

An illustration featuring four hands, each holding a clipboard, arranged in a circle around the central text. The hands and clipboards are in various colors: top-left is yellow and red, top-right is orange and red, bottom-left is red and grey, and bottom-right is yellow and grey. The background is black.

# **Gallia County Local Schools Using Teaming Structures to Support Literacy Implementation**

# WELCOME

Phillip Kuhn- Superintendent

Rochelle Halley- Director of Instruction

Scot West- Director of Preschool/EMIS

Sandra Plantz- Director of Federal Programs

Sherri Whitt- Birth to 5 Literacy Coach

Edie Bostic- Literacy Coach

# NIRN Implementation Stages

## Exploration

## Installation

We are in the installation stage for our 6-12 initiative according to our R-TFI and NIRN.

## Initial Implementation

For K-5, we are still in the Initial Implementation for our MDT processes and that whole system of informing parents, communication, etc.

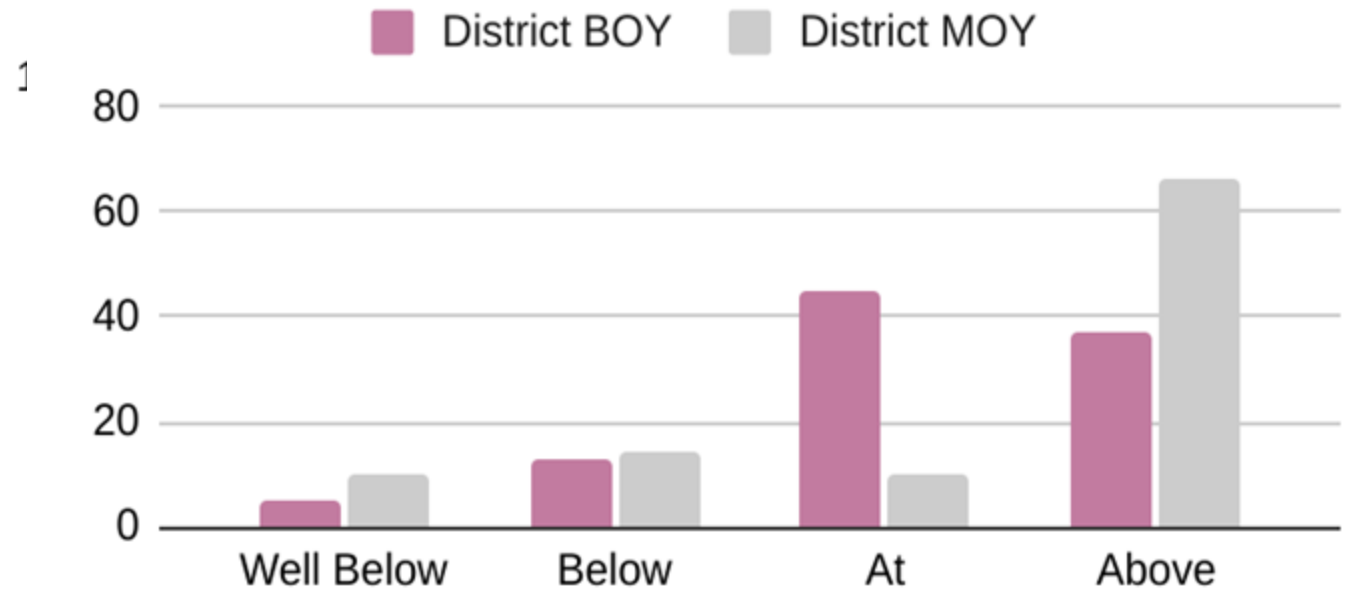
## Full Implementation

With 50% being the threshold, we are in full implementation for PK. For K-5, we are in full implementation for Tier I instruction, using decision rules and progress monitoring,



# Our Data - Preschool 3-4 Years

District BOY and District MOY

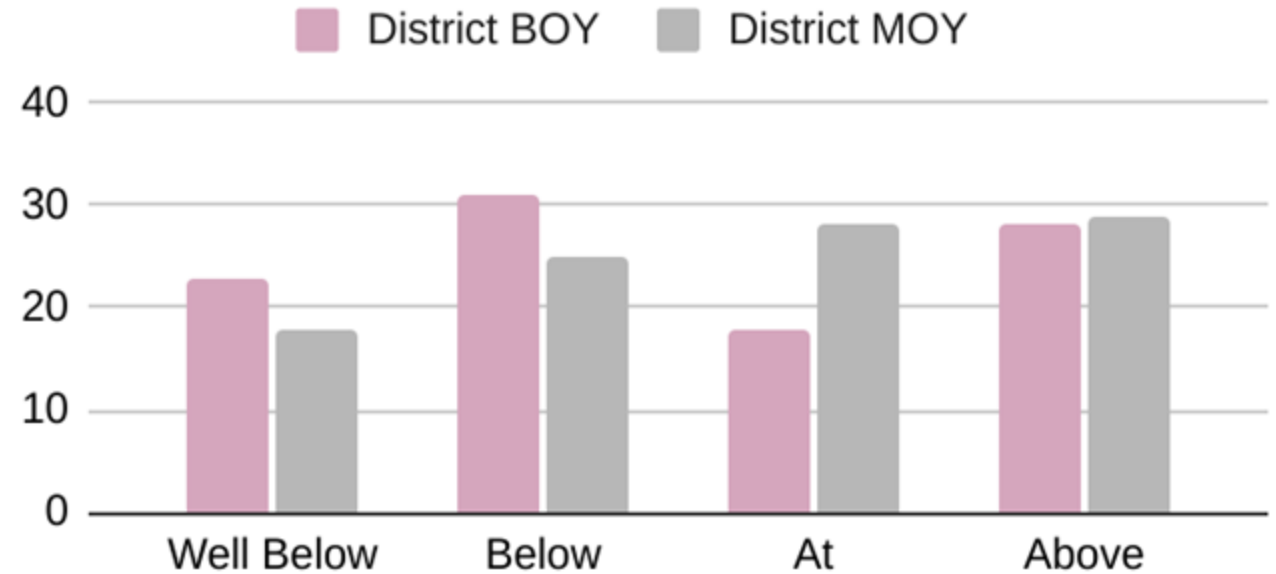


3/4 District PELI

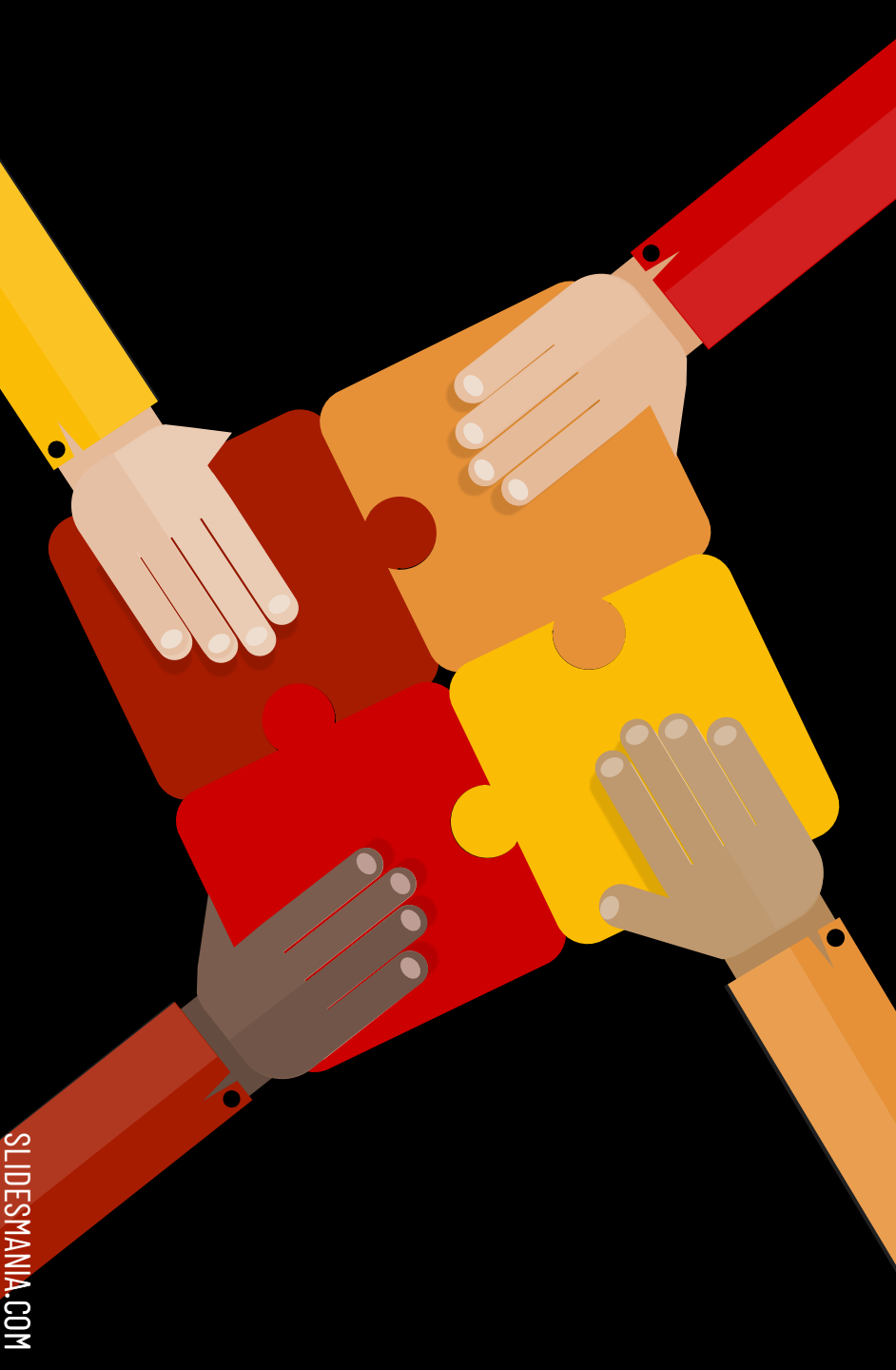


# Our Data - Preschool 4-5 Years

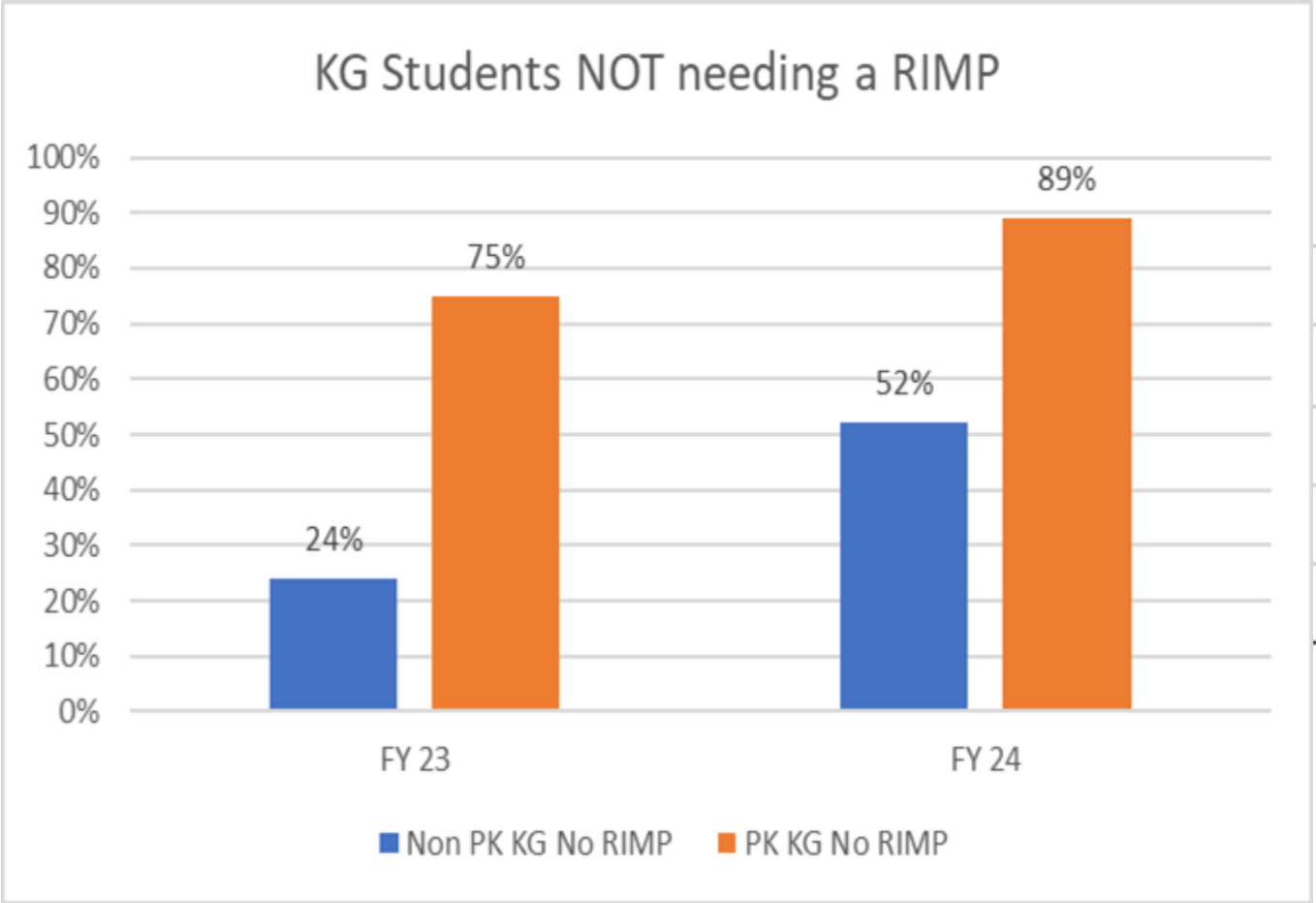
District BOY and District MOY



4/5 District PELI



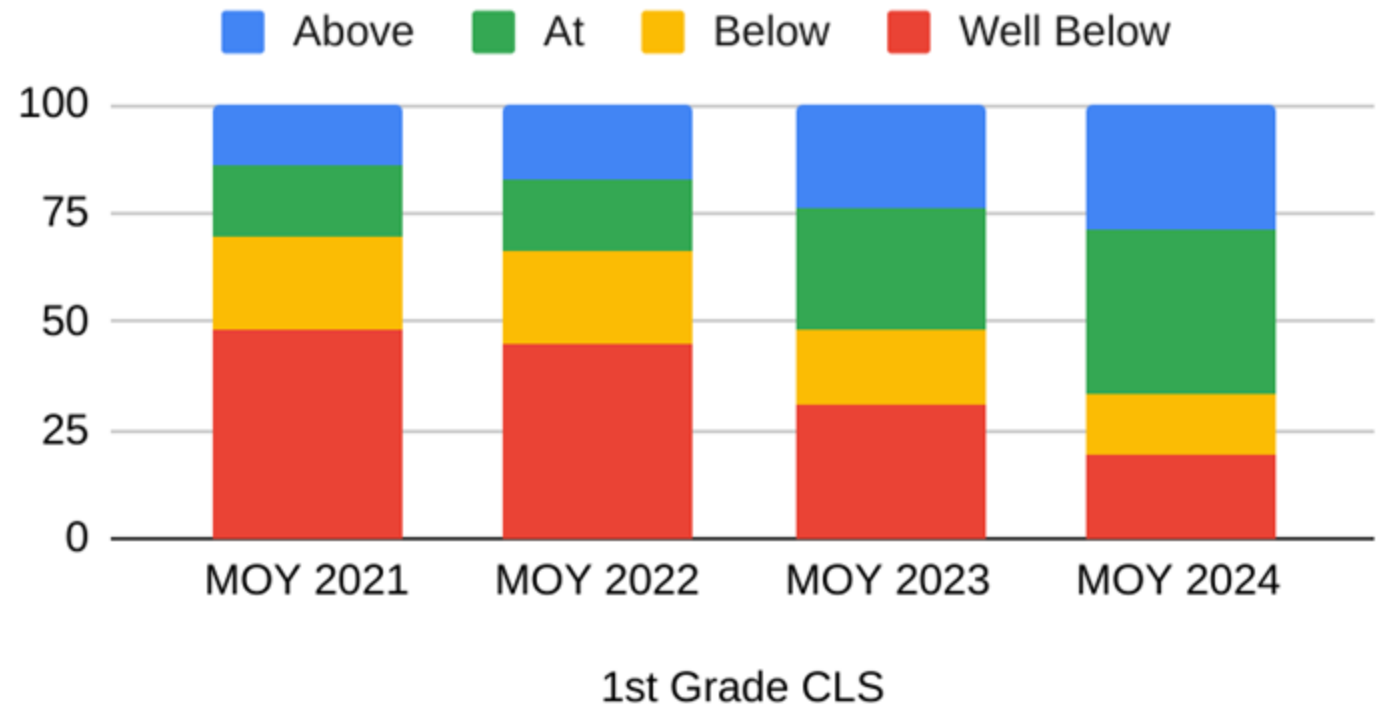
# KG RIMP DATA





# 1st Grade Data Correct Letter Sounds

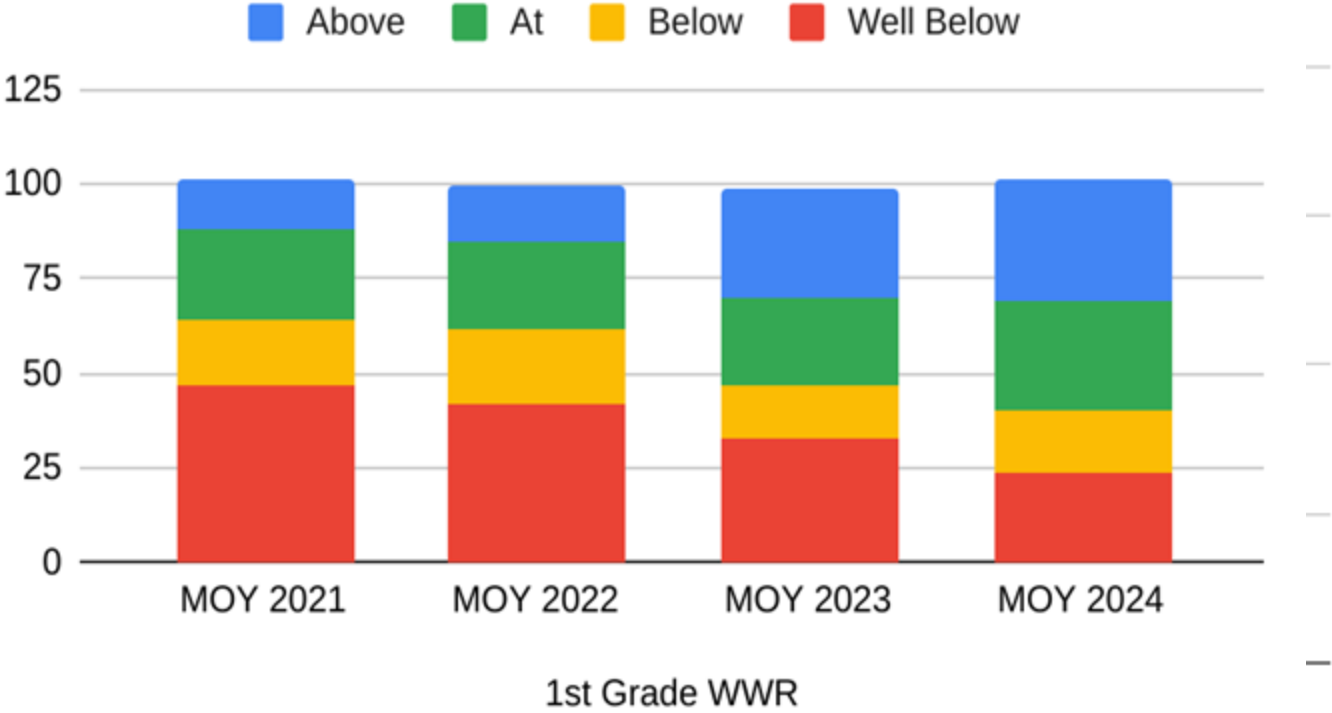
Well Below, Below, At and Above





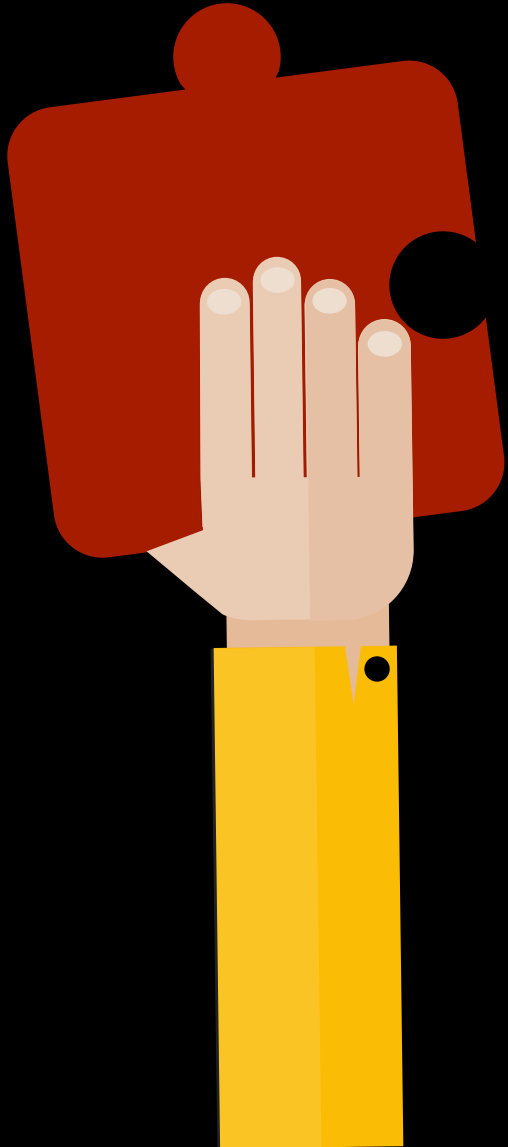
# 1st Grade Data Whole Words Read

Well Below, Below, At and Above





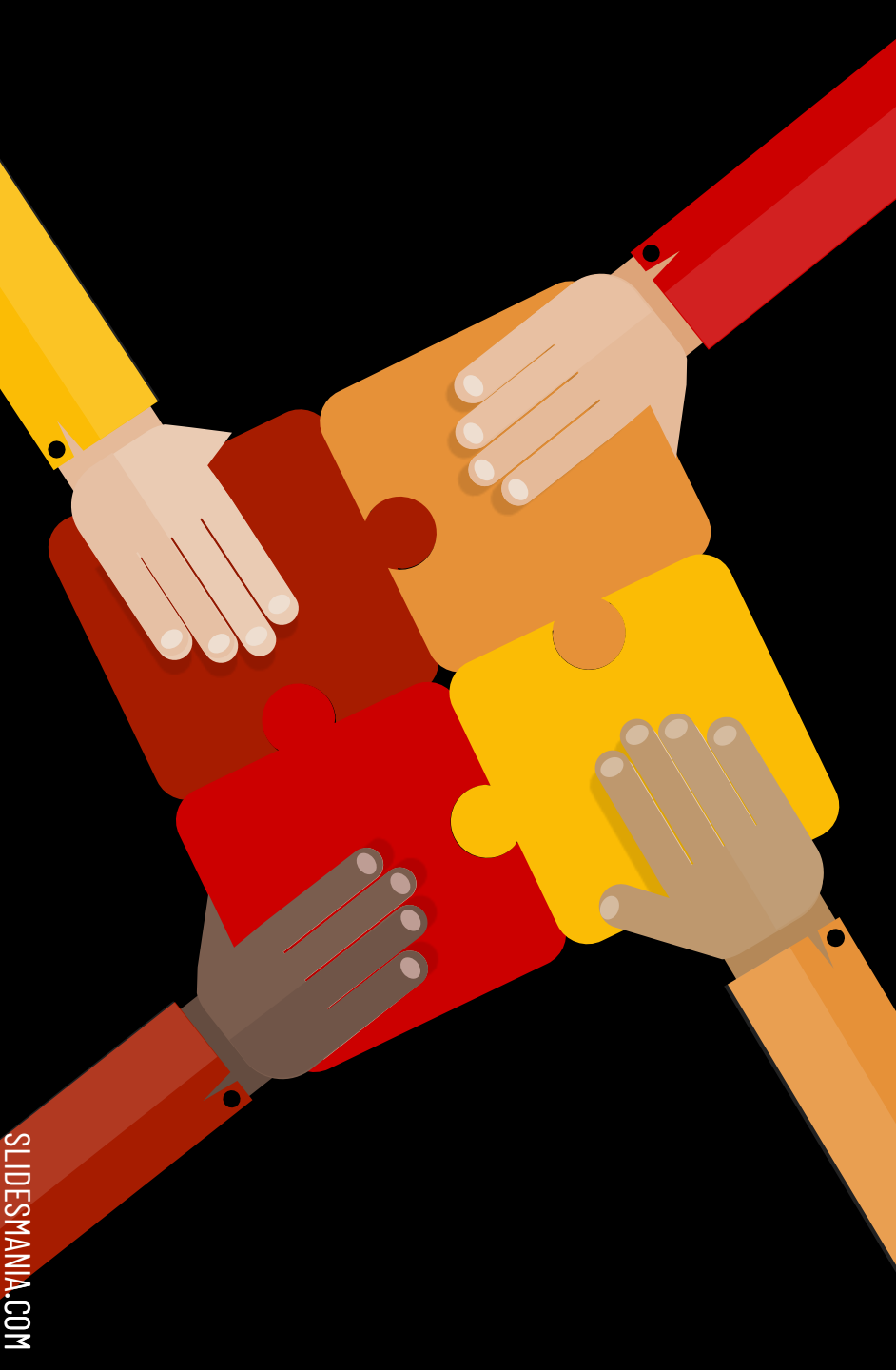
# Model for Managing Complex Change



## Model for Managing Complex Change



Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.



# Success



**Vision**



**Skills**



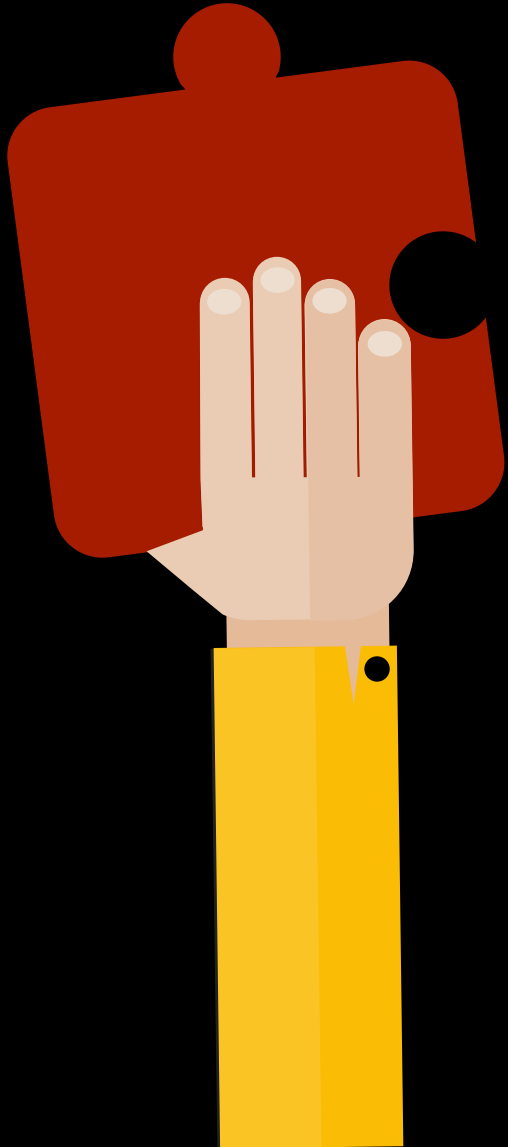
**Incentives**



**Resources**



**Action Plan**



# Professional Development

# Educator Capacity

## PreK

- Heggerty
- EC LETRS
- Star – Sit Together and Read
- PELI Quick Checks
- Creative Curriculum

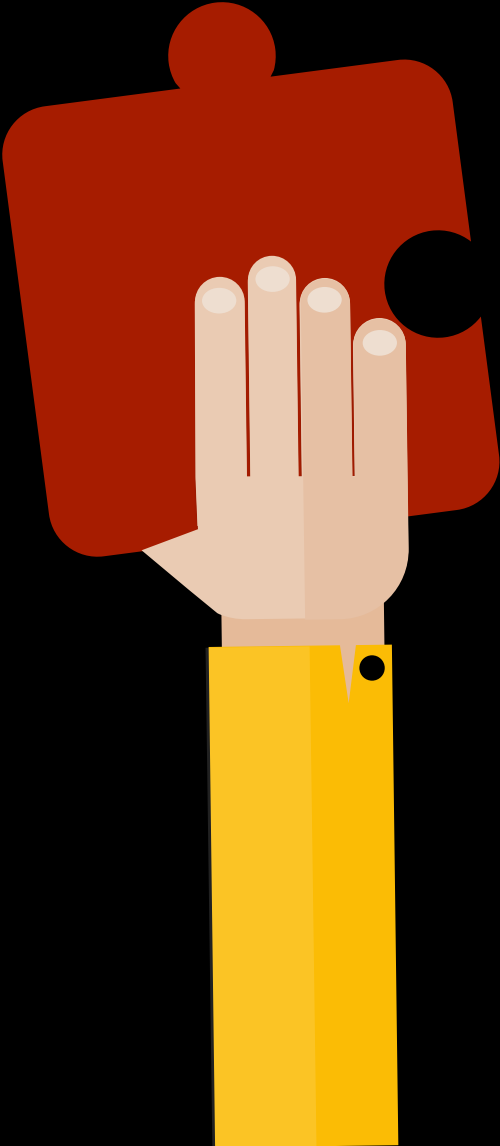
## K-5

- Heggerty
- 3E LETRS
- Acadience Progress Monitoring
- Amplify CKLA
- Orton Gillingham for IS and TI

## 6-12

- SOR Training\*
- Keys to Literacy
- Acadience Progress Monitoring\*
- Orton Gillingham for IS and TI

# Curriculum



# Curriculum Adoption Process

## 1. Vet the curriculum

- Ed Reports
- SoR Rubric
- Consult with SoR Experts
- Develop a core team with SoR knowledge

## 2. Share curriculum choices with staff

Allow time for them to try materials, look at scope and sequence

## 3. Staff reports to core team and fills out rubrics.

Core team votes for curriculum.

# Resources

## PreK

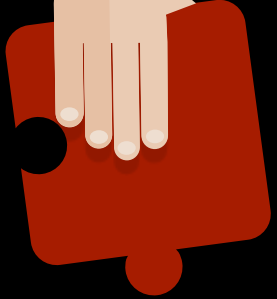
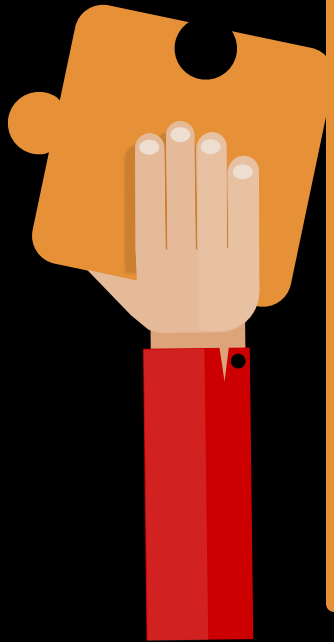
- Heggerty Early PK and PK
- STAR Take Home Books
- Creative Curriculum Studies
- PELI Quick Checks
- Decision Rules
- Intervention totes

## K-5

- Heggerty K, Primary, Primary Ext
- Amplify CKLA
- Acadience Benchmark and PM
- Decision Rules w/Intervention Totes

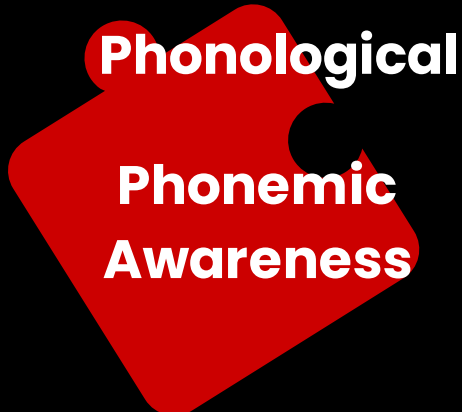
## 6-12

- Springboard
- Acadience Benchmark and PM





# PK Nonnegotiable #1: High-Quality Instruction

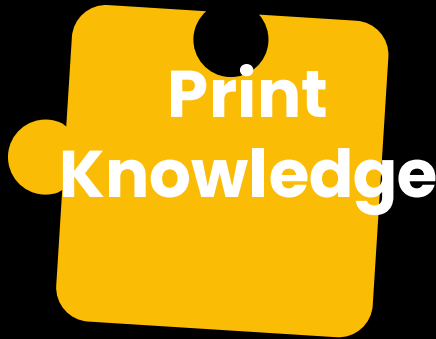


**Heggerty**

**Kid Lips**

**Explicitly teaching  
alphabet**

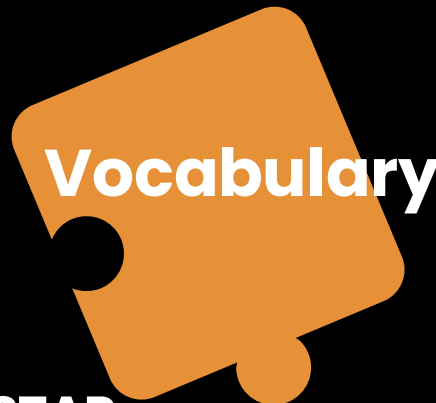
**Transitions**



**STAR**

**Print rich  
environment**

**Writing  
opportunities  
throughout areas**



**STAR**

**Tier Vocabulary**

**Listening Cards**

**Intentionally  
Prepped Centers/  
Strong Choice Time**



**STAR**

**Self talk**

**Parallel talk**

**Expansion**

**Recast**

# K-5 Nonnegotiable #1: High-Quality Instruction

**Phonological  
Awareness**

**Heggerty  
PA in Amplify CKLA**

**Phonics**

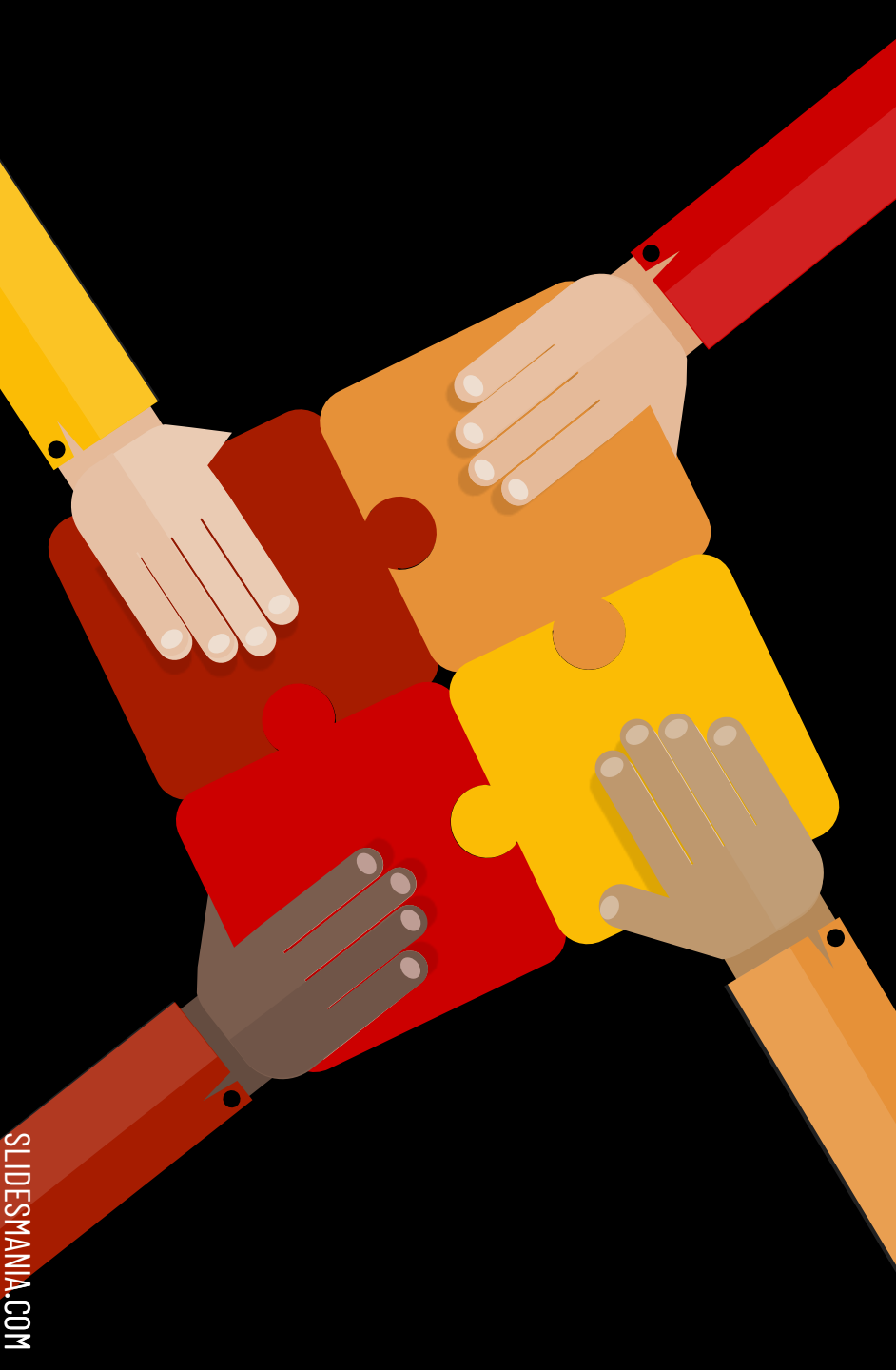
**Amplify CKLA  
Skills/Advanced  
Phonics Instruction**

**Fluency**

**Amplify CKLA  
Readers/Complex  
Text**

**Language  
Comprehension**

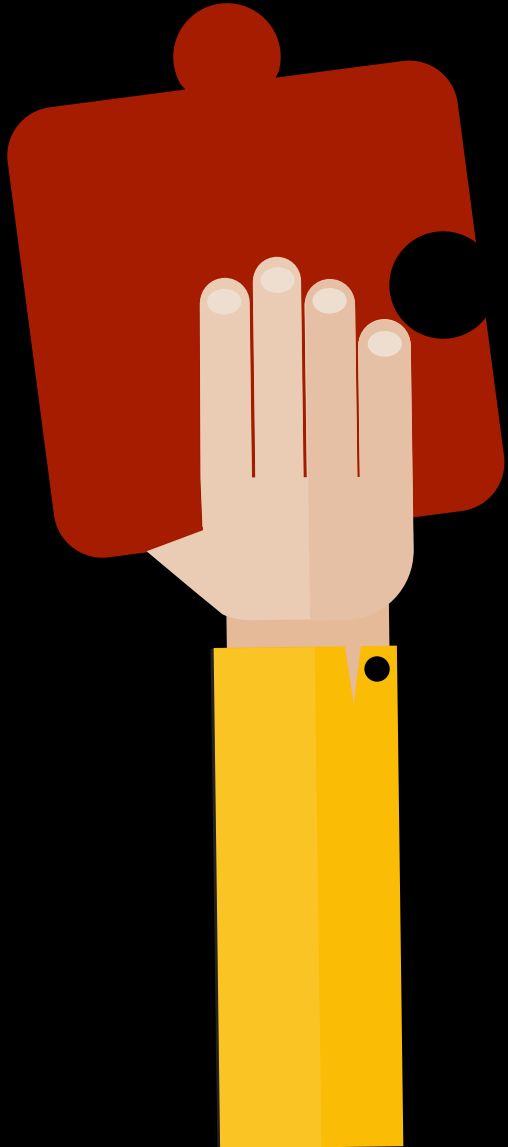
**Amplify CKLA  
Knowledge/  
Complex Text**



## Shared Leadership with Federal Programs

- Summer School extended learning opportunities that utilized literacy strategies, skills, materials, and interventions within our curriculum and daily activities, including coaching and modeling.

# MTSS System



# Nonnegotiable #4 Multi-Tiered System of Support

## Tier 1

**Core Instruction**

**Regular classroom,  
classroom teacher**

**All students**

**Universal screener**

## Tier 2

**Strategic and  
Targeted  
Instruction**

**Regular classroom,  
classroom teacher  
with support**

**Decision rules**

**Students who are  
at risk.**

## Tier 3

**Intensive  
Instruction**

**Location determine  
by school**

**A few students with  
reading difficulties**

**1-3 students**

## Progress Monitoring

**Progress  
monitoring at least  
every other week  
for Tier 2**

**Progress  
monitoring weekly  
for Tier 3**

**\*Quick Checks**

**\* Interim Progress  
Monitoring Books**

# Progress Monitoring Assessments

## Interim Progress Monitoring Books

There are two PELI books for each age range (PK  $\frac{3}{4}$  PK  $\frac{4}{5}$ ) that can be used to monitor a child's progress between fall and winter or winter and spring benchmark assessments.



## Quick Checks

Quick checks assess individual skill areas and are available for alphabet knowledge, phonological awareness, and vocabulary oral language. Quick checks can be used for more frequent progress monitoring or single skills.



# K-5 Nonnegotiable #2: MTSS System

**Progress  
Monitoring**

**Acadience Progress  
Monitoring**

**Red - Weekly**

**Yellow - Bi-Weekly**

**Green/Blue - Monthly**

**Tier I  
Intervention**

**Green/Blue**

**Intervention Totes**

**Amplify Boost and  
Intervention Site**

**Tier 2  
Intervention**

**Yellow**

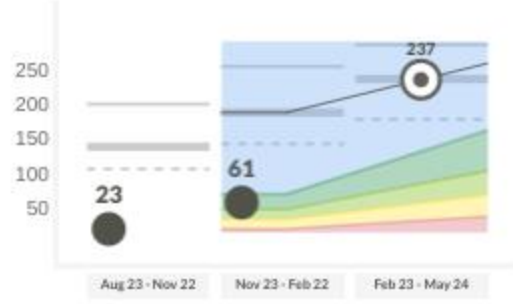
**95% Group Phonics  
Lesson Library**

**Tier 3  
Intervention**

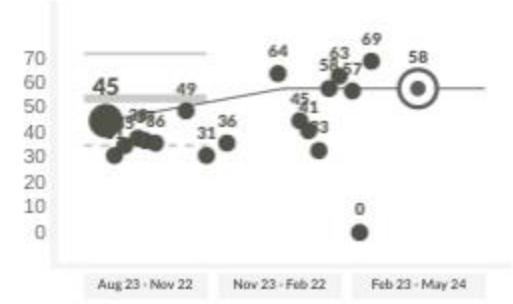
**Red**

**Yoshimoto Orton  
Gillingham**

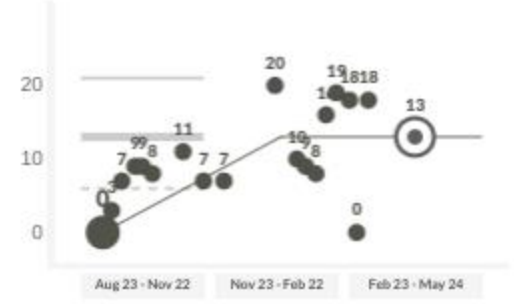
RCS



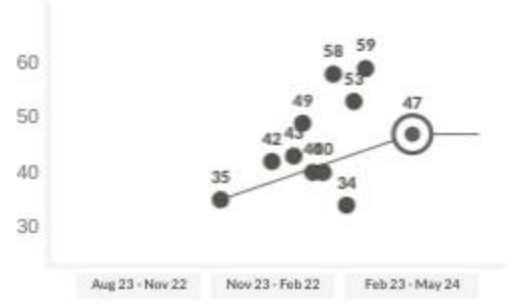
NWF CLS



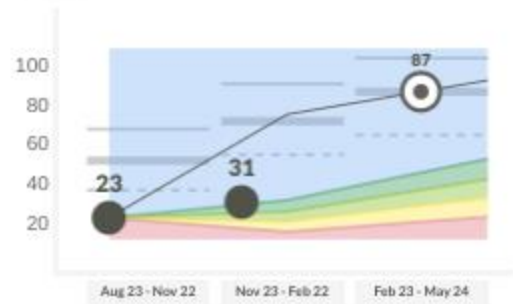
NWF WWR



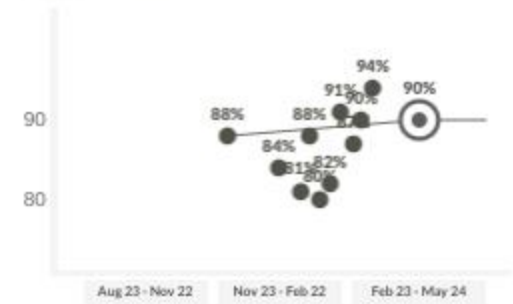
ORP WC L1



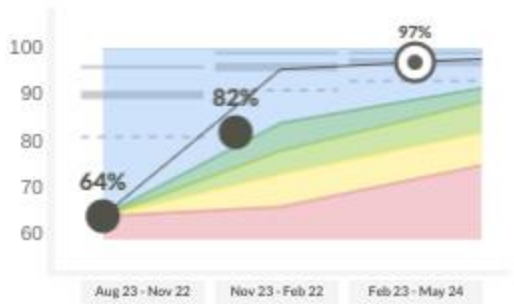
ORP WC



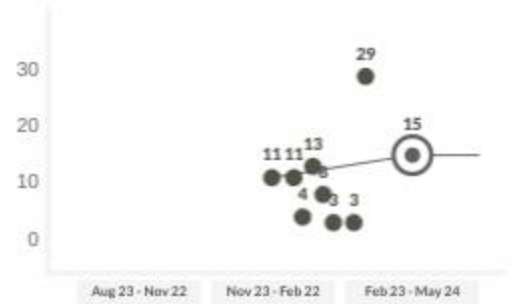
ORP ACCURACY L1



ORP ACCURACY



ORP RETELL L1

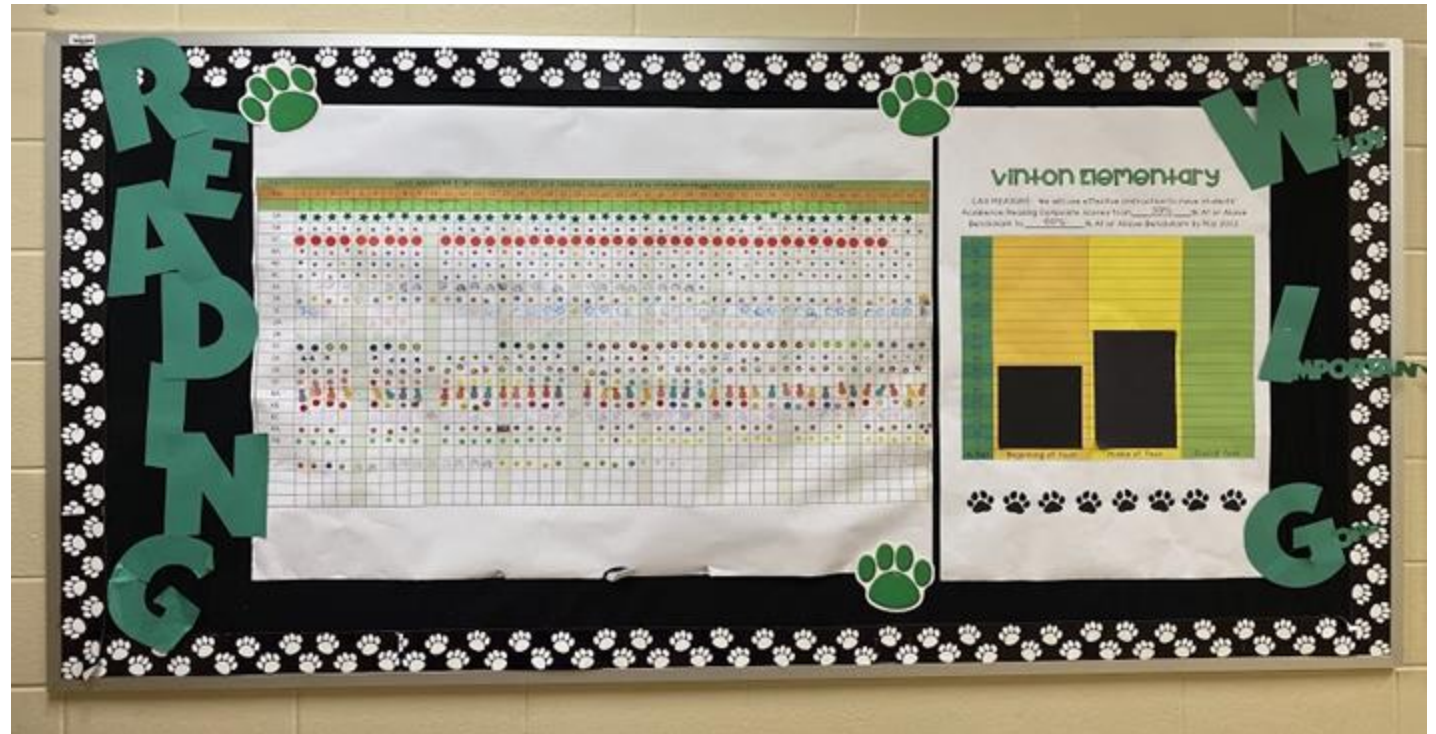


ORP RETELL





# Schoolwide Goals



# Student WIGS

## WIG Sheet for Acadience

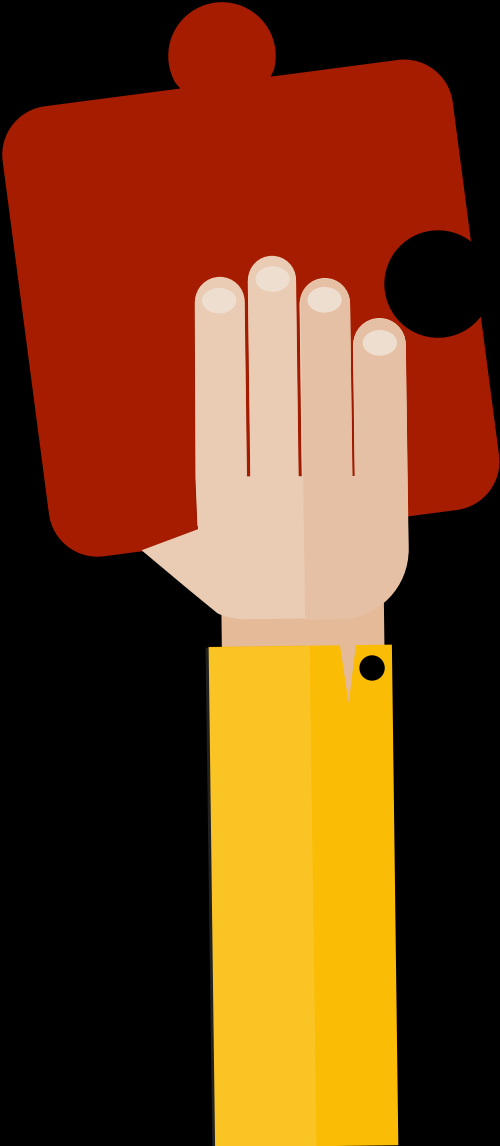
\_\_\_\_\_ will increase their score in the area of \_\_\_\_\_  
from \_\_\_\_\_ to \_\_\_\_\_ by \_\_\_\_\_.

I will be testing every \_\_\_\_\_. When I meet the standard 3  
times, I will move on to a new goal.

### Scores Record

Date	Scores

# Schedule



# Schedule Considerations

## K-5

- K - 2nd 120 minutes
- 3rd - 5th 90 minutes

- Intervention 40 minutes

## 6-8

- 2 blocks for ELA
- Intervention class

## 9-12

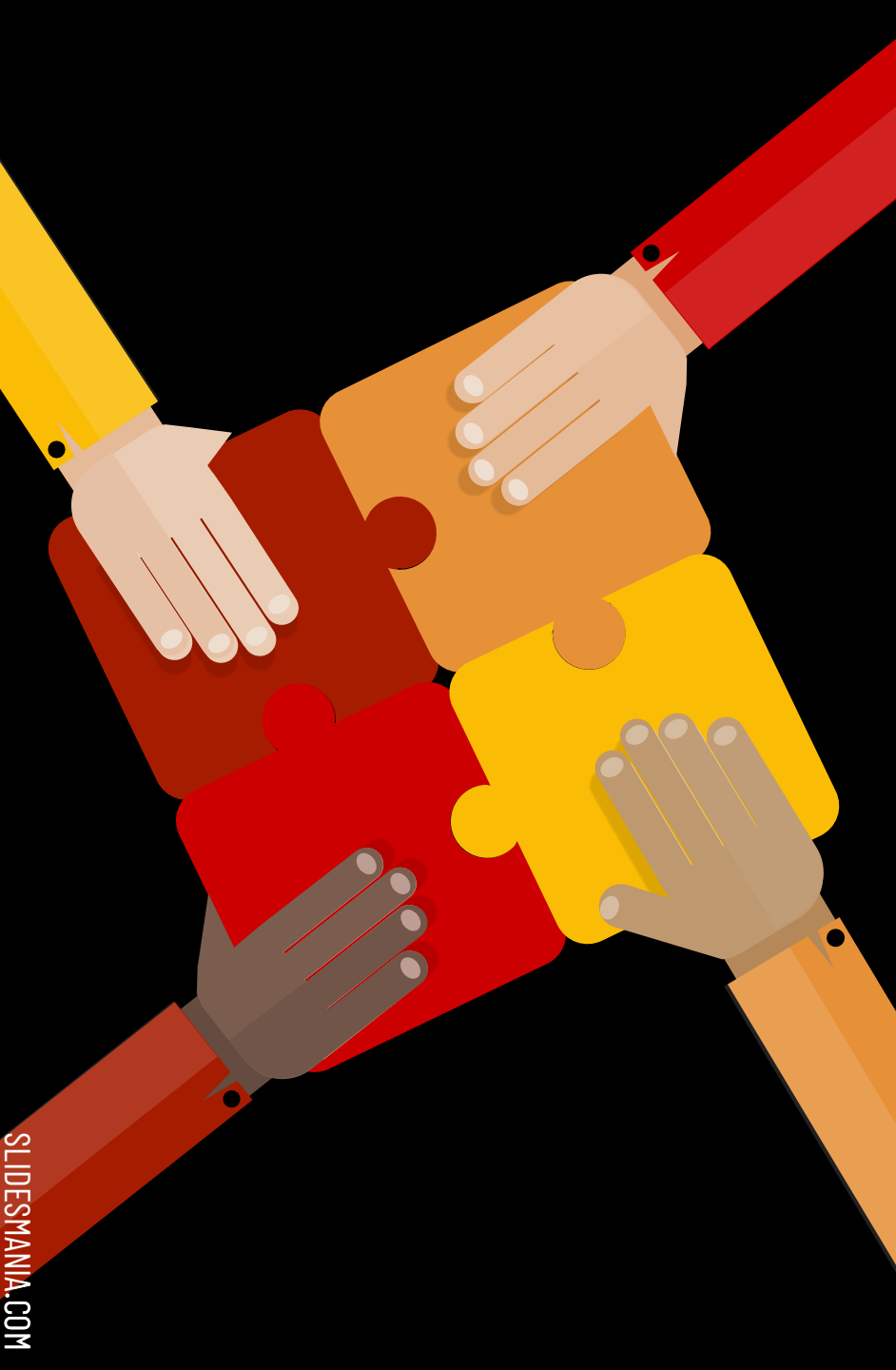
- Linguistics Class for deeper word study - credit

# Sustainability



## Shared Leadership with Federal Programs

I have collaborated during the writing of the grant and over the 4 years of implementation, attended most trainings, and have assisted with district-level progress monitoring/ screening of students in all schools.



## Shared Leadership with Federal Programs

- Funding during the grant for additional Professional development & resources
- Sustainability funding for staff, PD, assessments, resources, etc.

An illustration on the left side of the slide shows five hands of different skin tones (yellow, light brown, dark brown, grey, and tan) holding together five interlocking puzzle pieces. The puzzle pieces are colored yellow, orange, red, and two shades of brown. The background is black. The hands are positioned as if they are carefully placing or holding the puzzle pieces together.

# Continuing Practices

- Salaries for Literacy Coaches
- Acadience and PELI Screening/Progress Monitoring Systems
- Scheduled Intervention Times
- Tier 1 Curriculums at all levels
- Decision Rules and Proven Interventions
- On-going SoR PD and coaching for new and developing staff members



# Thank you!

