MTSS Framework**
 - **Common assessments**
 - **Data-Based decision-making**



Lessons Learned

Challenges

- **Creating and aligning Systems**
 - Data-based decision-making
 - Consistency and clarity
 - Scheduling to support MTSS
- **Shifting thinking**
- **Collective learning and implementation**
- **Staffing:**
 - Substitutes
 - Tutor supports (fully staffed, trained)
- **Managing teacher preparation**
- **Alignment with new/ changing expectations from State**



Successes

The Work is **WORKING!**

Confidence/ Capacity for High Quality Teaching

Student Performance Data



Acadience Comparison

State Test Data

*Progress 5**

*Gap Closing 5**

EOY 2024 Data Slides will be available at the presentation!

Next Steps

Summary

Local Literacy Plan/ CLSDG Systemic Objectives

1. Shared Leadership	2. Evidence-based core language and literacy plan	3. Evidence-based interventions w/i MTSS
<ul style="list-style-type: none">• DLT - BLT - TBT systems• District-Wide MTSS	<ul style="list-style-type: none">• Continue and refine alignment of maps, resources, assessments• Fidelity Monitoring	<ul style="list-style-type: none">• Refine/Expand Decision Rules: Tier 3, EL, Gifted• Fidelity Monitoring
4. Build Capacity through Professional Learning and Coaching		
<ul style="list-style-type: none">• LETRS• Onboard New Staff	<ul style="list-style-type: none">• Training protocols with core & interventions	<ul style="list-style-type: none">• Student-Centered Coaching Cycles



Thank you



Presenters:

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Address questions/ Comments to:

Karen Rumley Director of Instructional Program

krumley@kentschools.net

Resources

- Kent City Schools [Local Literacy Plan](#)
- KCS [Literacy Webpages](#)
- KCS [K-5 Literacy Decision Rules Handbook](#) (1st Ed.)
- KCS [K-5 Literacy Resources](#) (Aligned to the SVR and Reading Rope)
- [*Ohio's Plan to Raise Literacy Achievement*](#)
- [*Ohio's Dyslexia Guidebook*](#)