



**THE HEART
OF IT ALL™**

Ohio.org



Literacy Academy 2025

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or Ohio Department of Education and Workforce. The U.S. Department of Education and Ohio Department of Education and Workforce do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

From Challenge to Change: A School's Journey Using a Collaborative Problem-Solving Approach



Literacy Academy
2025



Maura Brewster

Urban Literacy Specialist,
State Support Team Region 5

maura.l.brewster@sstr5.org



Jodi Kosek

K-5 Instructional Content Specialist ELA and
Social Studies, Youngstown City Schools

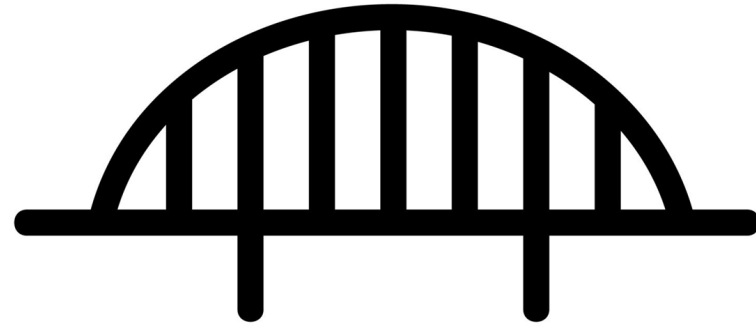
jodi.kosek@youngstown.k12.oh.us

Objectives

1. Explore how a collaborative problem-solving approach can serve as a framework to enhance student outcomes through collective action and targeted solutions.
2. Identify strategies to intensify and differentiate core instruction with a focus on prevention
3. Understand the critical role of data-informed decision-making in guiding instructional practices and improving student outcomes.

Turn and Talk: How does this relate to literacy?

The Fishermen



“I fixed the bridge so

Collaborative Problem-Solving Approach

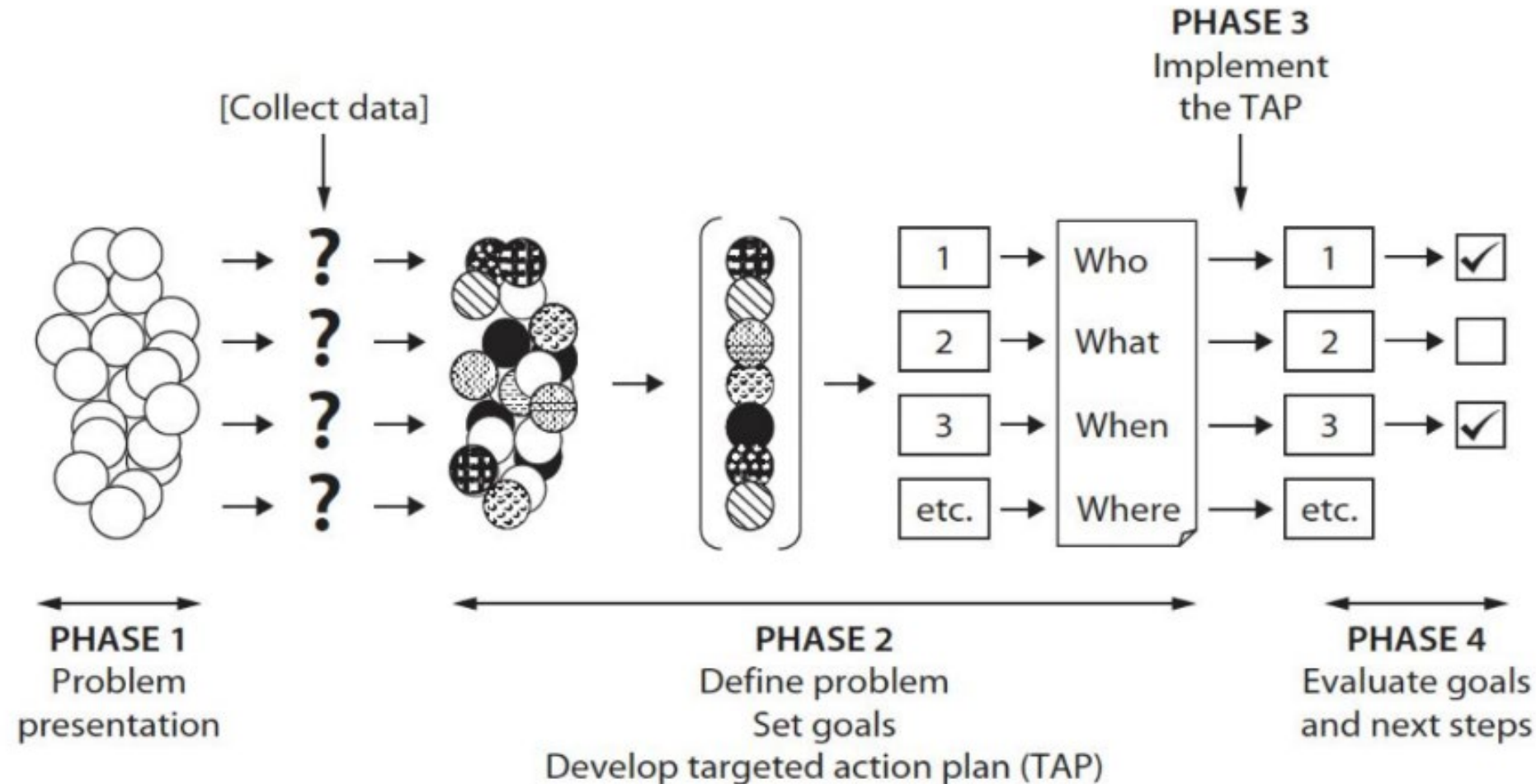
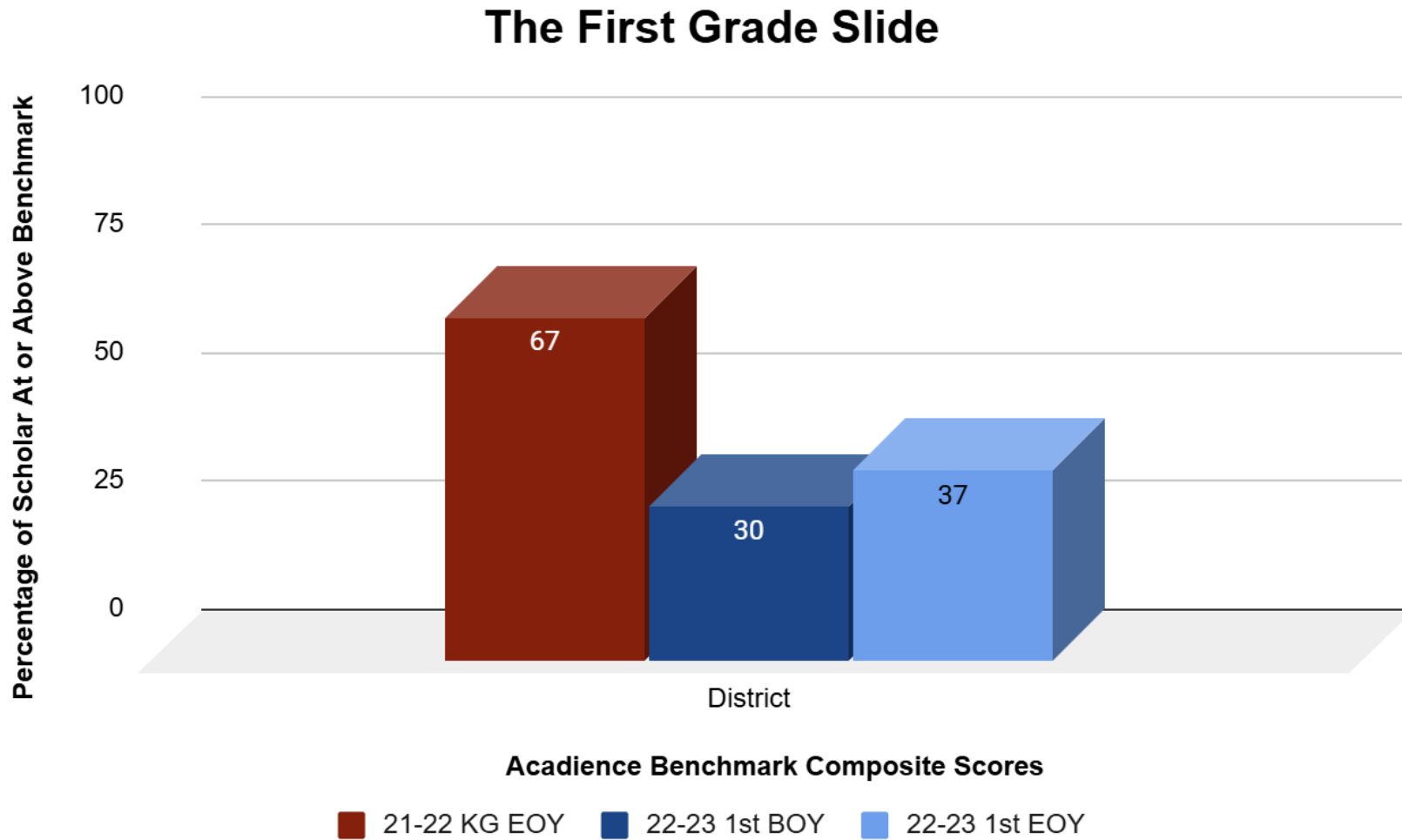


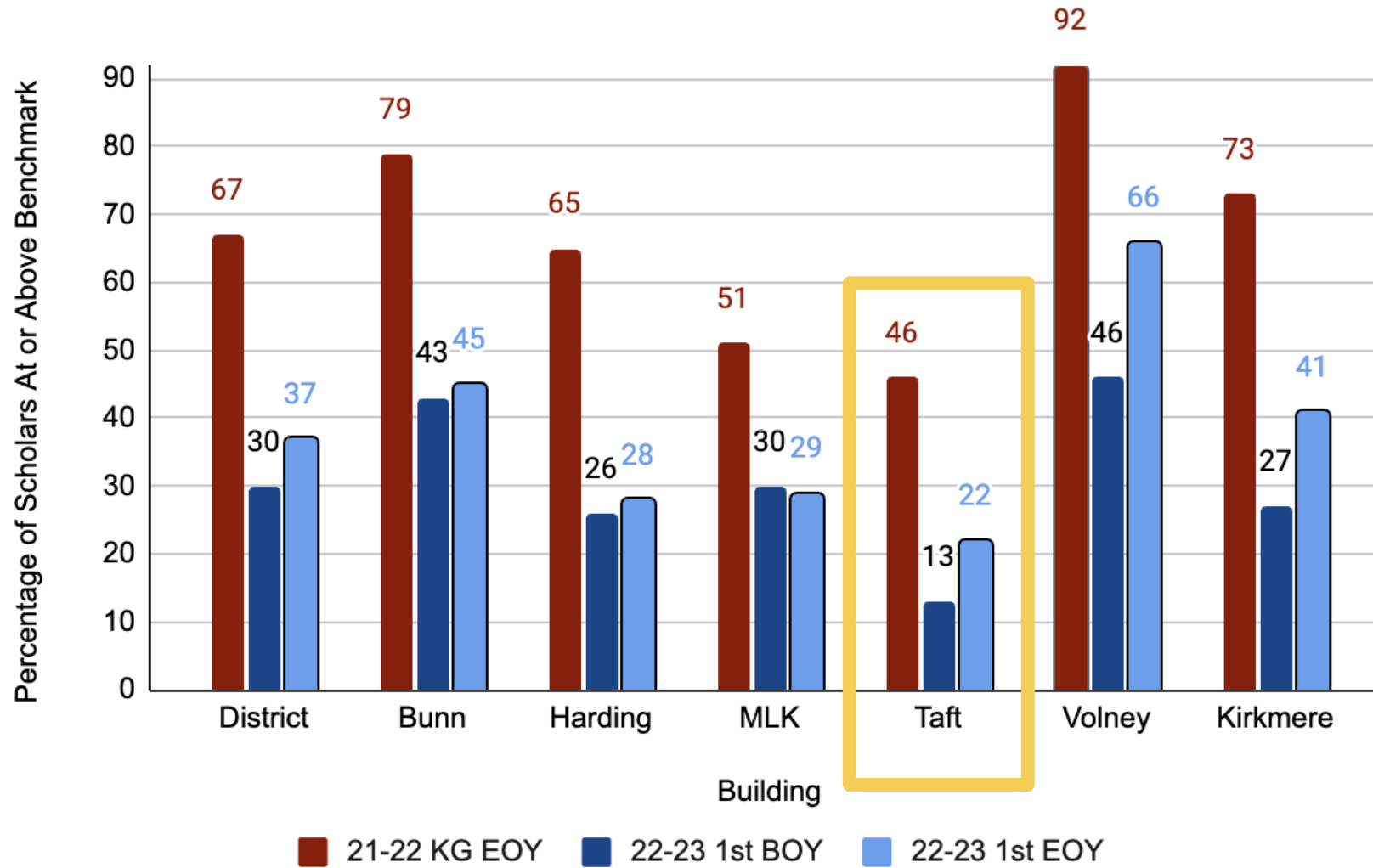
Figure 6.2. SFC Collaborative Problem-Solving Process: Four phases.

Hasbrouck & Michel, Student Focused Coaching

Phase 1: The Problem Presentation



Phase 1: The Problem Presentation



Year 1: Phase 2: Set Goals

Overall Goal:

Increase the number of students on track by the end of first grade.

End of Year Goal:

By June 2024, all first-grade students receiving Tier 2 intervention will demonstrate a 30% increase on NWF-WWR data as measured by the Acadience EOY assessment.

Year 1: Phase 2: Create a Targeted Action Plan

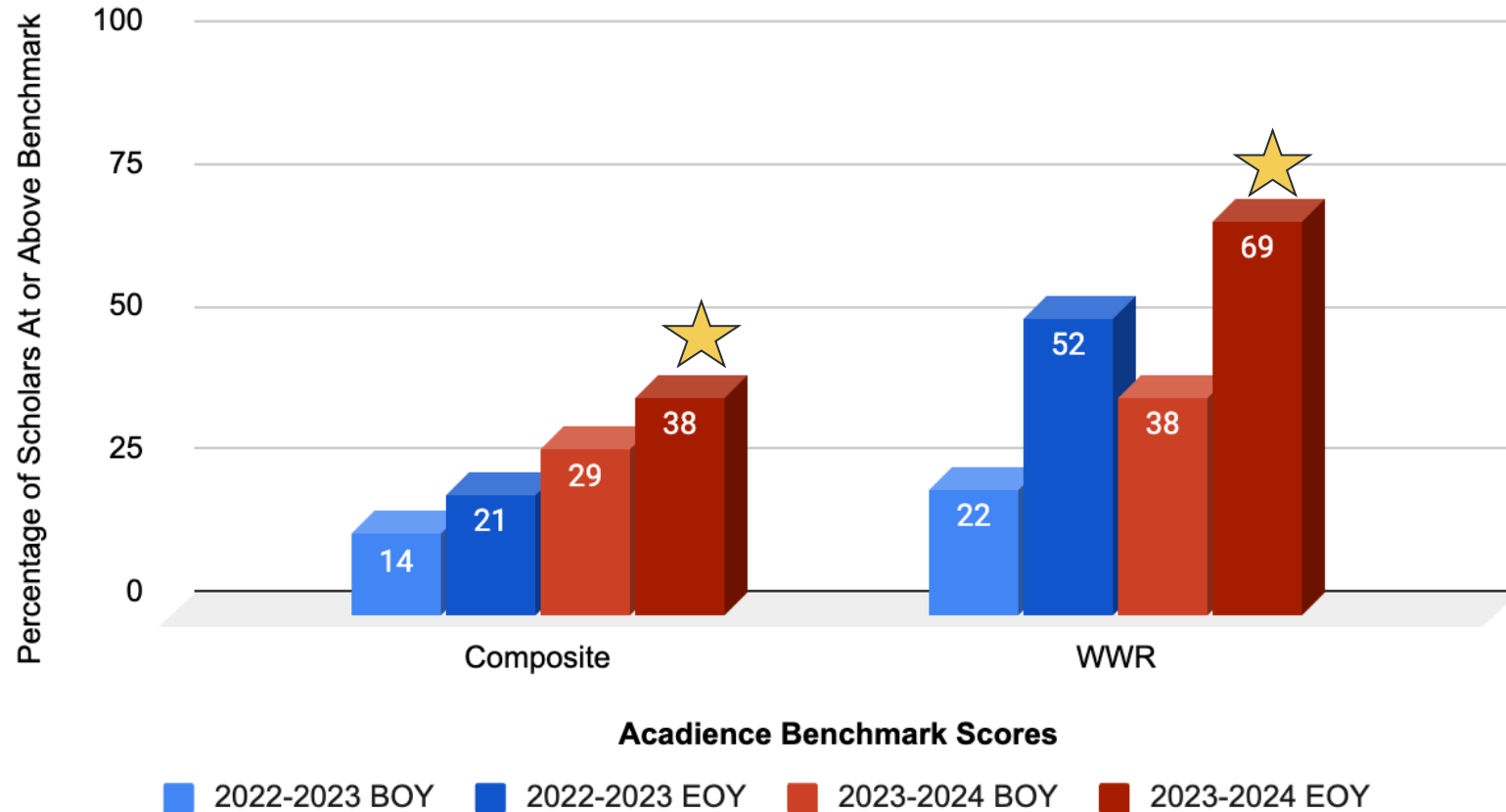
- Restructure current ELA block
- Utilize universal screening data and diagnostic data to group students into a walk to instruction model for the phonics and intervention block only
- Accelerate learning by stacking learning opportunities, adjusting pacing through this block of time (routine check-ins)
- Build in progress monitoring for content mastery in addition to Acadience progress monitoring

Year 1: Phase 2: Create a Targeted Action Plan

Identified Weaknesses	Plan for Addressing Weaknesses
Inconsistent use of decodables	Reset expectations for the daily use of decodable text
Lack of practice	Added an additional 10 minutes of time and provided 3 evidenced based routines
Lack of explicit teaching of heart words	Incorporating a routine for mapping heart words
Lack of formative assessments/content mastery	<ul style="list-style-type: none">● Highlighted opportunities already in the curriculum to gather formative assessment data● Adopted the digital platform that accompanied our skills program for content mastery data, guidance for reteaching based on data and provided additional practice opportunities● New structure outlines time for reteaching when needed

Year 1: Phase 4: Evaluate Goals

Pre and Post Pilot Data: Year 1



Year 1: Phase 4: Next Steps

- Daily use of decodables in place but teachers need support in scaffolding and differentiation of instruction
- Continue this practice moving forward with increased repetitions
- Need opportunity for review
- Provide an explicit structure for reteaching
- Utilize the digital platform more consistently as data to inform instruction, not just extra practice
- Define consistent expectations for formative assessment data

Year 2: Phase 2: Set Goals

Overall Goal:

Increase the number of students on track by the end of first grade.

Short Term Goal:

By January 2025, first-grade students will demonstrate a 28% increase in their NWF-WWR scores as measured by the Acadience assessment.

Long Term Goal:

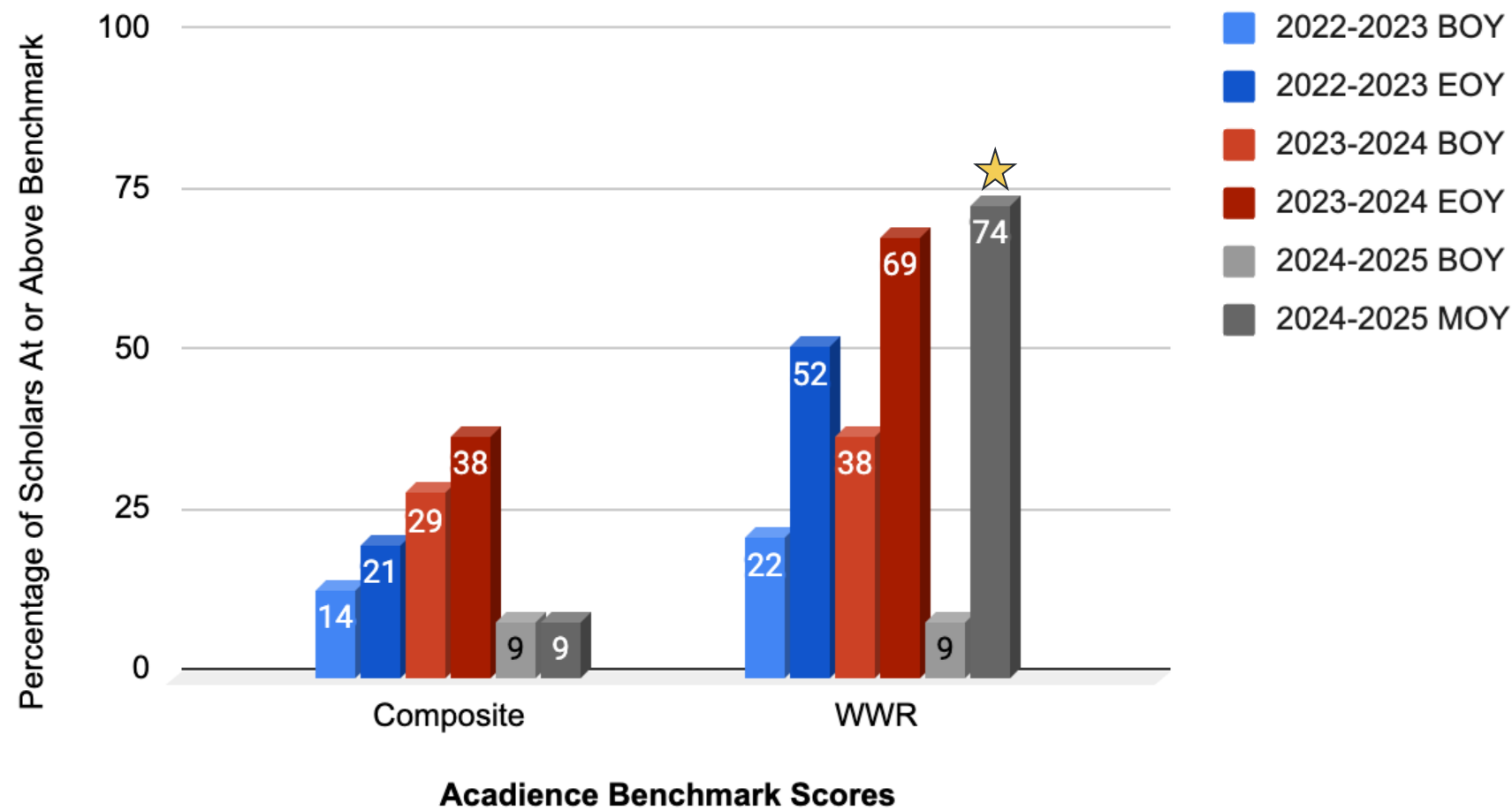
By June 2025, first-grade students will demonstrate a 35% increase in their NWF-WWR scores as measured by the Acadience assessment.

Year 2: Phase 2: Create a Targeted Action Plan

- Daily use of decodables in place but teachers need support in scaffolding and differentiation of instruction
- Continue practice activities moving forward with increased repetitions
- Need opportunity for review
- Provide an explicit structure for reteaching
- Define consistent expectations for formative assessment data

Year 2: Phase 4: Evaluate Goals and Next Steps MOY

Pre and Post Pilot Data: Years 1 and 2



Year 2: Phase 4: Evaluate Goals and Next Steps MOY

Adjustments to the plan:

Long Term Goal:

- By June 2025, first-grade students will demonstrate a 34% increase in their ORF-Accuracy scores as measured by the Acadience assessment
- Promote the use of instructional strategies among Kindergarten teachers that are designed to improve automaticity

Year 2: Phase 4: Evaluate Goals EOY

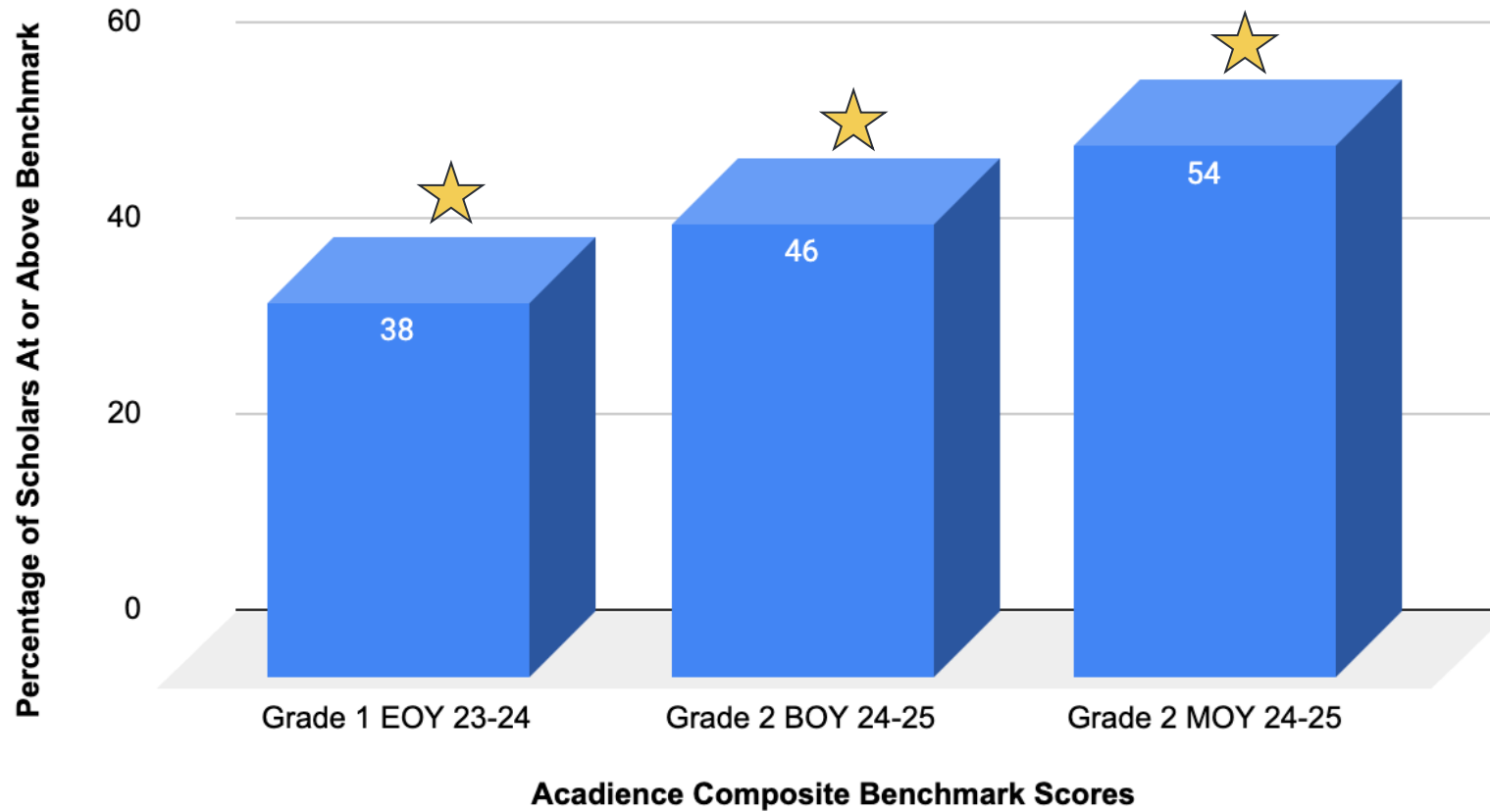
Left blank intentionally for EOY data

Year 2: Phase 4: Next Steps EOY

Left blank intentionally for EOY data

Following the Cohort: 2024-2025 2nd Grade

Following the Year 1 Cohort to Second Grade



Final Thoughts

Postcard:

Write a postcard to yourself:

- Recapping something you learned from the day
- Noting one thing you want to consider taking back to your classroom, school, or district that can make an impact on your phonics instruction next year?

In August, we will mail the postcards to the address you provided as a reminder or something you may want to try!

QUESTIONS?

education.ohio.gov/LiteracyAcademy



Literacy Academy
2025



Literacy Academy
2025



Literacy Academy 2025