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# Literacy Academy 2025

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# CREATING AND IMPLEMENTING A BUILDING-WIDE LITERACY GOAL

**Dr. Larraine Fuller**

Principal

Memorial Junior High School

[fullerlar@sel.k12.oh.us](mailto:fullerlar@sel.k12.oh.us)

**Julie Haluch**

Adolescent Literacy Specialist

ESC of Northeast Ohio

[julie.haluch@escneo.org](mailto:julie.haluch@escneo.org)



# LEARNING OBJECTIVES

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1. Participants will learn how to use the Reading Tiered Fidelity Inventory (R-TFI) to create a building-wide literacy goal.
2. Participants will gain ideas on how to educate teachers about the importance of the literacy goal and how to implement it into their content-area classrooms.
3. Participants will see how the role of the principal as instructional leader of the building is crucial to the success of the goal.

# THE READING TIERED FIDELITY INVENTORY (R-TFI)

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## **What is the R-TFI?**

A tool to help school leadership teams know how well Multi-Tiered Systems of Support (MTSS) for reading is being implemented in their schools.

## **Why should our school administer the R-TFI?**

To understand your school's strengths and challenges regarding the implementation of effective reading instruction and to use that information to create building-wide goals for reading improvement

*Contact your local Educational Service Center (ESC) or State Support Team (SST) for a trained R-TFI facilitator.*

# THE READING TIERED FIDELITY INVENTORY (R-TFI)

**RTF-I**

## Universal Tier 1

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
<b>1.1</b> <b>A school leadership team</b> supports the implementation of the Tier 1 adolescent literacy components of an MTSS framework.	<p>The team includes the school principal, and members are collectively responsible for doing all of the following:</p> <ol style="list-style-type: none"> <li>1 Maintaining a current committee audit to prevent staff overloading, team redundancies, or teams with conflicting scope of work.</li> <li>2 Distributing leadership for implementing the reading-related data, systems, and practices needed for an MTSS framework.</li> <li>3 Establishing procedures for staff to access professional learning, coaching, and engage in ongoing collaboration.</li> <li>4 Requesting and allocating resources to support implementation.</li> <li>5 Over-seeing the use of a comprehensive assessment plan.</li> <li>6 Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students.</li> <li>7 Collaborating with families to ensure students have successful literacy experiences across disciplines and out of school.</li> </ol>	<p>Meeting schedule</p> <p>Meeting minutes</p> <p>Action plan with notations of progress</p> <p>Implementation fidelity data</p> <p>Professional Development Plan</p> <p>Documentation of family engagement</p> <p>Team effectiveness survey</p> <p>Team committee audit</p>	<p>1 point: At least 5 of the 2-point criteria are in place</p> <p>0 points: The criteria from the 2-point or 1-point response are not in place.</p>

# THE WHY

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- OST data showed that students were struggling in reading & writing
- Administered the R-TFI to the BLT
- BLT analyzed the data and decided to create a building-wide writing goal because writing could be done in every class
- Writing was already occurring in Encore and ELA classes



1.9	Teachers determine ways to enhance students' understanding of written text.	<b>0</b>	Consistency needed - not daily in all classes. Encore for example - expectation is once per week.
1.10	Teachers incorporate critical instructional elements into teaching lessons.	<b>2</b>	Daily? Most discipline specific lessons consist of these things.
1.11	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.	<b>0</b>	Not everyone
1.12	Teachers provide effective social, emotional, and behavioral support in the classroom.	<b>1</b>	ALL - most - MTSS in beginning stages for Behavioral data chat protocols
1.13	Principal(s) and teachers access ongoing professional learning in practices that support adolescent literacy in an MTSS framework.	<b>1</b>	Many opportunities to grow over the years
1.14	All staff have access to instructional coaching.	<b>1</b>	ELA and math strength - Whetstones - teachers collaborating
1.15	Department teams meet to integrate reading and writing strategies into the discipline to enhance students' understanding of written text.	<b>0</b>	Missing principal attendance, minutes, and products developed by the team
1.16	Department teams have implementation plans to integrate reading and writing strategies into the discipline.	<b>0</b>	

# USING THE DATA

Grade 7 ELA (Current 8<sup>th</sup> graders)  
Spring 2024 OST

State  
  
District  
  
School

Writing	Writing	
	Item Numbers, Standards Keys and Points Earned	
	Performance Distribution	
	<div><div></div><div></div><div></div></div> <div>Percent 32% 13% 54%</div> <div>Count 39.9K 16.5K 67.4K</div> <div></div>	21 10 pt
		46 10 pt
	<div><div></div><div></div><div></div></div> <div>Percent 34% 21% 44%</div> <div>Count 80 50 104</div> <div></div>	4.92
		4.97
	<div><div></div><div></div><div></div></div> <div>Percent 34% 21% 44%</div> <div>Count 80 50 104</div> <div></div>	4.5
		4.91
	<div><div></div><div></div><div></div></div> <div>Percent 34% 21% 44%</div> <div>Count 80 50 104</div> <div></div>	4.5
		4.91

# USING THE DATA

## R-TFI Data – Universal Tier

Completed with the BLT (Building Leadership Team)

October 24, 2024

1.11	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.	0	Not everyone
GOAL:	By the end of the 2024-25 school year, all classes at MJHS will engage in extended writing based on grade level, content area text using high standards and a uniform rubric for all, tying into the SEL district literacy goal, at least once a week.		

# TURN AND TALK

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How could administering the R-TFI benefit literacy instruction at your school?

# PROFESSIONAL LEARNING & IMPLEMENTATION

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**In working toward our goal, we...**

- Engaged science and social studies teachers in professional learning on explicit writing instruction followed by coaching support
- Encouraged the use of district created rubrics for encore subject writing
- Looked at writing samples and discussed writing in the content areas at monthly staff meetings
- Planned for additional professional learning in explicit writing instruction followed by coaching support for ELA and Encore teachers

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Single-Paragraph Outline (SPO)

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

*Remember: Solid lines must have complete sentences, and dotted lines do not!*

1.

-----

2.

-----

3.

-----

4.

-----

Concluding Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Full Paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PROFESSIONAL LEARNING & IMPLEMENTATION

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6-8 Elective Argumentative Rubric	
<div>           Purpose, Focus, Organization         </div> <div>6 pts</div>	<div> <input type="checkbox"/> Thesis takes a clear position         </div> <div> <input type="checkbox"/> A counterclaim (alternative) is stated         </div> <div> <input type="checkbox"/> Has an organization - Introduction and conclusion         </div> <div> <input type="checkbox"/> Includes evidence from sources         </div> <div> <input type="checkbox"/> Connects points and evidence         </div> <div> <input type="checkbox"/> Uses academic vocabulary         </div>

### Grades 7-8 Encore Writing Peer Review Checklist

- ☐ Length
  - ☐ At least 5-8 sentences
- ☐ Organization
  - ☐ An introductory sentence stating the student's perspective (thesis statement) is present
  - ☐ A concluding sentence summarizing the paragraph is present
- ☐ Counterclaim (Rebuttal)
  - ☐ The opposing perspective to your thesis statement is present
- ☐ Evidence
  - ☐ 3 items of evidence required
    - ☐ 2 items from the article supporting the claim are present
    - ☐ 1 item from the article supporting the counterclaim is present
- ☐ Connected Article Evidence to Thesis Statement
  - ☐ The evidence supports the thesis statement
  - ☐ The evidence is explained in the student's own words
- ☐ Academic Vocabulary
  - ☐ At least 1 of the highlighted/bolded words from the article was used



# PROFESSIONAL LEARNING & IMPLEMENTATION

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# 8<sup>th</sup> Grade Social Studies

## The First Amendment

The 1st amendment is about basic freedoms

The first amendment covers basic rights like the or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a change or fix a policy.

This amendment is important to me because I like to openly voice my opinion and I know that they are other countries that aren't allowed the freely voice their opinions freely. Additionally, I believe it a generally good amendment because it covers freedom of religion which is also important to me because it allows us to believe in what we believe. However I do believe there is some contradiction because mostly in the united states we believe in God and its even printed on our money which is a huge contradiction.



ing RELIGIOUS FREEDOM,  
onsideration of the PEOPLE.

and belief of men depend not on their own will, but follow involunta-  
o their minds, that Almighty God hath created the mind free, and  
li that free it shall remain, by making it altogether insusceptible of  
s to influence it by temporal punishments or lightness, or by civil inca-  
pocrisy and meanness, and are a departure from the plan of the holy  
ath of body and mind, yet chose not to propagate it by coercions on  
s, but to extend it by its influence on reason alone: That the impious  
as well as ecclesiastical, who, being themselves but fallible and unin-  
the faith of others, setting up their own opinions and modes of think-  
s such, endeavouring to impose them on others, hath established and  
t part of the world, and through all time: That to compel a man  
propagation of opinions which he disbelieves and abhors, is sinful and  
- because this is that teacher of his own religious perfection, is

# PROFESSIONAL LEARNING & IMPLEMENTATION

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# 2025-26 EXPLICIT WRITING INSTRUCTION PD PLAN

## **K-4**

ELA teachers - 43

IS (K-4)- 6

Total = 49

## **5-8**

ELA teachers - 12

IS (5-8) - 8

Total = 20

## **Encore**

K-3 -15 (Arc, STEM, PE, Art, Music)

4-6 - 6 (Arc, STEM, PE, Art, Music)

7-8 - 15 (Arc, STEM, PE, Art, Music)

Total = 36

## **Total Teachers Receiving PD**

105

# GALLERY WALK

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- Get a marker and walk around the room to read different student writing samples.
- What do you **notice** about setting a building-wide writing goal after reading the student writing?
- What do you **wonder** about setting a building-wide writing goal after reading the writing?
- Add your comments to the chart paper below the writing sample.

# THE PRINCIPAL'S ROLE IN GOAL IMPLEMENTATION

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- Non-evaluative walkthroughs
- BLT, TBT, department, and content area meetings
- Staff meeting check-in - opportunities to share writing samples
- Principal professional learning with staff member(s)
- Regular meetings with the literacy coach



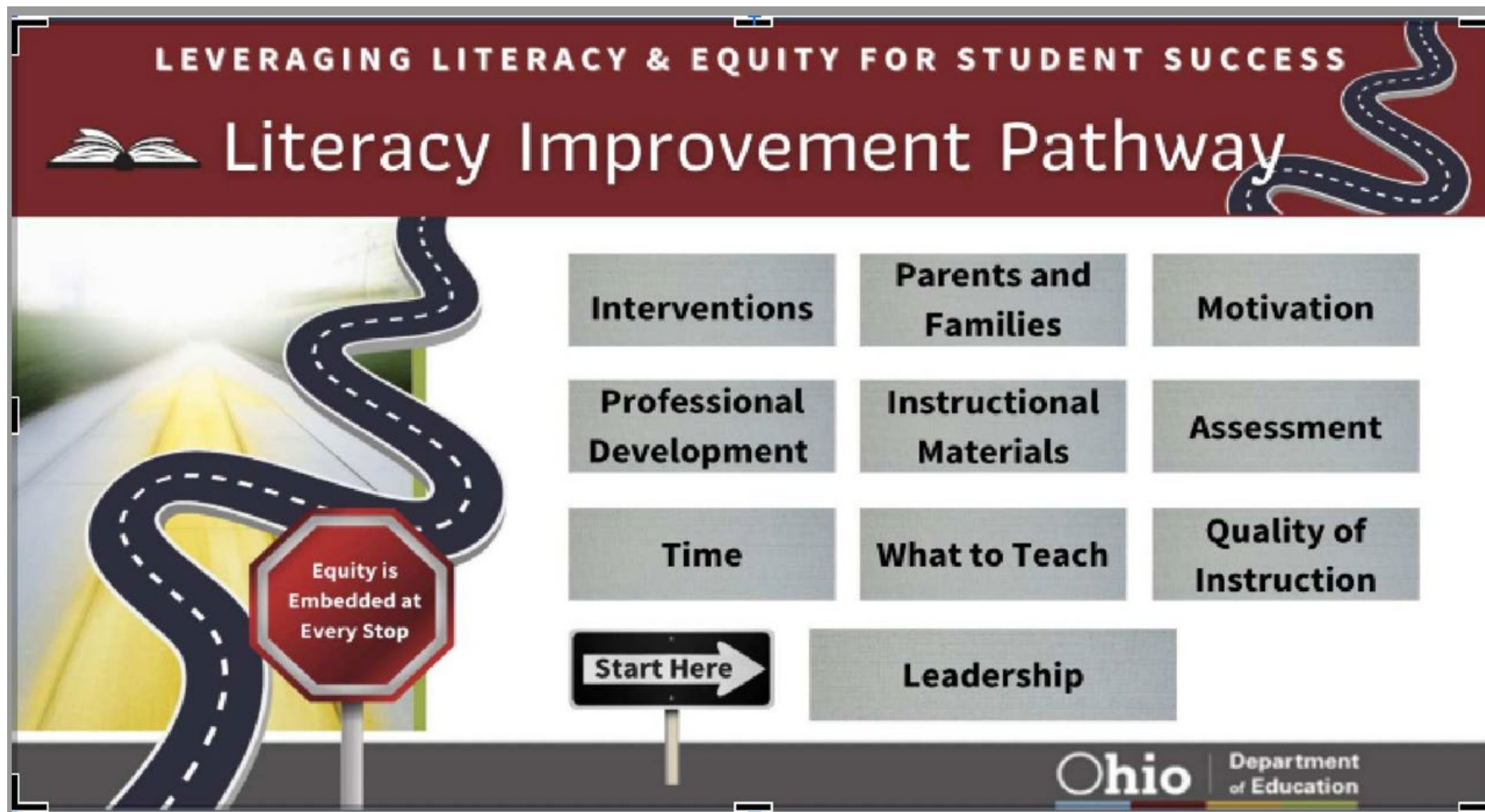


# BLT Meeting Agenda Form

## Memorial Junior High

2/6/2025

1. Review last month's agenda(SEE ABOVE)	
2. Building Goals <ul style="list-style-type: none"><li>a. Academic Vocabulary</li><li>b. Tier I Fidelity to Curriculum</li><li>Writing Across all Content Area</li></ul>	
3. ILT data- DC	
4. Select a subject to review in pairs or small group <ul style="list-style-type: none"><li>a. Review student writing samples (Representative sampling of our students)</li><li>b. How do we know if we are accomplishing our building goals?</li><li>c. Are students scoring at least an 80% or better?</li><li>d. Academic Vocabulary: How are we doing? Do we see an improvement?</li><li>e. Where are they still struggling?<ul style="list-style-type: none"><li>-Elaboration</li><li>-Transition words</li></ul></li><li>f. What work do we still need to do as a building to assist students to be academically successful in writing?</li></ul>	





# ANALYZING THE DATA

Grade 8 ELA  
 Winter Writing Benchmark 2025

State

District

School

Total Items						
Item Numbers and Points Earned						
<u>1</u> 1 pt	<u>2</u> 1 pt	<u>3</u> 2 pt	<u>4</u> 1 pt	<u>5</u> 1 pt	<u>6</u> 1 pt	<u>7</u> 10 pt
0.65	0.49	0.83	0.51	0.37	0.24	5.5
0.67	0.48	0.7	0.5	0.32	0.23	5.99
0.67	0.48	0.7	0.5	0.32	0.23	5.99

# QUESTIONS?

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Department of  
Education &  
Workforce



Literacy Academy  
2025

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