



Kent School District

2023-2024

Report

In partnership with STRIVE INC



KENT SCHOOL DISTRICT
EQUITY | EXCELLENCE | COMMUNITY



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Introduction

This report details the progress made by elementary schools in the Kent School District (KSD), with the support of the KSD Teaching and Learning Team and STRIVE consulting during the 2023-2024 school year. It focuses on three key initiatives:

- **Elevating Language Arts Instruction:** The successful implementation of the **Core Knowledge Language Arts (CKLA)** program, a curriculum designed to build strong foundational literacy skills.
- **Targeted Student Support:** The effectiveness of **Plan-Do-Study-Act (PDSA)** cycles, a data-driven approach for identifying student needs and implementing targeted interventions.
- **Reducing Intensive Support:** The district's overall goal of decreasing the number of students requiring significant academic assistance.

The data presented is derived from the CKLA Implementation Matrix, Amplify DIBELS 8th assessments, and i-Ready assessments. The report identifies the collaborative efforts of **STRIVE**, the **KSD Teaching and Learning Team**, and individual school teams. It highlights the effectiveness of various support mechanisms employed, including **virtual professional learning sessions**, **studio days**, and dedicated **PDSA days**.

CKLA Year 1 Implementation

Goals:

- Achieve foundational and implementation-level goals on the CKLA Implementation Matrix.
- Increase the use of instructional routines and student engagement.
- Support teachers in feeling more successful using CKLA.

Data Collection:

- **Self-Assessment:** CKLA Implementation Matrix and CKLA Self-Assessment Spreadsheet from STRIVE by schools and STRIVE consultants (BOY and EOY assessments).

Implementation Levels

- 100% of schools reached the foundational level by EOY.
- 93% of schools also reached the initial implementation level by EOY.
- In addition, 33% of the 93% also reached the full operation level.

- **Instructional Routines:** Increased use of CKLA instructional routines observed through classroom visits and self-reported data. Teachers consistently applied K-2 skills routines and 3-5 vocabulary and word work routines.
- **Student Engagement:** Enhanced student engagement noted, particularly during routine implementation, with feedback from teachers and consultants highlighting improved student interaction and participation.

PDSA Schools Progress

Goals:

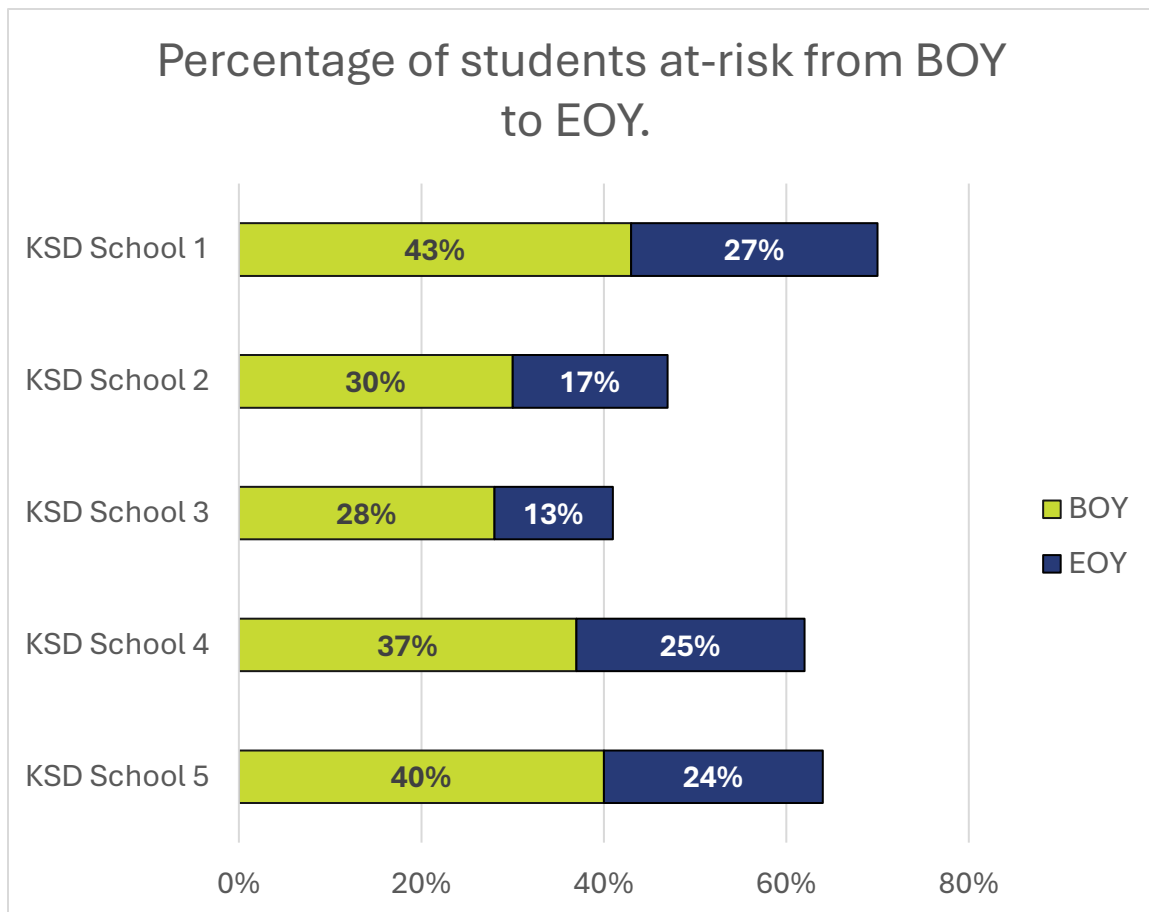
- Achieve above-average progress in reducing the number of students requiring intensive support.

Data Collection:

- **Assessment Tool:** i-Ready.

Progress and Findings:

- **Well Below Benchmark Movement:** 100% of PDSA schools reduced the # and percentage of students identified as at-risk from BOY to EOY.



Spring 2023 to fall 2024

Support Mechanisms:

- **PDSA Days:** Structured PDSA days provided targeted support and facilitated the review of progress and adjustments to targeted intervention groups.
- **Virtual Support:** Virtual sessions with Debbie and team provided continuous improvement tools and data analysis support to all schools and not just schools that received onsite PDSA days.

District Focus Folder Progress

Goals:

- Improve CKLA Implementation Matrix levels.
- Reduce the number of students at risk by the end of the year.

Data Collection:

- **Assessments:** CKLA Implementation Matrix and I-Ready assessments from BOY to EOY.

Progress and Findings:

- **CKLA Matrix Movement:** Schools showed significant progress, with most schools moving up at least one level on the CKLA Implementation Matrix.
- **Student Risk Reduction:** Notable reduction in the number of students at risk, with i-ready data indicating a decrease in students performing well below benchmark.

Support Provided:

- **Partnership:** STRIVE consultants partnered closely with the KSD teaching and learning team.
- **Professional Learning:** Conducted virtual professional learning, studio days, and follow-up sessions to ensure continuous progress and consistency with messaging and support for schools.

Methods and Approach

STRIVE Visits and Support:

- **Consultants Sharing Schools:** Scheduled regular school site visits, coordinated communication, and ensured consistent support.
- **PDSA and CKLA Visits:** Structured site visit agendas, PDSA preparation, and follow-up, with a focus on resource planning and next steps.

Virtual Professional Learning:

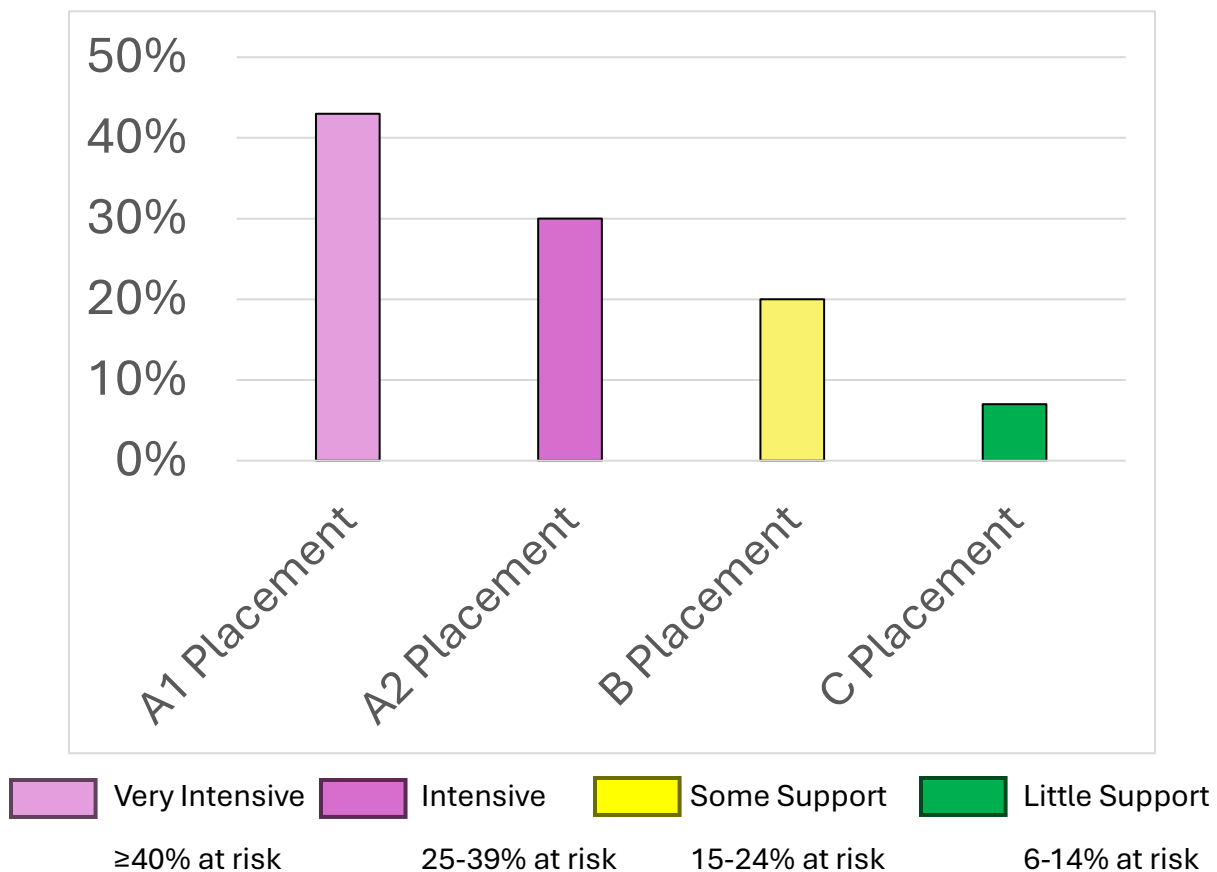
- **Sessions:** Provided tailored virtual sessions for all schools for continuous improvement and data-driven instruction.
- **PDSA Days:** Focused on data analysis, targeted instruction, and progress monitoring.

Results

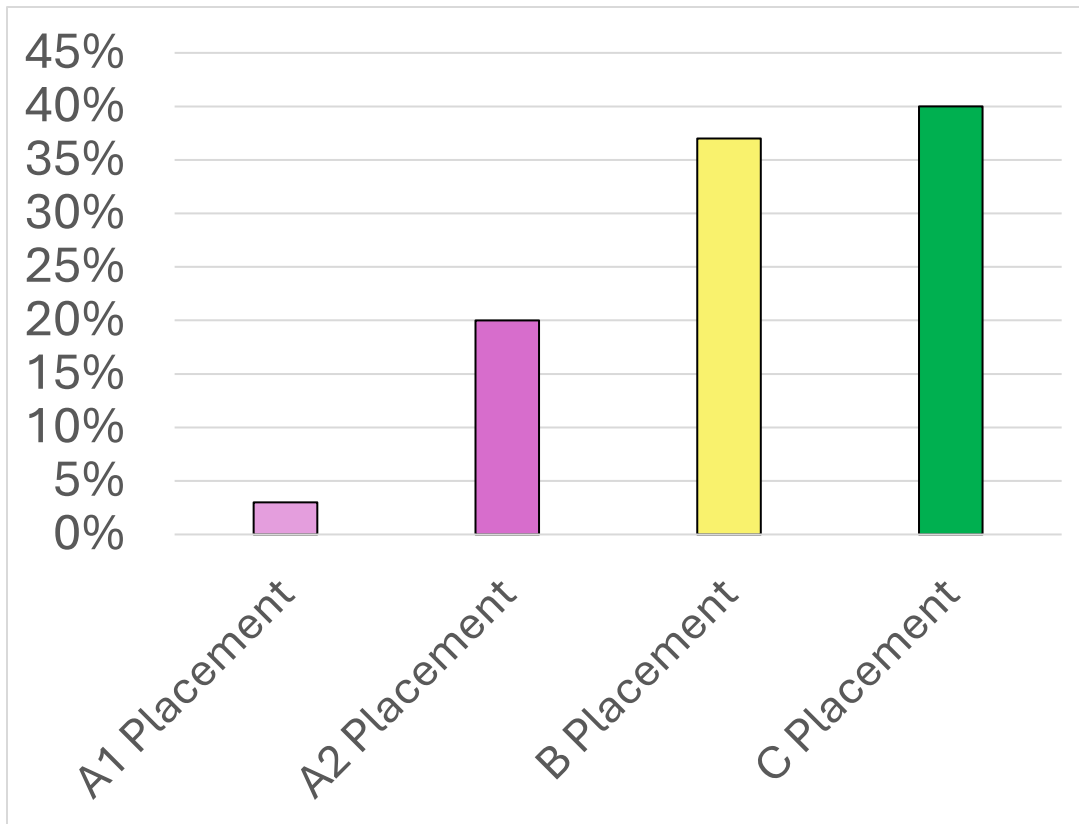
Movement on Focus Folder

- 92% of schools that started the year in A1 placement (40% or greater at risk) moved into A2 (25-39% at risk) or B placement (15-24% at risk).
- 100% of schools that started the year in A2 Placement moved into B placement or C placement (6-14%).
- 100% of schools that started the year in B placement moved into C placement
- The two schools that started the year in C placement saw a significant reduction in at-risk percent students (11% reduction and 7% reduction) but remained in C placement at the end of the year.
- 90% of schools advanced at least one placement category from the beginning of the year to the end of the year.
- 33% of schools advanced two placement categories from the beginning of the year to the end of the year.

iReady Reading k-5 KSD BOY 2023



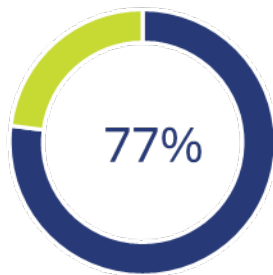
iReady Reading k-5 KSD EOY 2024



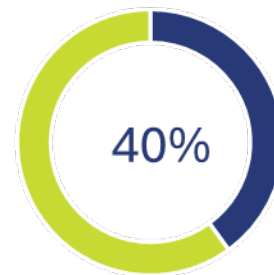
Highlights



Percent of schools that **advanced at least one placement level**



Percent of schools **at or below Placement B** (15-24% tier 3 (at risk)) **compared to 27% at the start of the year**



Percent of schools **at or below Placement C** (6-14% tier 3 (at risk)) **compared to 7% at the start of the year**

The average reduction of at-risk students was 15% across all placement categories.

Results of PDSA Schools

- 100% of PDSA schools advanced at least one placement category from the beginning of the year to the end of the year.
- 67% of PDSA schools advanced two placement categories from the beginning of the year to the end of the year.
- **KSD School 1** implemented focus folders and PDSA cycles school wide and scheduled professional development sessions to support this process. As a result of engaging in this process, teams learned how to analyze data reports to target skills needs and develop progress monitoring schedules. PDSA cycles informed flexible grouping within the classroom and for WIN (what I need now) groups. When asked what led to the gains in student data, one teacher said, “The focus folders and PDSA process is helping us identify where students have holes, and we can have a quicker response.”
- **KSD School 2** initially implemented focus folders and PDSA cycles with strong support from the success coach and interventionists in the fall. This helped group students for intervention and inform the teaching within intervention groups. Midyear professional development supported teachers in the creation of focus folders based on MOY data. PDSA cycles were developed by teachers as part of grade level data meetings. A progress monitoring schedule was developed for students receiving intervention. This process was impactful in developing a data driven decision making process within the school across all grade levels. Now that they have a better working knowledge of the curriculum, assessments and experience with focus folders and PDSA cycles many teachers are looking forward to refining small group instruction next year.
- **KSD School 3** dedicated a great deal of principal directed early out time with support from the STRIVE consultant and success coaches to implement focus folders and PDSA cycles. The school wide initiative engaged all teachers in the creation of focus folders at the beginning, middle and end of year. They became adept at targeting skills needs and formed intervention groups based on data. Teachers developed knowledge around progress monitoring and started doing more small group instruction and formed WIN groups across some grade levels. They saw this process impact the movement of students across benchmark ranges as well as optimal growth within ranges, especially those students needing tier 3 support because they knew what skills to address to close gaps.
- **KSD School 4** Administration embraced the charge to lead the staff at KSD School 4 through full implementation of PDSA’s this school year. In the fall we met and carefully talked through a plan for rolling out PDSA’s for all teachers and interventionists after the winter benchmark. We provided examples and encouraged them to begin exploring the PDSA forms and creating targeted goals in ten-day cycles. Staff worked through their PDSA cycles and began adjusting goals and instruction with each new cycle. During my onsite visits we carved out time for teachers to share their successes and talk about

challenges they were having. I also provided information about strategies for differentiating and scaffolding using CKLA and MCLASS materials. Although the processes were challenging staff shared that they were surprised at the growth they were seeing from students, and they are excited to begin using PDSA at the beginning of the year next year as they feel like they have a much better understanding and will be able to close gaps more quickly.

- **KSD School 5** School Leadership Team leaned into STRIVE support this year to support their leadership knowledge of data and implementation during our PDSA days together. Teacher teams focused more on benchmark data and will hopefully begin using PDSA's next year. This year's focus was more on CKLA implementation and learning how to interpret benchmark data. The admin provided guidance for interventionists in making decisions targeting instruction for interventions and began exploring PDSA language. Staff were given a choice if they wanted to learn more about data, differentiation, and scaffolding but it was not required or systematized this school year.

School Feedback about CKLA Implementation

Through the analysis of each school's CKLA implementation matrix/self-assessment, trends were identified in the areas of ***Teacher Engagement with Data-Driven Instruction*** and ***Maintaining Momentum in CKLA implementation***.

Teacher Engagement with Data-Driven Instruction:

- Ongoing coaching can support teachers in the continuation of integrating data use into their teaching.
- Teacher capacity can be bolstered through effective leadership and coaching, aiming to reduce the burden of isolated data analysis. This isolation often leads to feelings of overwhelm, challenges in linking data to CKLA instruction, and time constraints.
- STRIVE recommends coaching as a way to address these challenges by helping teachers develop data analysis skills, integrate data with CKLA strategies, and find efficient ways to use data within their planning time.

Maintaining Momentum in CKLA Implementation:

- To maintain consistency and encourage innovation, STRIVE recommends the emphasis on providing district-mandated units, pacing guides, and reviewing teacher practices to ensure consistency while also encouraging teachers to explore best practices and effective adaptations that go beyond strict fidelity to the program.
- Strengthen the capacity of teachers through continued leadership support with resources and pre-planning, as well as providing more specific and actionable feedback through walkthroughs and coaching. This highlights the importance of ongoing guidance and support for teachers in implementing the CKLA program effectively.
- Identify additional materials to enrich the learning experience for all students. Varied learning opportunities, and expanding the curriculum beyond the core CKLA materials, focuses on an equitable approach to instruction for all students.

STRIVE's Recommended Next Steps for Sustained Support and Strategic Planning

Deepening Teacher Expertise through:

- **Data Analysis and Differentiation:** Training for teachers in using data to target instruction in Tier 1 and personalize learning experiences, for equitable access to the curriculum for all students/sub-groups.
- **Vertical Alignment:** Professional development with a focus on the alignment of CKLA instruction across grade levels.

Refining Instructional Practice:

- **Engaging Instruction:** Continued coaching and professional development to target the effective use of CKLA materials and promote student engagement, for equitable access to effective instruction for all students.
- **Formative Assessment:** Continued coaching and professional development for frequent assessments to gauge student understanding and adjust instruction accordingly.

Data-Driven Instruction:

- **Data Analysis Skills:** Continued coaching and professional development to effectively analyze data and translate insights into actionable steps.
- **Fidelity and Assessment:** Ensuring teachers follow the program with adaptations to accurately measure student progress within the CKLA framework.

Effective Small Group Instruction:

- **Strategic Grouping:** Support teachers in forming small groups based on student data, learning needs, and targeted skills.
- **Systematic Support:** Developing a system for identifying student needs, forming groups, and delivering targeted instruction.

Maintaining Momentum:

- **Coaching Support:** Provide ongoing coaching to help teachers integrate data effectively into their instructional practices.
- **Pacing and Consistency:** Ensuring all classrooms follow a similar pacing guide and identify areas for improvement in pacing and teacher practice.

Enhancing Feedback and Implementation:

- **Leadership Support:** Continued leadership involvement in providing resources and support for successful CKLA implementation.
- **Feedback Mechanisms:** Providing teachers with specific and actionable feedback on their implementation, through regular instructional walk-throughs based on CKLA Look-for and District expectations.

Conclusion

The concerted efforts of schools, the KSD Teaching and Learning Team and STRIVE consultants have resulted in substantial progress in CKLA implementation, targeted student support through PDSA, and overall district improvements. The continuous cycle of assessment, planning, implementation, and review has been critical to achieving these goals. Moving forward, sustained support and strategic planning will be essential to maintain and build upon these successes.