

2026: Kansas Literacy Summit



July 27, 2026: KSDE Great Ideas Conference

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Welcome and Introductions



Our Plan for Today

Schedule for the Day (9:00 – 4:30 PM)

AM: Dale Webster; Maya Valencia-Goodall

LUNCH is at 12:15

PM: Trina Spencer 1:00

Kansas Panel of Educators: PDSA/ Sharing



Opportunities for questions at the end of the day!



Panel Presenters

Effie Conway, USD 259

Sharon Borrer, USD 470

Kristin Ridgeway, USD 512



USD 259: Effie Conway

Plan Do Study Act - PLC Model

Effie Conway – USD 259
Writing Curriculum Specialist



Who, What, When, Where?

- Worked with K-5 teachers at 3 buildings
- Determined the focus through feedback and the learning we had last year around the Plan, Do, Study, Act model
- Problem: Consistent implementation of writing without a dedicated writing curriculum, using the standards
- Tier 1 – whole group
- Collected student writing as data



Learning Cycle

- Teach during the “middle weeks” of the unit, addressing the top 3-5 concerns
- During the final week, students try the writing genre again

- Set up data collection
- Teaching strategies for process writing and foundational and compositional skills

ACT

PLAN

CHECK

DO

- Collect the writing
- Analyze for process writing and foundational and compositional skills

- Teachers model writing using explicit instruction
- Students try the writing genre
- Set the deadline and collect the writing, even if it is not finished

The Process

1st PLC Meeting:

- **Set up and discuss data collection** for the unit.
- **Explore strategies** for the specific genre of writing, and for sentence and paragraph-level skills.
- **Create a plan** for teaching this genre.



Writing Plan – Cycle of Learning

Step 1: Model and have students evaluate your writing for the targets on the proficiency scale

Model

Solicit student feedback



Step 2: Students try the writing.

Provide a hard deadline for collecting writing

Step 3: Collect the writing

2nd PLC Meeting : Analyze the writing for the top 2-3 things you could teach that would give the most bang for your buck.



Writing Plan – Cycle of Learning

Step 4: Teach the lessons

Students apply the learning in practice activities

Step 5: Students try the genre again

Step 6: Collect the second sample and evaluate 3rd PLC Meeting

Did the lessons I taught improve student writing?

What would I do again?

What would I change?



Benefits and Outcomes

- Improvement in teacher efficacy as reported by teachers
- Improvement in student output
- Student gains in understanding the writing genres



Barriers or Challenges

- Incomplete student work when it was time to evaluate
- Student work sent home before we met again
- It was hard to focus on a whole class set of writing in the limited PD time that was available
- 2 of the 3 buildings began an ELA pilot at the start of second semester, so our opportunities were cut short



Next Steps

- Limit the number of student samples teachers will bring to 4 for each teacher – limited, basic, proficient, advanced.
- Release the work to the building coach and take a supporting role as the curriculum specialist.
- Follow the same 4 students throughout the year to evaluate progress.
- Provide specific documents to bring focus to our data analysis.



Analysis of Student Work

3rd: Generating Claims, Evidence, & Reasoning

Teacher:

Grade level/Subject Area: *Writing*

Expectations for Student Work/Performance:

- Clear introduction of the topic
- Opinion clearly stated
- Reasons (more than one) are provided to support the opinion
- Concluding statement or section

Student Names:



Limited significantly below standard	Basic Approaching standard	Proficient Meeting standard	Advanced Exceeding standard

Description of Student Performance:

Limited significantly below standard	Basic Approaching standard	Proficient Meeting standard	Advanced Exceeding standard

Learning Needs:

Limited significantly below standard	Basic Approaching standard	Proficient Meeting standard	Advanced Exceeding standard

Differentiated Strategies:

Note any patterns and trends, consider resources to support you

--



Final Data Analysis for this Cycle

What improvements can we celebrate?

What strategies/teacher moves likely had a positive impact?

What still needs to improve?

What might be next steps?





USD 470: Sharon Borrer



PDOSA USD #470

Presentation



By Sharon Borrer



Who?

- We have grades K-5 in our school.
- Grade-level teams worked together on the PDSA.



How?

- We presented PDSA cycles during our BOY PD
- We told each team to review their BOY data
- They could choose the focus: Fastbridge, Phonics/PA, Writing, Math
- The first PLC was a plan day



PLAN

- We used a data protocol to review the data they brought to identify the focus.
- We answered planning questions (next slide)

Planning Questions



- What change(s) are you testing with PDSA Cycle?
- What do you predict will happen and why?
- Who will be involved in this PDSA?
- What specifically will they do?
- What resources will you or they need?
- When will the strategy be implemented?
- How long will the change take to implement?
- What data needs to be collected?
- How often and by whom?

Next Steps

- Implement strategy (set date for model if needed)
- Document observations, including any implementation problems and unexpected findings.
- Collect data identified as needed during the “plan” stage.

Process

PDSA Check-In

PLC where we met
and discussed the
data collected to
evaluate the strategy.
(Keep, Adjust,
Abandon)

Walkthrough

I conducted
walkthroughs during
times the strategy was
being implemented to
provide feedback

Final Presentation

Teams presented their PDSA

- Starting Data
- Strategy implemented
- Struggles/Success
- Final Data

Example Plan

Focus: Fluency

Strategy: Explicit daily mini-lesson by the teacher on fluency/game, and allow practice with the fluency skill.

If we implement fluency instruction and games, then 80% of students will gain in reading fluency.

Who will implement: teachers/SATS (practice)

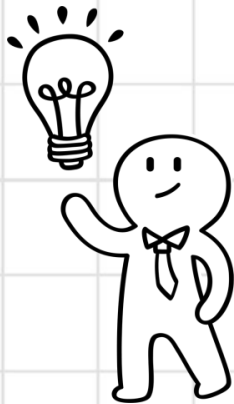
Data to be collected: Will progress monitor using FastBridge

How often: weekly

Resources needed: games

Strategy Modeled? None at this time By whom:

Next Check-in: Week of September 22nd.



Example Plan

Focus: Word Segmenting

Strategy: During core times ($\frac{3}{4}$ times a day) teachers will intentionally model words and give practice on word segmenting

If we implement intentional word-segmenting practice throughout the day, then 80% of students will make growth.

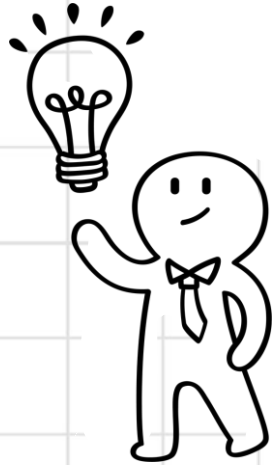
Who will implement: teachers

Data to be collected: Daily formative observational data and formal formative assessment of 5 segmented words by Sept. 19th. Will decide on future testing later.

Resources needed: none at this time

Strategy Modeled? None at this time By whom:

Next Check-in: Week of September 22nd.



35

30

25

20

15

10

5

0

PDSA RESULTS

AUGUST-OCTOBER

5th Grade Fluency

4th Grade Writing

3rd Grade Word Problems

2nd Word Fluency

1st Word Segmenting

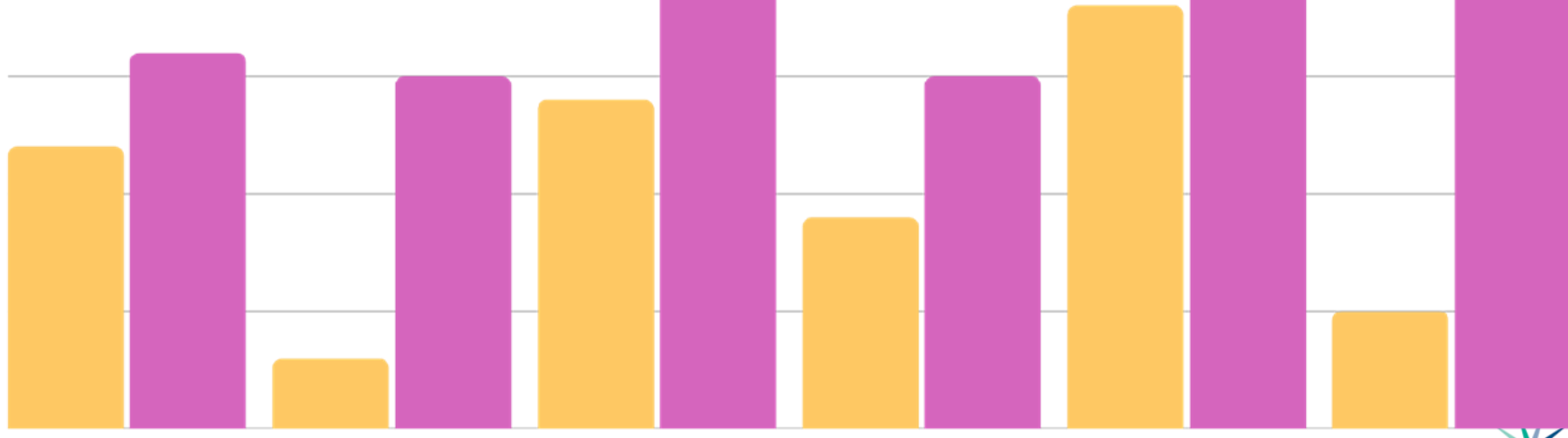
Kinder Writing

Kansas State Department of Education | www.ksde.gov | #KansansCan

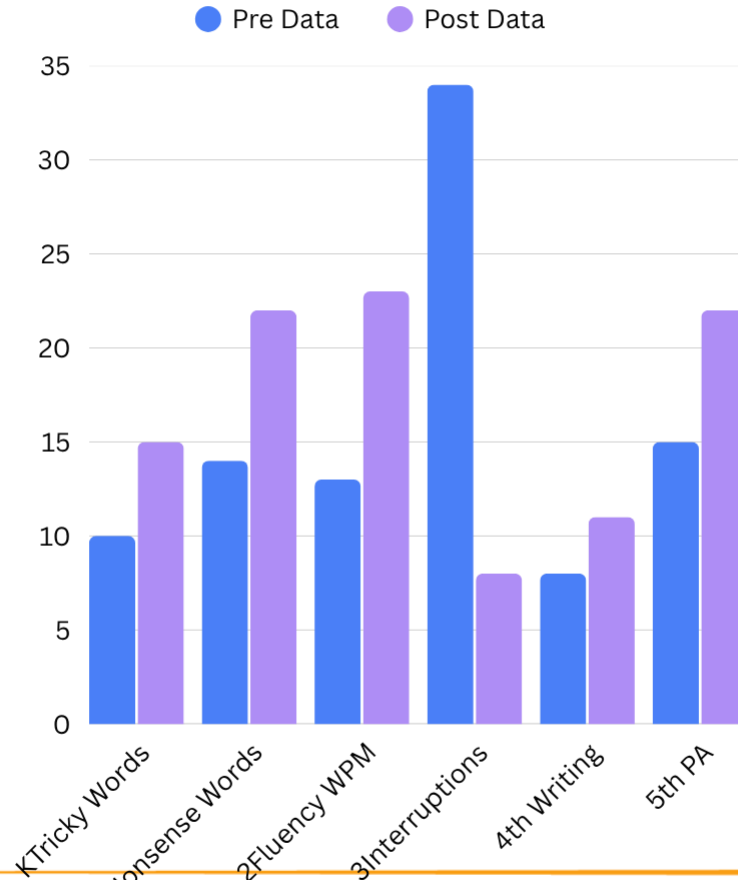
AUGUST

OCTOBER

Kansas leads the world in the success of each student.



Winter PDSA-January to March



PDSA 2026/2027



- We will be completing two cycles this year.
- Instructional Framework Focus:
 - 1st PDSA Cycle Focus: Vocabulary (BACK)
 - 2nd PDSA Cycle Focus: Student Engagement Strategies (SEE)
- Teacher Choice will be in the strategy



USD 512: Kristin Ridgeway



Shawnee Mission

USD 512

KSDE Literacy Summit
July 27, 2026

Stage Zero

**gather data to determine
current reality**

**Who was
involved?**

**District
Model**
(ELA Coordinator)

**High School
ELA Cadres**
(District Team)

**High School
ELA PLCs**
(Building Teams)

Model Protocols

Step Zero: The Inquiry Stage

Examining the status of data-driven practice in SMSD ELA and Social Studies PLCs

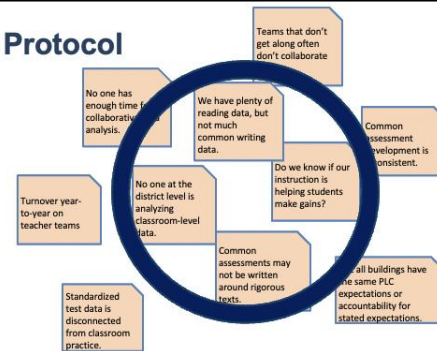
Guiding Questions	Notes/Team Reflection
What is going well?	HQSS Classroom based assessment data (that it exists at all); more nuanced reading data, trending upward (although slowly) Generally teachers want to grow PLCs, respond to data, and act on behalf of their students
What trends are we seeing?	strong starts that fizzle out; district data is 30,000 ft view, so often disconnected from classroom practice; inconsistent teams or high turnover in Freshmen class teachers
What concerns you?	Are we looking at disaggregated data? Do we know if at-risk students are making gains? Do we have enough classroom-based data? How common are common assessments, really? Internal inconsistency of PLCs across a building / district. Teams that don't "like" each other often struggle to collaborate effectively. Not sure what data teachers are using to drive instruction. Difficult for cadres to bring common data together to analyze on the district level.
What does the data NOT tell us that we may need to explore further?	Are there particular student groups for whom we are not meeting their needs? If students aren't doing well, do we know why? How many teams across SMSD are looking at and analyzing data regularly? How are these teams responding to the data they analyze? Can administrators answer how many of their teacher teams are analyzing and responding to student data?
What assumptions do we have about the current reality?	Time is a strain for everyone; not all buildings have the same expectations for PLCs; common assessment data is inconsistent, unsure if assessments are written around grade level texts,

Common Challenge Protocol Narrow the Focus

Post-its

Circle of Influence

Sort and Find Emerging Trends



Five Why Protocol

Common Challenge:

We don't have consistent writing data to analyze on a district level.

- Why? We don't have district-wide common writing assessments.
- Why? We don't have common rubrics for writing.
- Why? Writing is challenging to calibrate.
- Why? We don't all agree about what's important in writing.
- Why? We feel overwhelmed by the skill deficits and don't know where to begin.

possible Root Cause: We don't have baseline data to inform writing instruction.

Common Challenge Protocol Vote as a Team on the Common Challenge

Common Challenge Checklist

- ☐ Is the common challenge observable and actionable?
- ☐ Will addressing the common challenge make a significant difference in students' learning?
- ☐ Is the common challenge something the team wants to solve or figure out?
- ☐ Can everyone support the learning and implementation of the common challenge?

Plan - Do - Study - Act

District Model

We don't have system-wide writing data to inform our practice.

What Problem of Practice?

High School ELA PLCs

With or without system-wide data, we know our students have little stamina to read and write well.

A Literacy Toolbox
compiled by Shawnee Mission School District

Content	Table Focus: Addressing the Challenge	Additional Details	Table Facilitator
1 Engaging Reluctant Writers Idea Generation	Low risk activities to inspire the reluctant writer Idea generation for the writer who can't get started Task, Purpose, Audience... activities to help when they think it's a text message	- Choice - Stimulus (photo, object, etc) - Graphic organizers, sketch notes - List writing - Sentence Frames/Stems - Brainstorming Strategies - Purpose - Audience "Formal Language"	
2 Tone Swapouts Paragraph Analysis Formal x. Informal	Strategies for the writer who needs help thinking deeply about the text	- Critical Lenses - Book, Head, Heart - Rubrics and/or proficiency scales - Focused revision - AP Rubrics and Writing about Literature (Sophistication)	
3 Content-Thinking Through Writing	Focused revision for the writer who thinks the first draft is perfect	- Support for students in the idea generation and pre-writing phase - Help for students who struggle with retrieving language, organizing thoughts, or identifying relevant emotions and details.	
4 Rubrics and Scales and Feedback	Using Word Banks to Scaffold the Brainstorming Process	- Strategies to encourage deeper analysis - Risk-free, student-friendly - Syntax	
5 Using Word Banks to Scaffold the Brainstorming Process	Strategies for Deeper Analysis		
6 Strategies for Deeper Analysis	Sentence expansion and combining strategies		
7 Combining, Expanding, and			

Theories of Action

District
Model

High
School ELA
Cadres

High
School ELA
PLCs
(Building
Teams)

Next Steps: What will we do?

Possible Root Cause: We don't have baseline data to inform writing instruction.

Write a Theory of Action: If... then...

If we develop a writing pre-assessment, then we can analyze student needs and set goals using the Plan – Do – Study – Act model in our building and district PLCs.

Root Cause:

What will you do?

[Writing Rotations](#)

Goal Statement:

Write a Theory of Action:

If... then...

If we _____, then _____

Plan - Do - **Study** - Act

**District
Model**

Analyze Data
Did we get what
we expected?

**High School
ELA Cadres**

Plan

PLCs created a writing pre-assessment to be administered in the first three weeks of school.

Do

PLCs administered the writing pre-assessment.

Study

ELA cadres analyzed pre-assessment prompts for effectiveness.
ELA cadres analyzed student responses to determine possible area of focus for writing instruction.

District Model

Analyze Data Did we get what we expected?

Plan

PLCs created a writing pre-assessment to be administered in the first three weeks of school.

Do

PLCs administered the writing pre-assessment.

Study

ELA cadres analyzed pre-assessment prompts for effectiveness.
ELA cadres analyzed student responses to determine possible area of focus for writing instruction.

**High School
ELA Cadres**
The writing
data we
collected is
wildly invalid.

SMSD Portrait of a Graduate

Same pre-assessment across the grade level.

Writing only, not text-based.

High School ELA Cadre Prompt Analysis

No instruction prior to administering.

Common administration guidance.

Plan - Do - Study - **Act**



District Team
ELA
Department
Chairs

Root Cause: The writing assessment won't be useful, valid, reliable, actionable, etc. if it isn't streamlined.

What will you do?

Goal Statement: We will develop a district-wide writing screener.

Write a Theory of Action:

If... then...

If we develop a district-wide writing screener, then we can analyze student needs and set goals using the Plan – Do – Study – Act model in our building and district PLCs.

Plan - Do - Study - Act

District Team ELA Department Chairs


PORTRAIT OF A GRADUATE

Modeled from LETRS Unit 8, Moats and Tolman
Scoring Guide

Foundational Skills	0	1	2	Composition Skills	0	1	2
Letter formation				Ideas are detailed and on-topic			
Handwriting				Organization of Ideas			
Spelling							
Punctuation							
Spacing (word, paragraph, sentence)							
Overall							
Total Words							

Relative to what you expect to see in grade
0= well below expectations
1= approaching expectations
2= at or above grade level expectation


PORTRAIT OF A GRADUATE

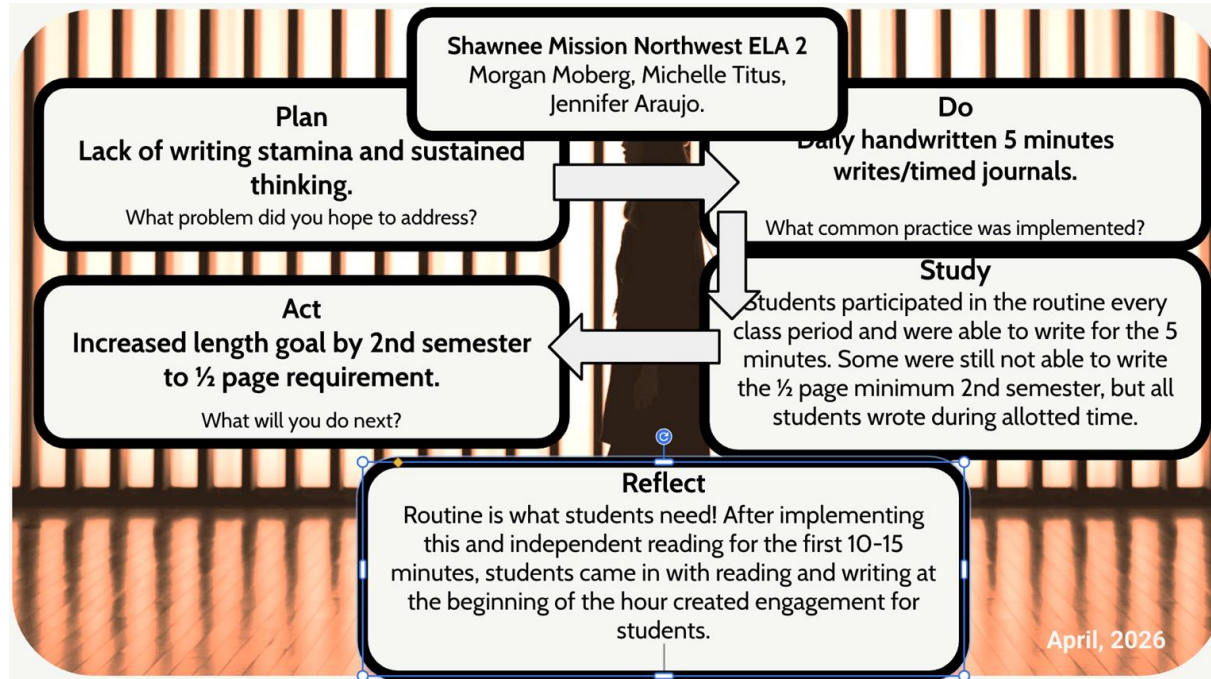
Skilled Communicator
Student Written Response

- I communicate with purpose and intent in a variety of modes and formats using effective reading, writing, listening, and speaking skills.
- I effectively express ideas with clarity, actively listen, and thoughtfully respond, considering the perspectives of others.

You will have ten minutes to think about the goal of being a **skilled communicator**. In what ways are you already a strong communicator, and in what ways do you need to grow? Also think about the experiences you **hope to have** in high school that **will help** you develop as a skilled communicator?

Use the space below to brainstorm ideas and how you could organize the specific ideas you want to write about.

Reflection



Reflection

Reflect

We do activities like this with honors and have success, but we need to engage all kids in all classes with high-level activities and high-level expectations.

Reflect

It was helpful to have a standard entry point for our students at Horizons. How can we make this more intentional? How do we work within time parameters to differentiate learning for students.

Reflect

It was helpful to have a standard entry point for our students at Horizons. How can we make this more intentional? How do we work within time parameters to differentiate learning for students.

Reflect

The need to look at assessment from various lenses and not just the way that we initially thought that we would assess this skill—even beyond just analysis.

Reflect

Routine is what students need! After implementing this and independent reading for the first 10-15 minutes, students came in with reading and writing at the beginning of the hour created engagement for students.

April, 2026

Reflection

Glows	Use of Protocols Grass Roots Cadence of Accountability Empowered Teachers Empowered Teacher Leaders Instructional (writing) focus for PLCs
Grows	Coaching model Engage more teacher leaders Engage all stakeholders Sustain at the system level
Next Steps	Calibrate Scoring Capture and Analyze Data Align PL and Literacy Toolbox for RTI

Document tabs



- Administration G... 1
- Advanced Spelling Screene...
- Writing Sample Scoring Gui...
- Grade 9 Pilot
- Grade 10 Pilot
- Grade 11 Pilot
- Grade 12 Pilot
- Notes from SPED
- Notes from ELL
- Pilot Feedback - Teachers
- Pilot Feedback - Students
- Instructional Coaches
- District Assessment



Thank You!

Shawnee Mission USD 512

Kristin Ridgway

kristinridgway@smsd.org



Questions for our Presenters



An Invitation: Opportunities for Continued Support

KSDE Literacy Leadership Cadre
KSDE Reading Specialist PLC

Attention: LETRS Facilitators



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Important Updates from HB 2485

Screening for 2026-2027

- Collected via KEDS, not KIDS- snapshot October 10, May 28
 - Composite Score
 - Three levels (high risk, low risk, at or above benchmark)
 - May use current approved screeners
 - Expanded grade levels PK, K,1,2,3,4,5,6,7,8,9 (fall+)
 - 2027-2028 Single Statewide Screener implemented
-
- *Coming: Kansas Individualized Literacy Plans for 2026-2027*
 - *2029-2030 Access to Reading Specialists in every elementary building*



Questions?



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