



Literacy Academy 2025

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ALL SYSTEMS GO!

How Rosa Parks Elementary in Middletown is using a Variety of Data to Drive More Efficient Planning to Support Improved Student Outcomes

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Literacy Academy
2025



LEARNING OBJECTIVES

Participants will learn how one high needs school:

- Utilizes shared leadership and a variety of data sources to support continuous improvement.
- Fosters systemic and instructional improvements to strengthen their multi-tiered system of supports.

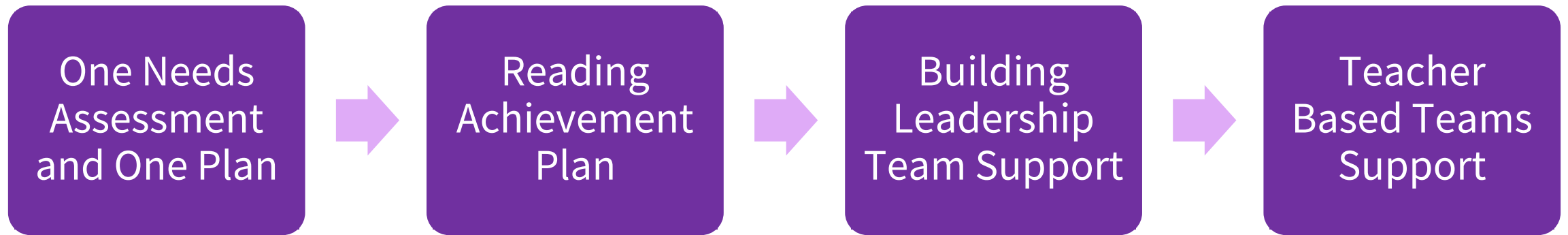


ALL SYSTEMS GO!

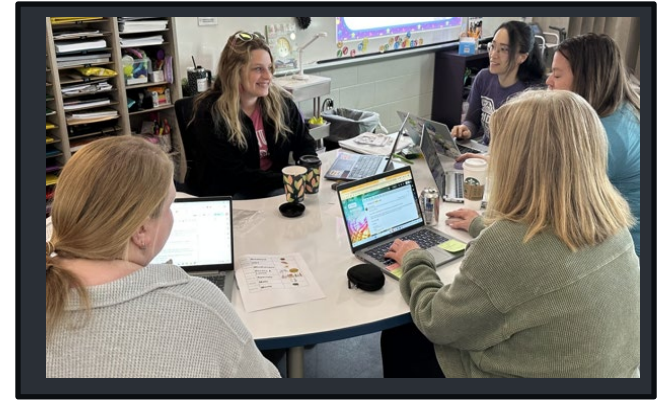


ALIGNMENT

- Common Goals
- Thoughtful and Intentional Next Steps
- Differentiated Supports



COMMUNICATION



State
Support
Team

District Leadership
Team

School
Administrators

Building Leadership
Team

Teacher Based
Teams

Chats

MTSS Team

PBIS Team

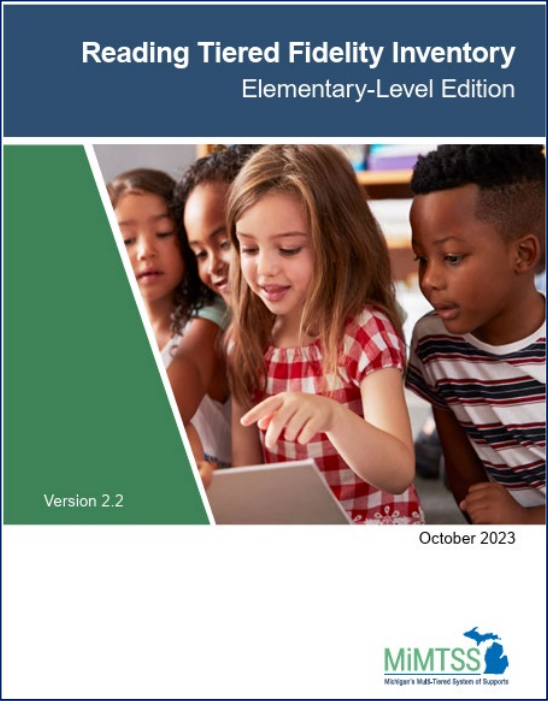


SHARED LEADERSHIP



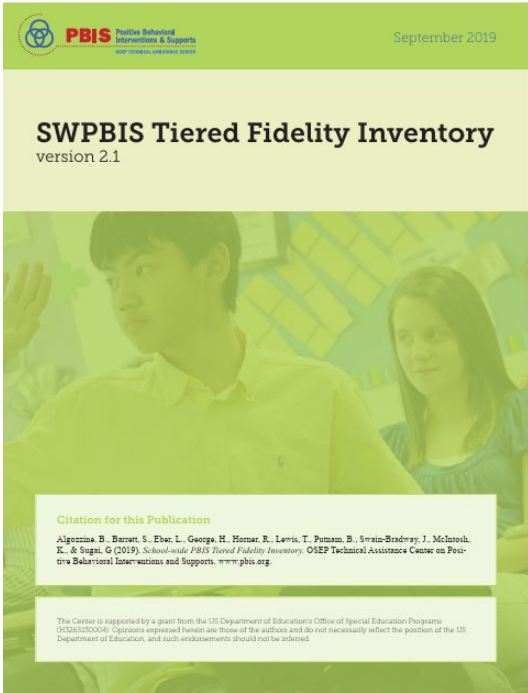
Building-Level Meeting Structure			
	Building Leadership Team	Chats	Teacher-Based Teams
Facilitator	Principal	Principal and Schoolwide Teacher Leader	Grade Level Team Leader
Meeting Frequency	Monthly	1-2 times per month	Weekly

READING TIERED FIDELITY INVENTORY AND SWPBIS TIERED FIDELITY INVENTORY



Building Leadership Team:

- Discussed and scored inventory walkthroughs and/or other components.
- Created action steps in connection with identified high priority items and mobilized Grade Level Leaders.



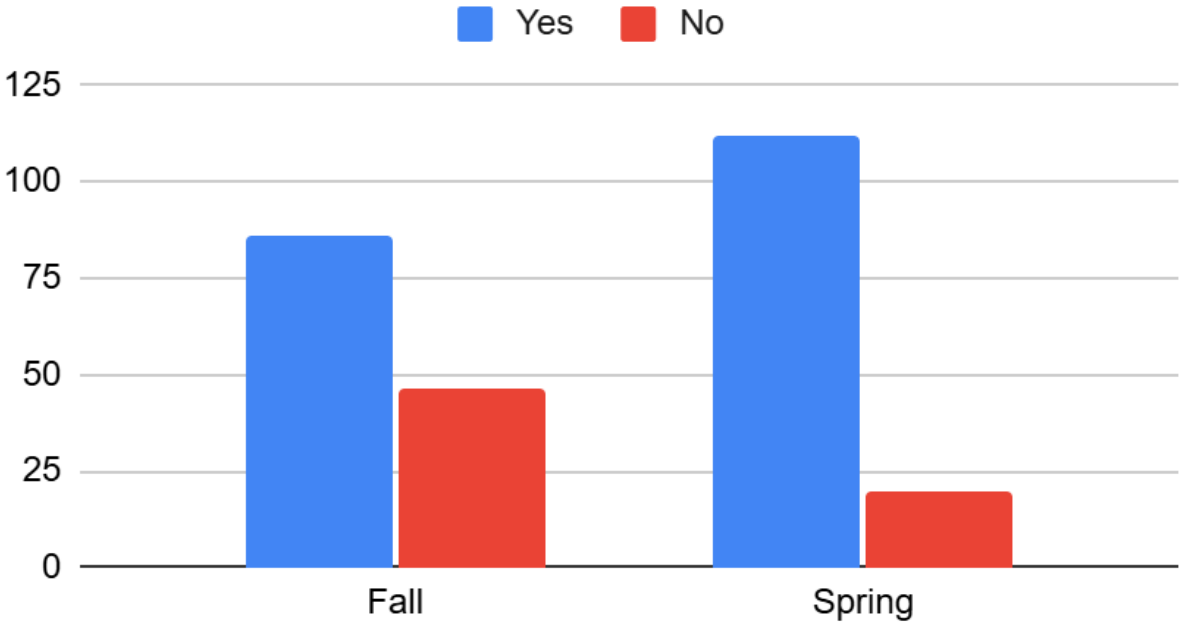
LEARNING WALKS

Literacy Specialist:

- Conducted learning walks (focus: explicit instruction and reading science-aligned strategies).
- Identified and discussed trend data with building and district leadership.
- Engaged in collaborative planning in connection with learning walk data.

LEARNING WALKS

Yes and No



Effective Instruction Walkthrough: Explicit Systematic Instruction

Teacher: _____ Date/Time: _____
Subject/Lesson: _____ Observer: _____

+ / -	Observed	Comments
	Reviews previous learning/prerequisite knowledge and skills	
	Identifies objective/specific elements to be learned	
	Activates and builds background knowledge	
	Limits amount of new information to be taught	
	Models/demonstrates/"thinks aloud" effectively	
	Provides examples and, if appropriate, non-examples	
	Maximizes student engagement	
	Paces instruction appropriately	
	Checks for understanding	
	Provides corrective feedback	
	Reteaches when necessary	

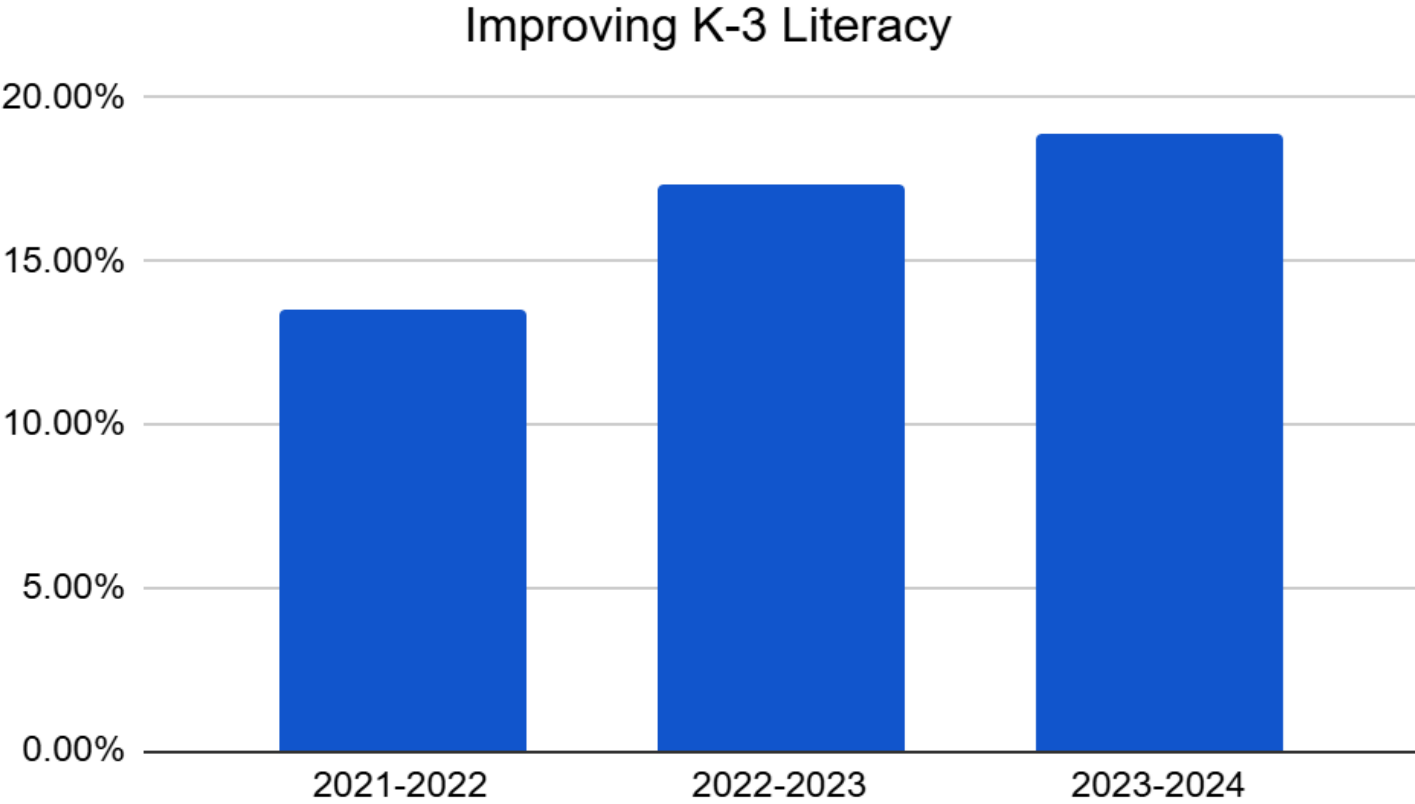
Implementation: Components of Explicit Instruction



DATA-INFORMED PROFESSIONAL LEARNING AND ONGOING COACHING

- Literacy Improvement Pathway (“What to Teach?”)
- Scaffolding Content
- Effective Use of Instructional Minutes
- K-2 Team Leaders: Small Group Support (use of time, reading science-aligned practices)

DATA-DRIVEN CONTINUOUS IMPROVEMENT



DATA-DRIVEN CONTINUOUS IMPROVEMENT

	PROJECTED PERCENTAGE: OST PROFICIENCY AND ABOVE (MAP)					
GR	FALL 23	WINTER 24	SPRING 24	FALL 24	WINTER 25	SPRING 25
2	28	23.2	22.8	24.1	16.5	
3	20	18.9	22.5	31.2	33	
4	24.1	20	28.8	28.9	38	
5	42.5	36.1	32.6	30.2	23.6	

DATA-DRIVEN INSTRUCTIONAL PLANNING



Collaborative Capacity Building and Reflection:

- Evidence-Based Strategies (ie: aligned with ODEW Reading Science Course and John Hattie's Visible Learning Resource)
- Deep Dives: Data-Analysis and Forward Planning (MAP Data Wall, DIBELS Data Folders, Assessment Dashboards, DIBELS Progress Monitoring, PAST/OG Screeners)



DATA-DRIVEN PLANNING

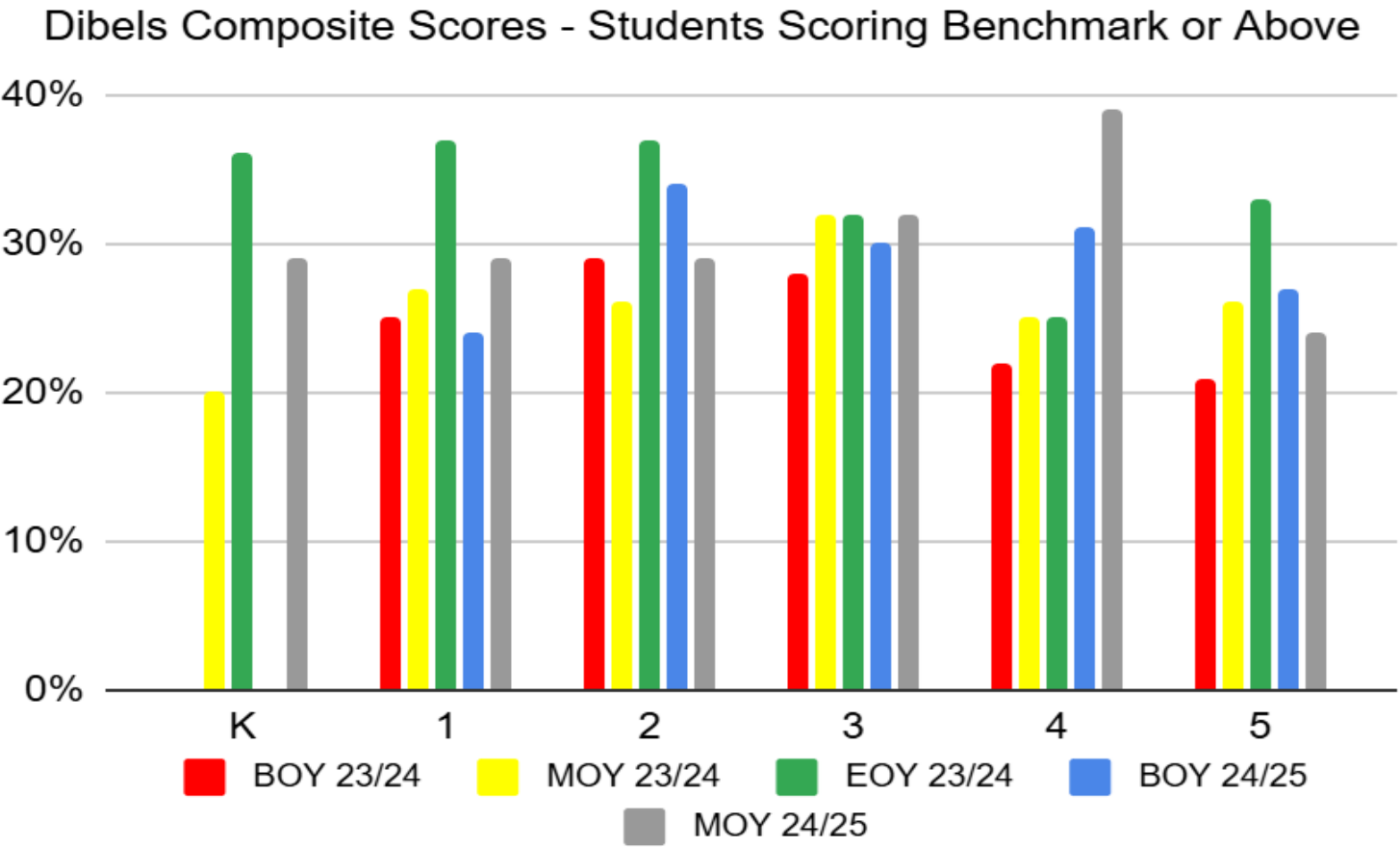
- Grade-Specific Goal Setting/Aligned Planning and Reflection

1st Grade: NWF-CLS: % on track or above				
23-24			24-25	
BOY	MOY	EOY	BOY	MOY
32	31	32	29	36
			data-driven goal set, implementation of aligned strategies	

DATA-DRIVEN COLLABORATIVE REFLECTION



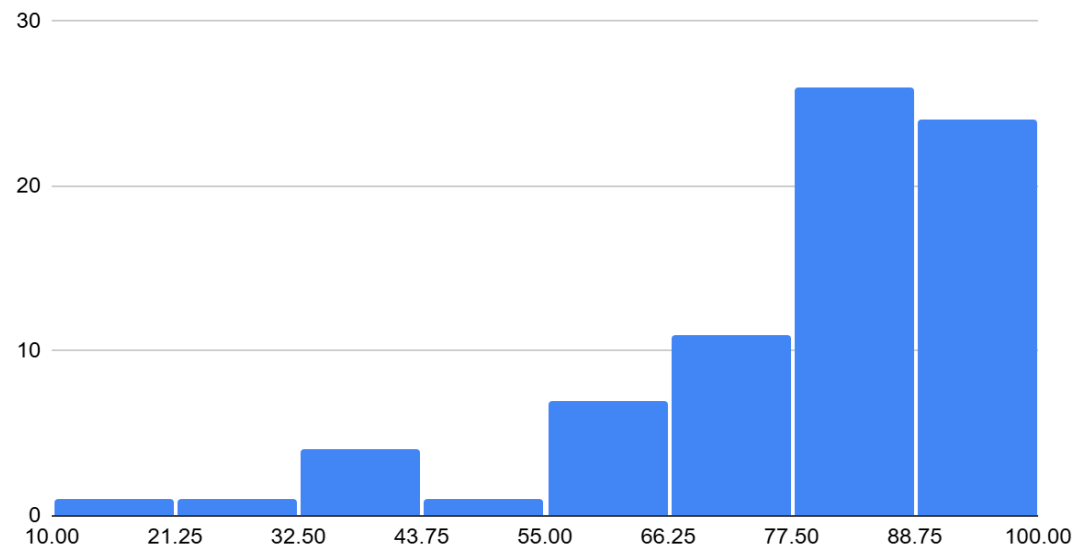
DATA-DRIVEN MINDSET



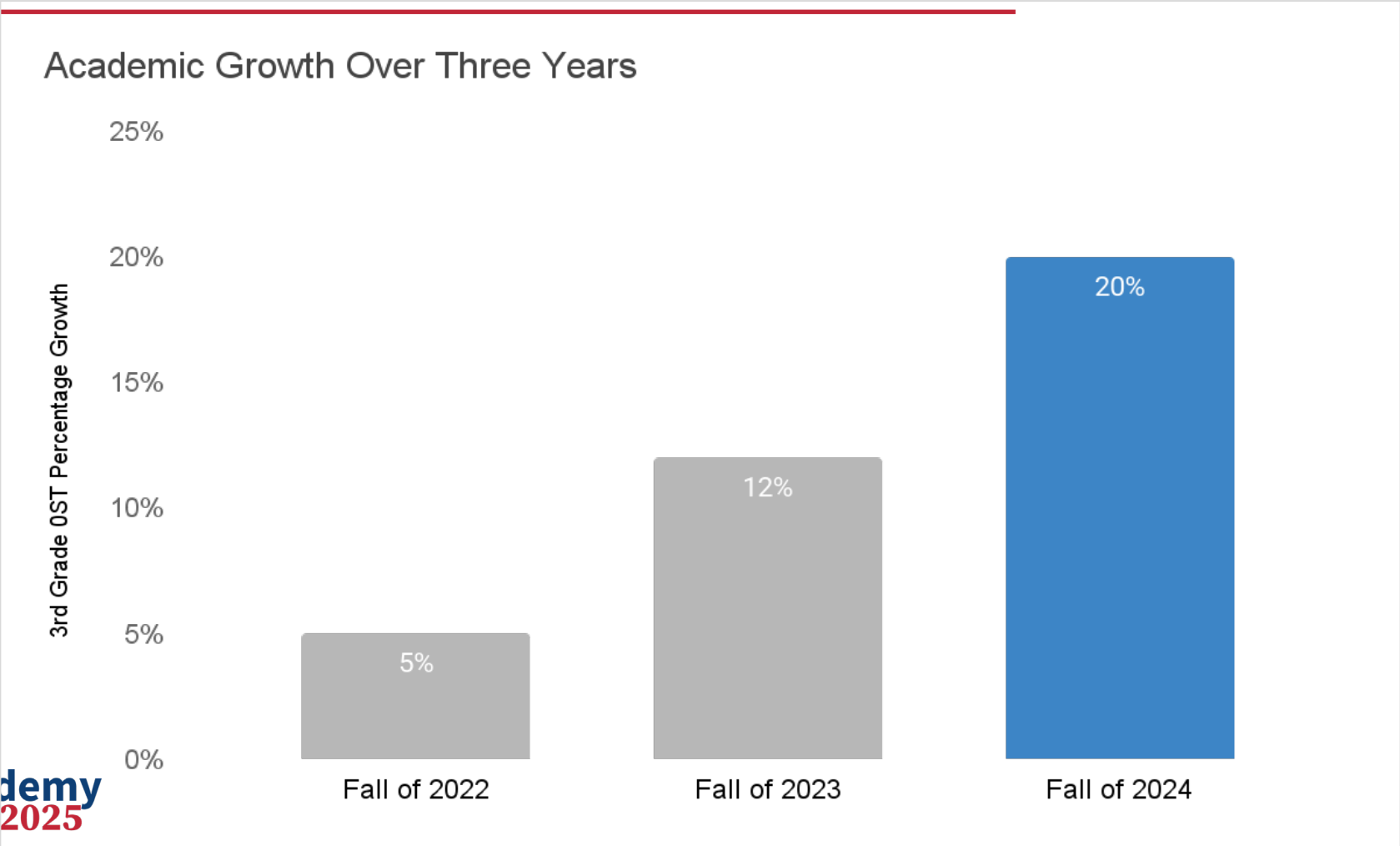
DATA-DRIVEN MINDSET

- All Second Grade Receiving Daily Phonological Awareness Supplement (7-12 minutes)
- PAST Facilitated in January (district team)
- February - 7-12 Minutes of Daily Instruction Reallocated to Better Meet Students' Needs

2nd Grade PAST Scores



DATA-DRIVEN INSTRUCTION



DATA-DRIVEN INSTRUCTION

 **Ohio** Department of Education | Test Administration

Operational Tests Session ID
OHIO-434E-152

Select Tests Student Lookup Approvals

Operational Tests Test Selection

Filter By:  Add Filter

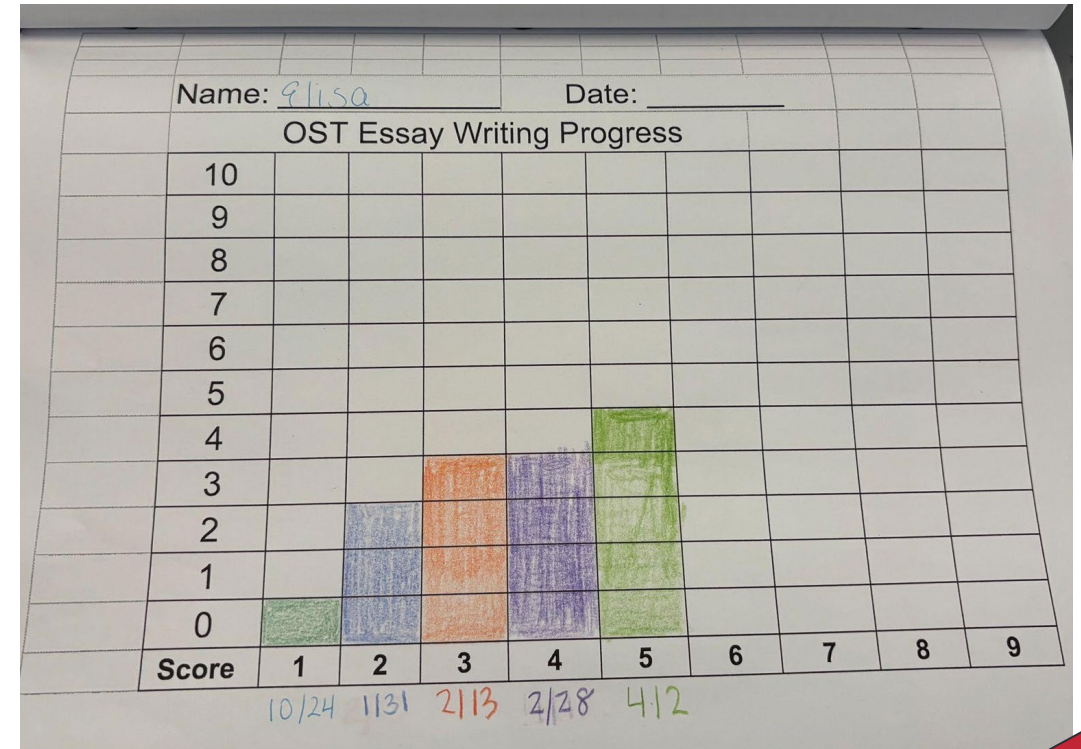
+	☐	Science Benchmark Test	
+	☐	Social Studies Benchmark Test	
-	☒	English Language Arts Checkpoints	
	☐	Grade 3 English Language Arts : Writing Checkpoint 1 - Explanatory	
	☒	Grade 3 English Language Arts : Writing Checkpoint 2 - Explanatory	
	☐	Grade 3 English Language Arts : Reading Informational Text Checkpoint 1	
	☐	Grade 3 English Language Arts : Reading Informational Text Checkpoint 2	
	☐	Grade 3 English Language Arts : Reading Literary Text Checkpoint 1	

Intermediate Teachers:

- Created a plan to ensure effective use of ODEW Assessment Authoring option.
- Analyzed student results.
- Implemented data-driven lesson planning.

DATA-DRIVEN INSTRUCTION

- Targeted, Responsive, Individualized Approach
- Student Conferences/Graphing Progress
- Goal-Setting
- Students Taking Ownership of Learning

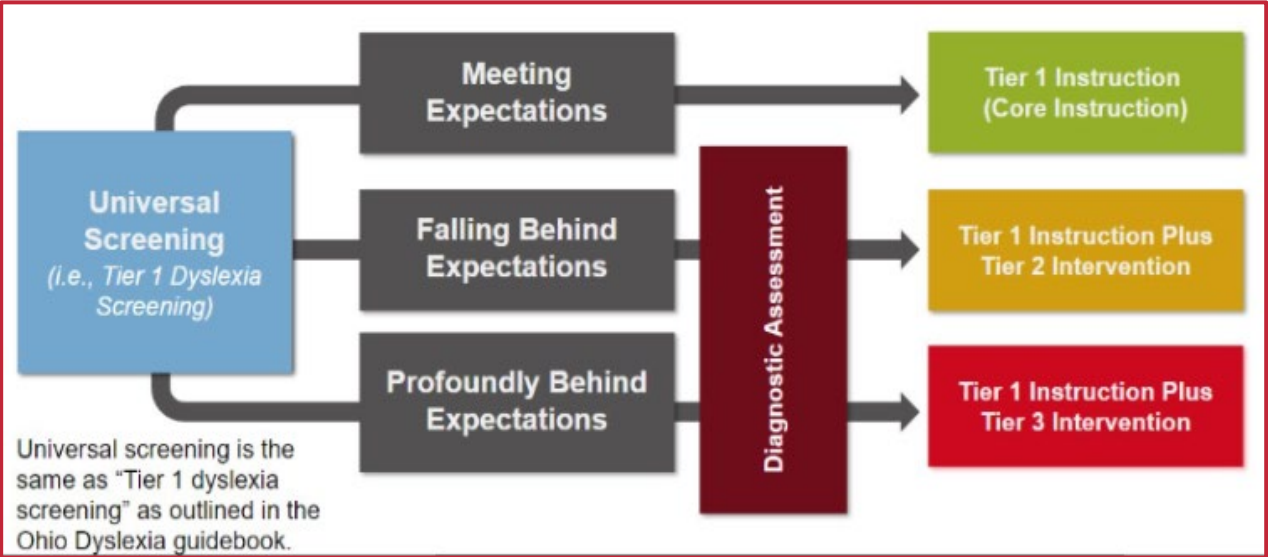


DATA-DRIVEN INTENSIFICATION

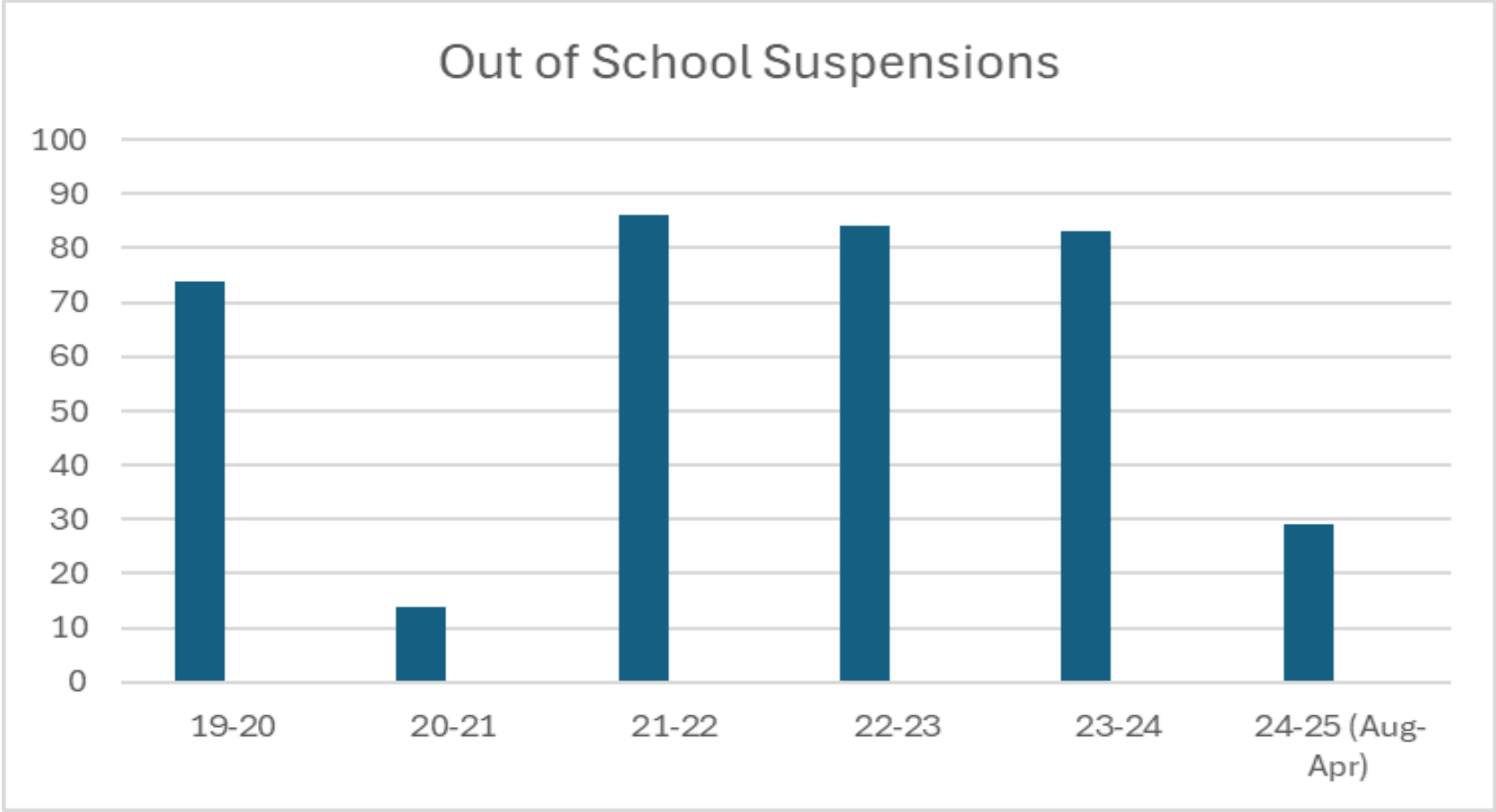
- Decision Rules for Advanced Tiers (reading components of MTSS) Created and Installed
- Daily Intervention/Enrichment Block at each Grade Level
- Lead Teacher Trained: On-Site Orton-Gillingham Trainer

Grade K

RIMP & DYSLLEXIA LAW GUIDANCE	
Tier 1 Screener- DIBELS (LNF, PSF, NWF, WRF)	
RIMP GUIDANCE	DYSLEXIA GUIDANCE
Fall MAP NWEA Growth SCORE BELOW 130	DIBELS COMPOSITE SCORE BELOW 356 Intensive "At Risk" (per the January MOY DIBELS)
RIMP Letter sent home <i>within 60 days</i> from assessment date <i>Who Will Write the RIMP?</i>	Dyslexia Law Letter sent home <i>within 30 days</i> of assessment
↓	↓
RIMP Required Small group instruction for targeted skills	Six weeks of instruction with classroom intervention and bi-weekly progress monitoring with PSF and/or NWF Interventions must begin January 27, 2025
↓	↓
Progress monitoring to determine if progress is being made	Week of March 10, 2025 (after 6 weeks of intervention and 3 progress monitoring data points) consider:
	Progress made based on student data
	Continue with interventions as indicated on RIMP
	Progress not made based on student data
	Tier 2 Screener - Phonological Awareness Skills Test (PAST)
	Multi-Tiered System of Support Team (MTSS) to determine additional intervention needed.
	↓
	Shows signs of Dyslexia
	↓
	Tier 3
	Effective Structured Literacy Instruction & Intervention plan sent home
	Bi-weekly Progress Monitoring as determined by MTSS with 6-week reviews
	Does not show signs of Dyslexia
	↓
	Tier 2
	Continues to receive effective instruction and intervention with progress monitoring
	Results of Tier 2 Diagnostic assessment must be shared with parents/guardians <i>within 30 days</i> of test administration

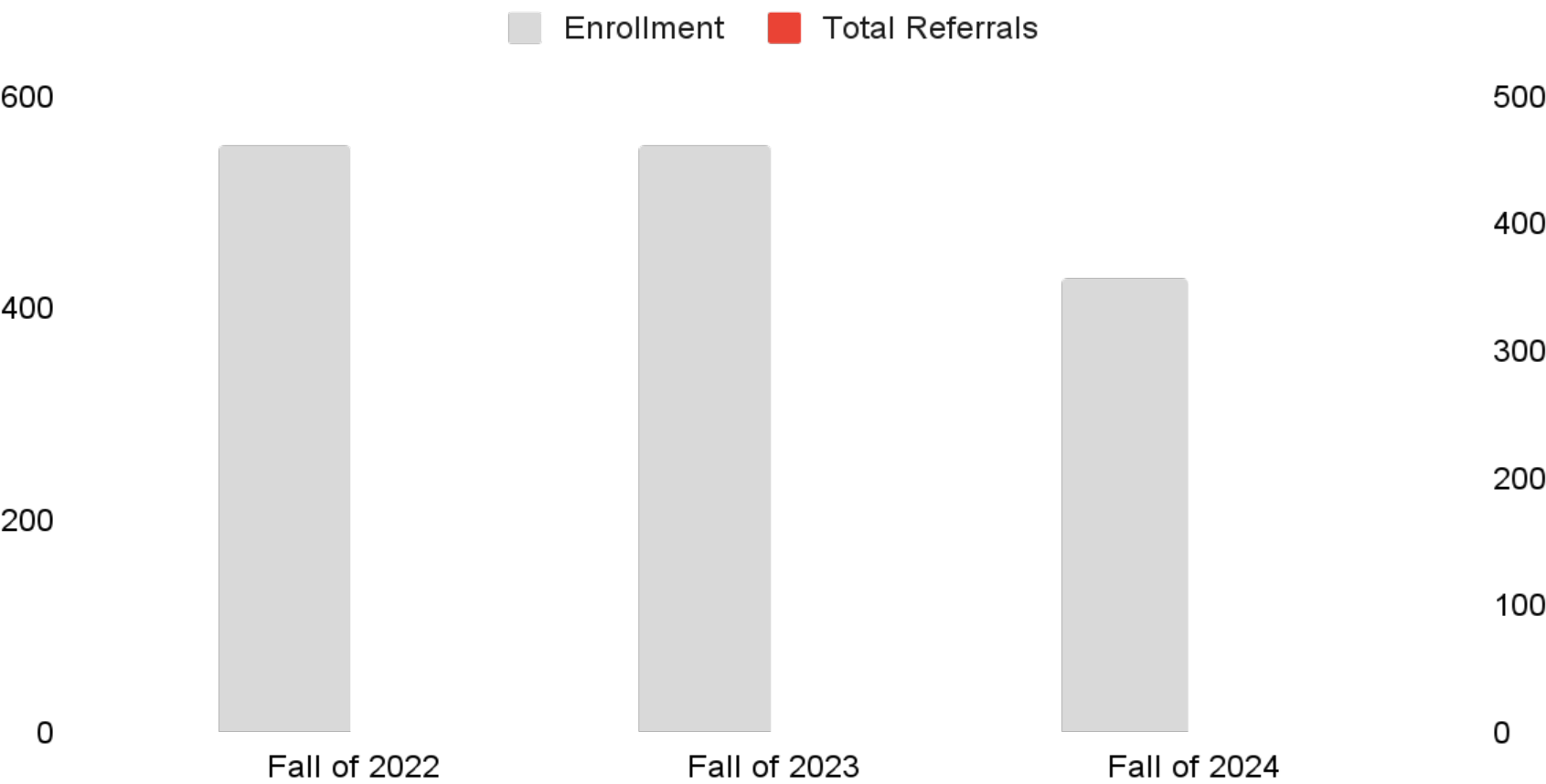


DATA-DRIVEN PBIS



DATA-DRIVEN PBIS

Enrollment and Discipline Trends

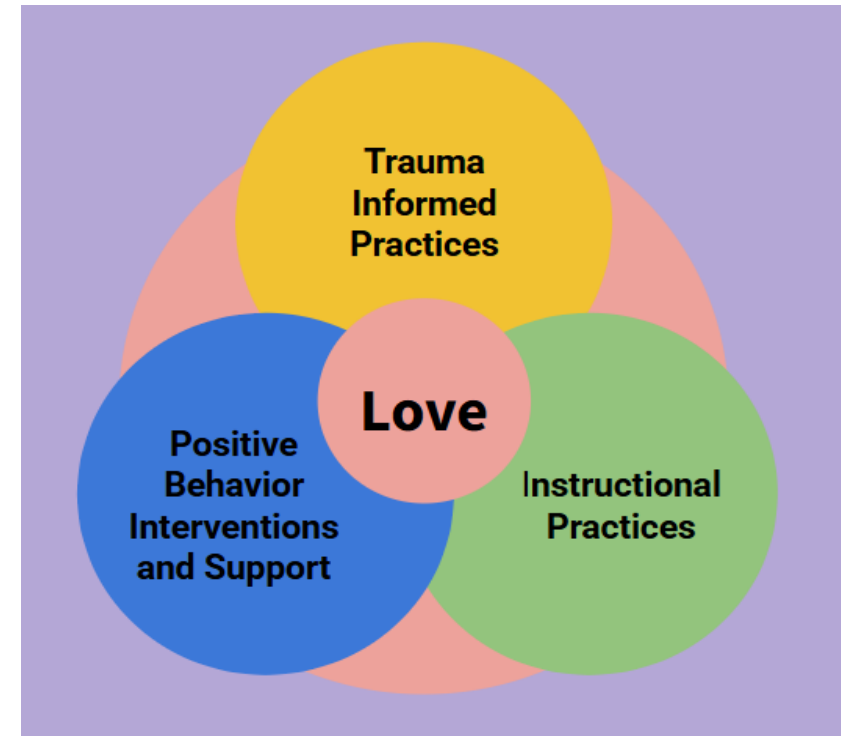


(Fall '22: systems change - paper - electronic submissions)

Discipline Referrals reduced by 203

DATA-DRIVEN PBIS TEAM

- Analyze the health of tiered system, implement **data-driven** problem-solving as necessary.
- Support teachers/staff in effective **data-driven** intervention implementation along with root cause analyses as needed.
- Ensure stakeholders follow mandated policies and procedures.



ALIGNING WITH THE OHIO WHOLE CHILD FRAMEWORK TO ENHANCE ACADEMICS AND STRENGTHEN STUDENT SUPPORT



Engaged in Trauma-Informed Professional Learning



PANTHER PRIDE



PERFORMANCE

I do my best to achieve my goals.
I stay on task and engaged to ensure I am learning and growing.
I am a responsible leader within my school community.

RESPECT

I treat others with respect and kindness.
I am considerate and honor the feelings of others.
I make responsible choices in what I say and do.

INTEGRITY

I am trustworthy, reliable, and honest.
I am accountable for my actions and admit when I make mistakes.
I am always working to learn, grow, and improve.

DETERMINATION

I am a problem solver.
I keep trying even if something is challenging.
I work hard to achieve my goals.

EFFORT

I take pride in my work and try my best.
I understand that mistakes help me learn and grow.
I believe in myself and know I can achieve my goals.

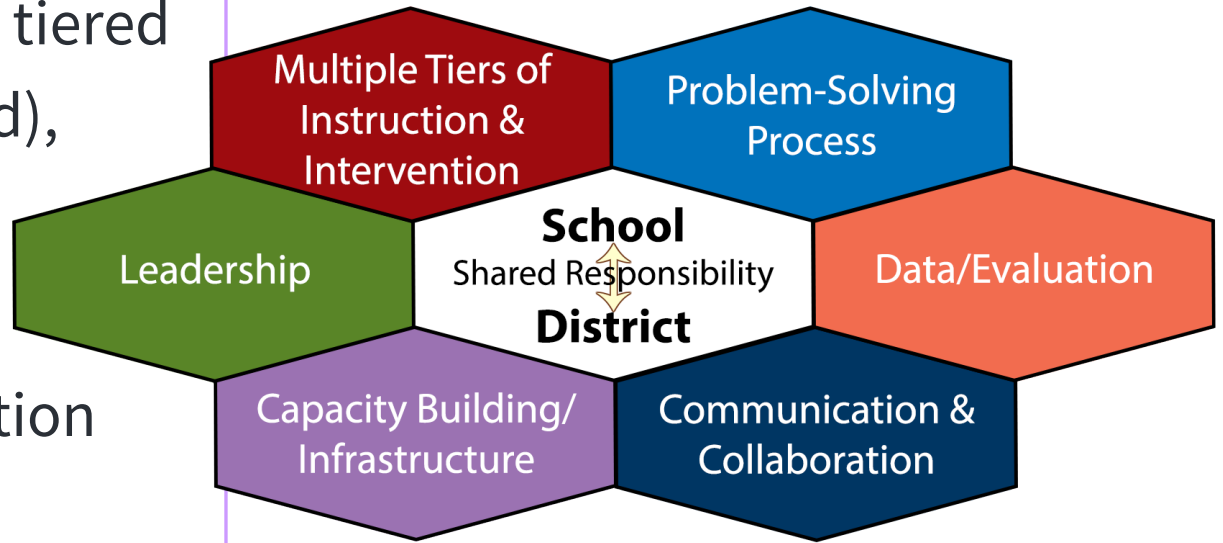
Introduced common language for ALL staff members



Implemented SEL supports for students

DATA-DRIVEN MTSS TEAM

- Analyze the health of all components of the tiered system (supporting needs of the whole child), problem-solve as necessary.
- Support teachers/staff in effective intervention planning after determining root causes.



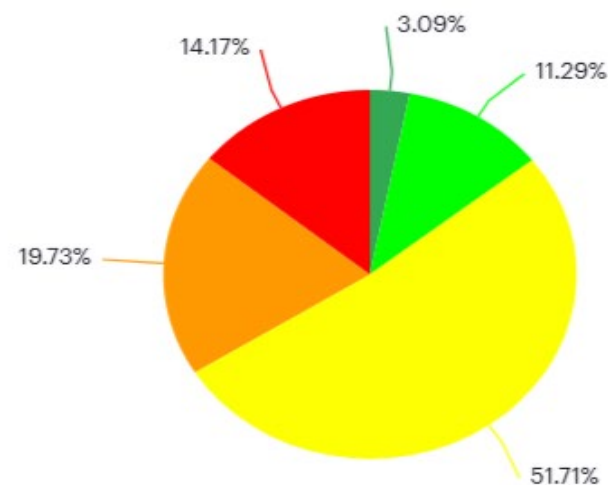
DATA-DRIVEN SYSTEMIC SUPPORT



- Electronic system developed to support MTSS conversations through a “whole child” lens with **Early Warning Indicators** in mind.
- Training and resources were provided to school leaders.

DATA-DRIVEN SYSTEMIC SUPPORT

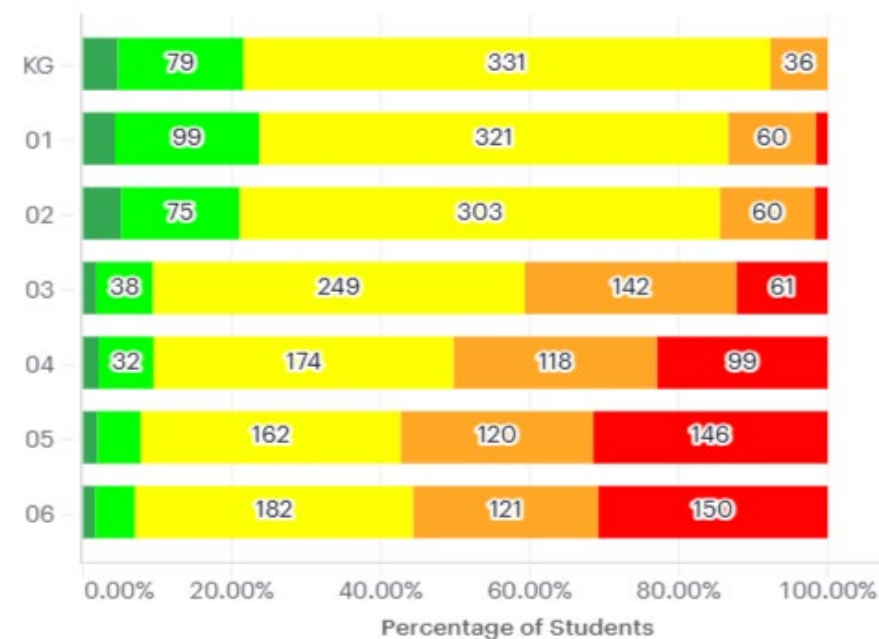
Overall Students At Risk



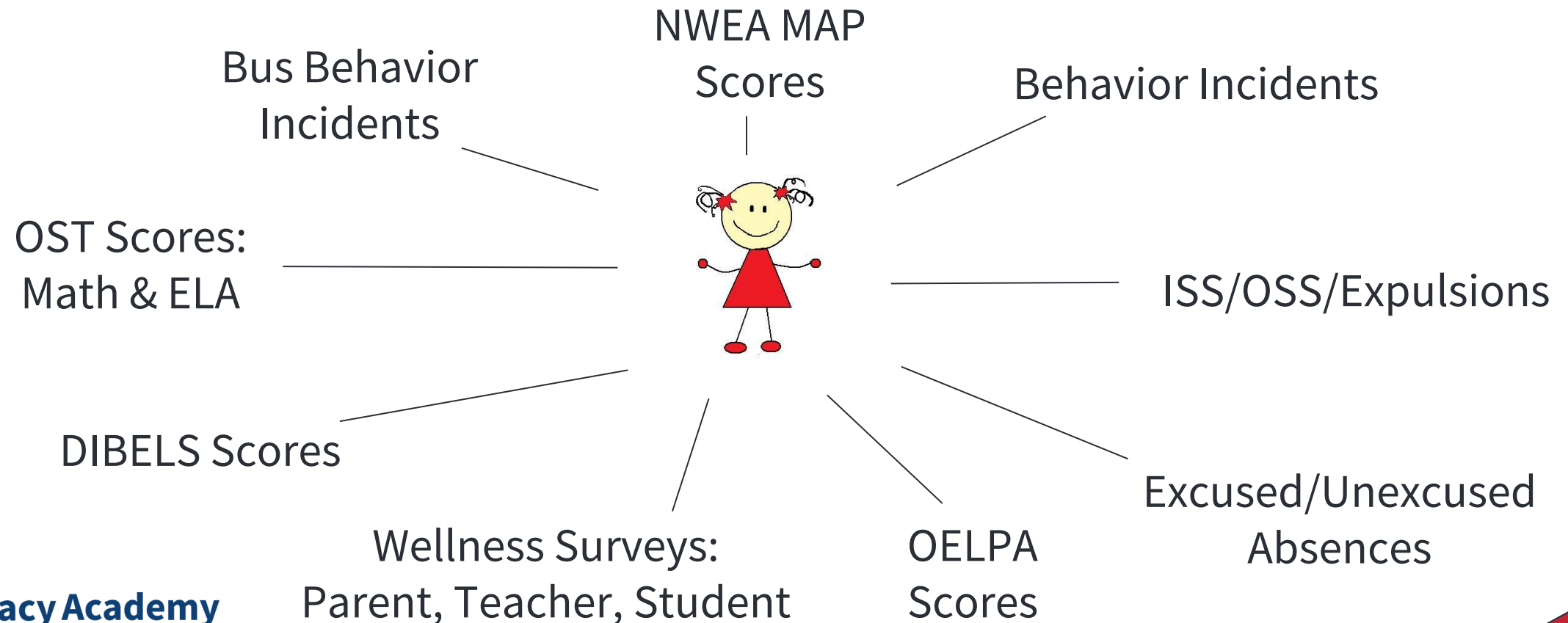
Overall Risk

- No Risk
- Minimal Risk
- Moderate Risk
- Significant R...

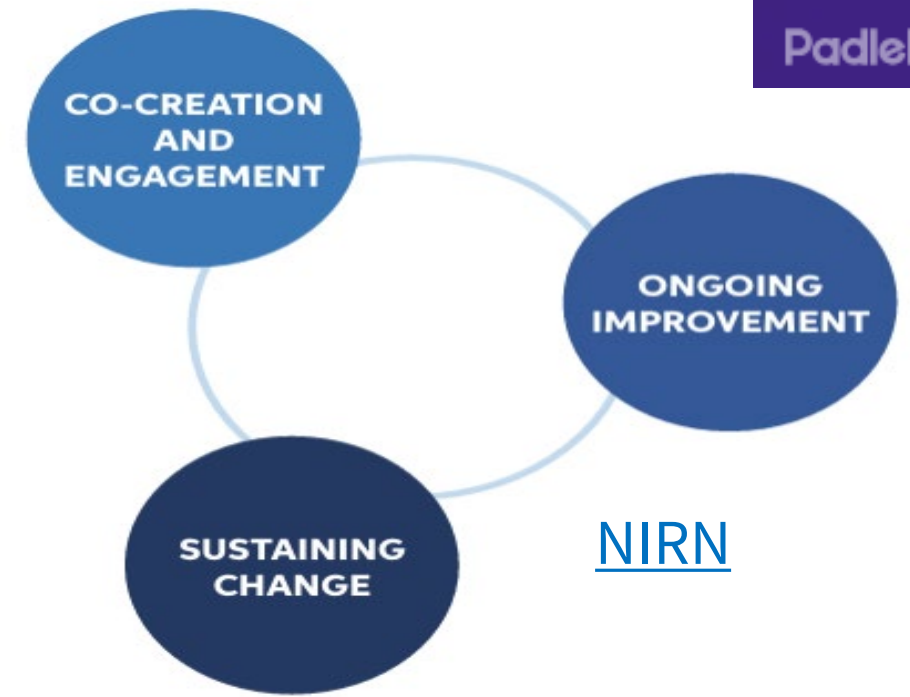
Number of At Risk Students by ...



DATA-DRIVEN SYSTEMIC SUPPORT



DATA-DRIVEN GOALS (25-26)



- Transition from installation to full implementation of **Abre Data System** usage to promote “whole child” discussions across teams
- Transition from initial implementation to full implementation of **action steps** aligned with the SWPBIS and Reading **Tiered Fidelity Inventories**
- Continued use of **problem-solving model** to improve instructional/behavioral supports

QUESTIONS?

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QUESTIONS?

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