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Literacy Academy 2025

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REGIONAL NETWORK OF COLLABORATIVE MINDS: EMPOWERING MULTIDISCIPLINARY LEADERSHIP

ESC
EDUCATIONAL SERVICE CENTER
of Lorain County

JENNIFER MARTINEZ, M.ED., C-SLDI

OLIVIA WEISMAN, M.ED., CALT

ERICA KAUFMANN, M.A.T., C-SLDI

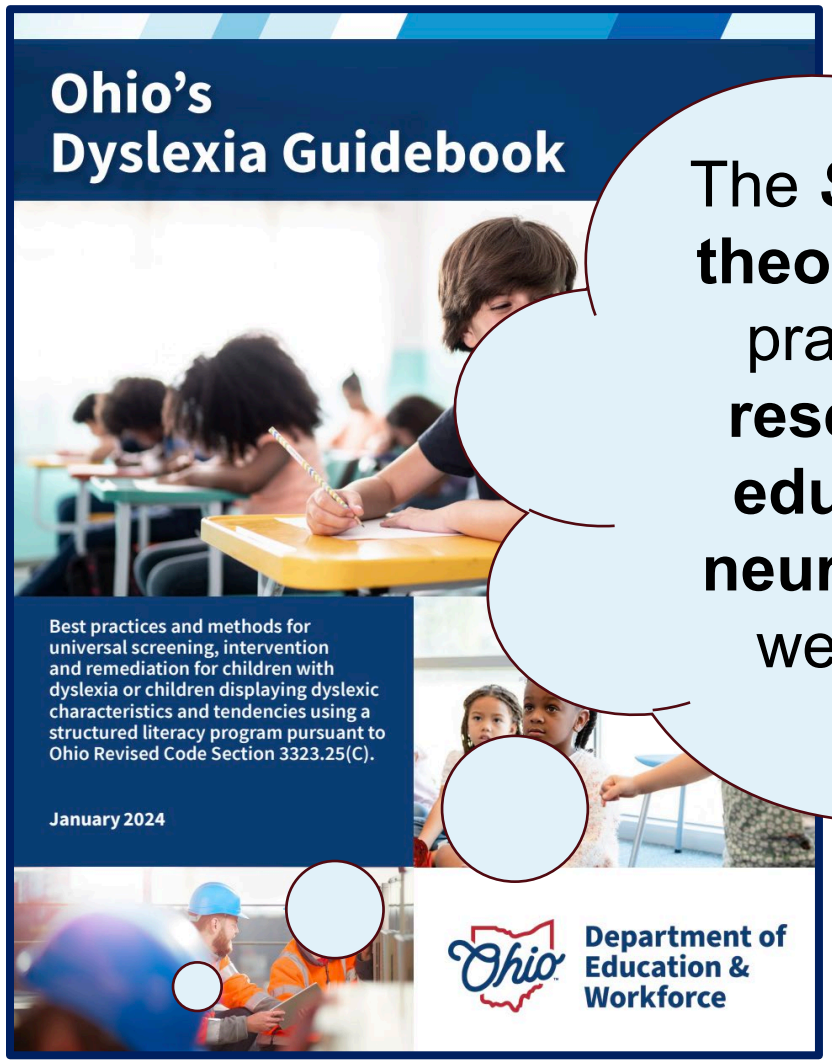
Literacy Specialists, pictured from left to right

LEARNING OBJECTIVES FOR THIS SESSION:

- Guidance on how to design and establish a regional literacy network
- Ideas to promote regional collaboration on literacy priorities in Ohio
- Gain practical guidance on how to implement the Ohio Dyslexia Guidebook and MTSS process at the regional level

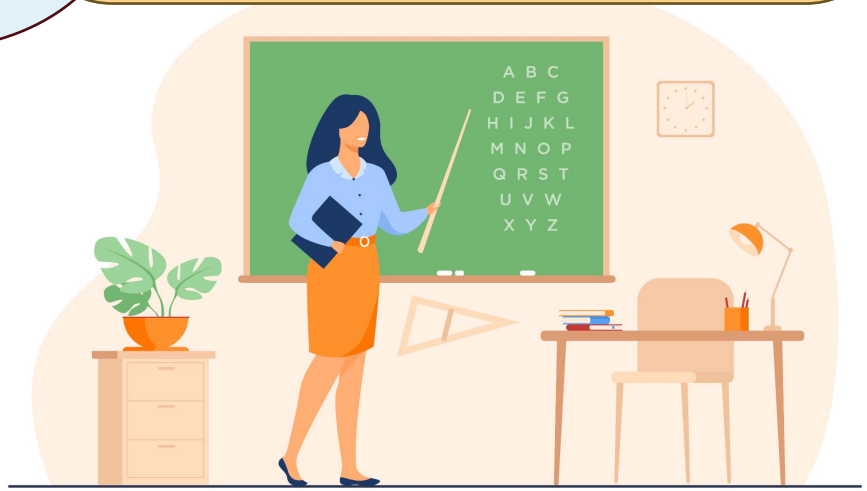
ESTABLISHING A REGIONAL LITERACY NETWORK

WHY CREATE A REGIONAL NETWORK?



The ***Science of Reading*** is the **theory** behind our instructional practices. **Convergence of research from psychology, education, linguistics, and neuroscience** supporting how we learn to read and write.

Structured Literacy is the application of knowledge from the science of reading which **teaches children to read in an evidence-based and systematic way.**



BENEFITS OF OUR REGIONAL MULTIDISCIPLINARY LITERACY FACILITATOR NETWORK

- Collaboration
- Shared problem-solving & planning
- Updates from Read Ohio and other literacy initiatives are shared
    - Discussions of what these updates imply for districts

STEPS TO BUILD A REGIONAL LITERACY NETWORK

Step 1: Identify key stakeholders to participate in the network

Step 2: Establish structure for the network (frequency of meetings, time of day, length)

Step 3: Develop shared literacy priorities for each meeting (originally based on stepping out assessment process and when districts would need to analyze data, plan for intervention, progress monitor, communication with families, etc.)

Step 4: Generate event description and invite participants

STEPS TO BUILD A REGIONAL LITERACY NETWORK 2

Key Stakeholders: Literacy Specialists, Curriculum Directors, Special Education Directors, Administrators, and Educators who hold a Structured Literacy certification and/or serve as the facilitator of the district's multidisciplinary team analyzing data in relation to Ohio Dyslexia Guidebook.

Structure for Our Network: Half day sessions in the morning, once per month

STEPS TO BUILD A REGIONAL LITERACY NETWORK 3

Event Description & Priorities: Erica Kaufmann, C-SLDI, and Olivia Weisman, CALT, will facilitate this network opportunity for individuals certified in structured literacy and/or district multidisciplinary team members. The network will allow participants from neighboring districts to gain ideas from one another to support the MTSS process as well as implementation of HB 436 and Ohio's Dyslexia Guidebook. Participants will also hear relevant updates on law related to or in support of literacy.

Topics of each network include discussions around the following include but are not limited to: Universal Screening Data Analysis Plans; Documentation of Interventions; Checking in on Interventions and EMIS; Planning for Mid-Year Benchmarks and Kdg. Screening; Screening of Transfer Students; Statewide Literacy Initiative Updates

TURN AND TALK

STEPS TO BUILD A REGIONAL LITERACY NETWORK

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Talk with a partner about what you would use from the steps. What might you change to meet your region's needs?

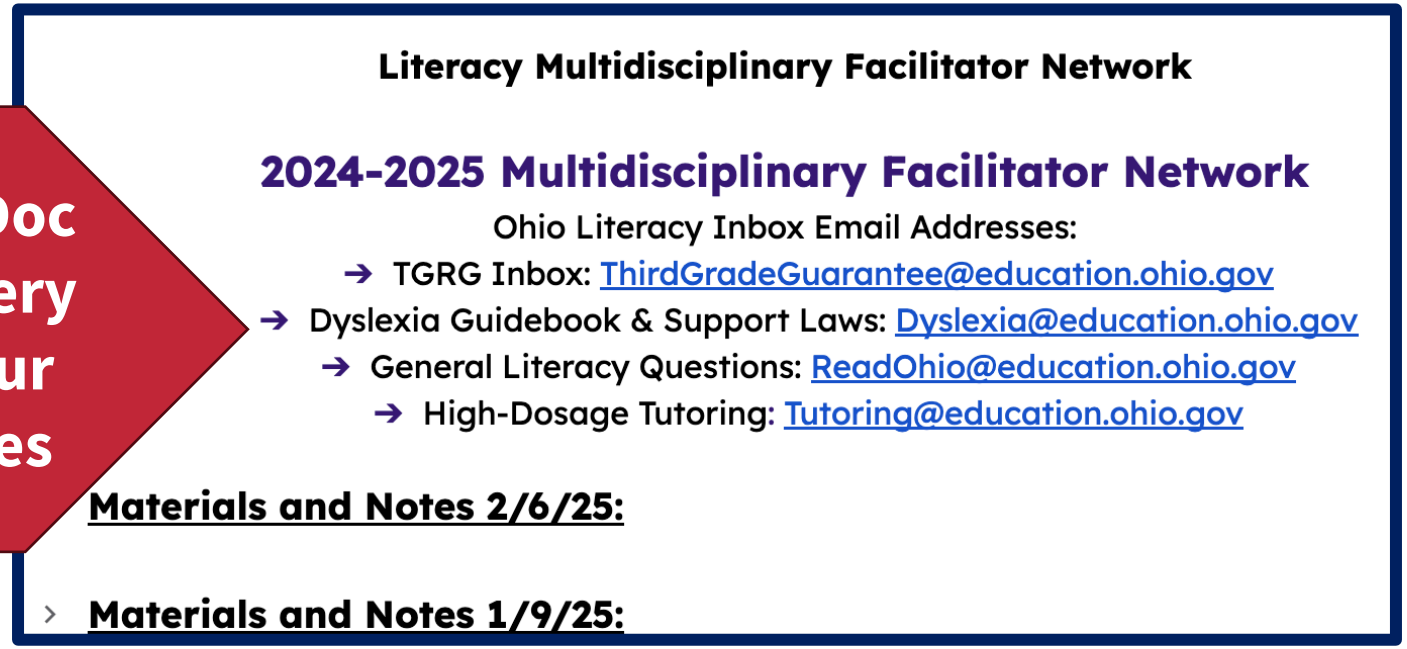
PROMOTING REGIONAL COLLABORATION ON OHIO'S LITERACY PRIORITIES

FACILITATING EFFECTIVE COLLABORATION

Utilize strategies to foster engagement and knowledge sharing:

- Build in team talk time
- Support sharing of resources between districts
- Develop a communication system so all resources are shared in an ongoing manner

Shared Google Doc with tabs for every meeting with our shared resources



PARTNERING WITHIN THE EDUCATIONAL SERVICE CENTER TO MEET THE NEEDS OF THE NETWORK

Danielle Holztrager, Special Education Director

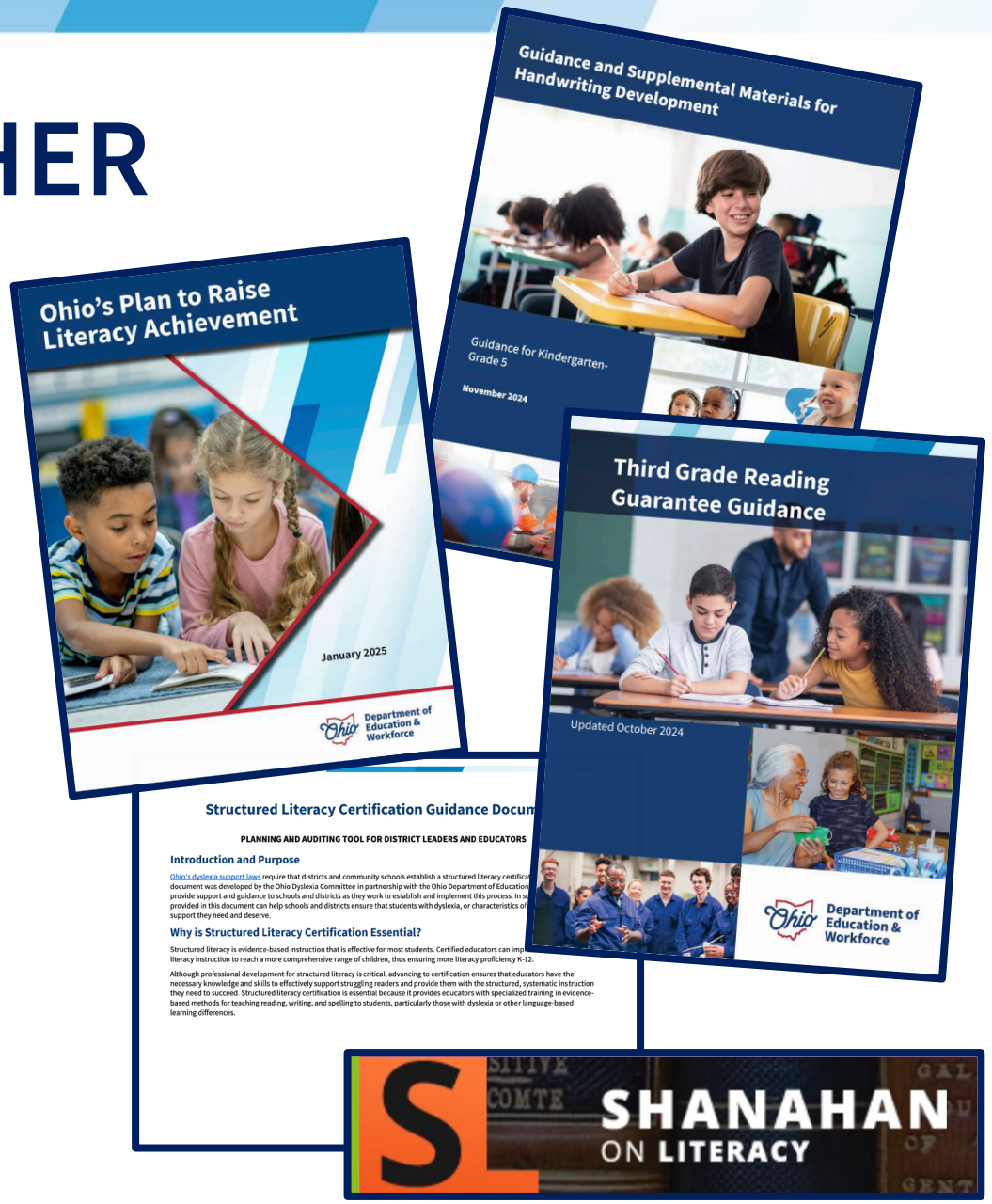
Supported discussion on the difference of identification of Dyslexia in the school setting

Kendis Bender, Parent Mentor

Discussed effective communication with families

ALWAYS LEARNING TOGETHER

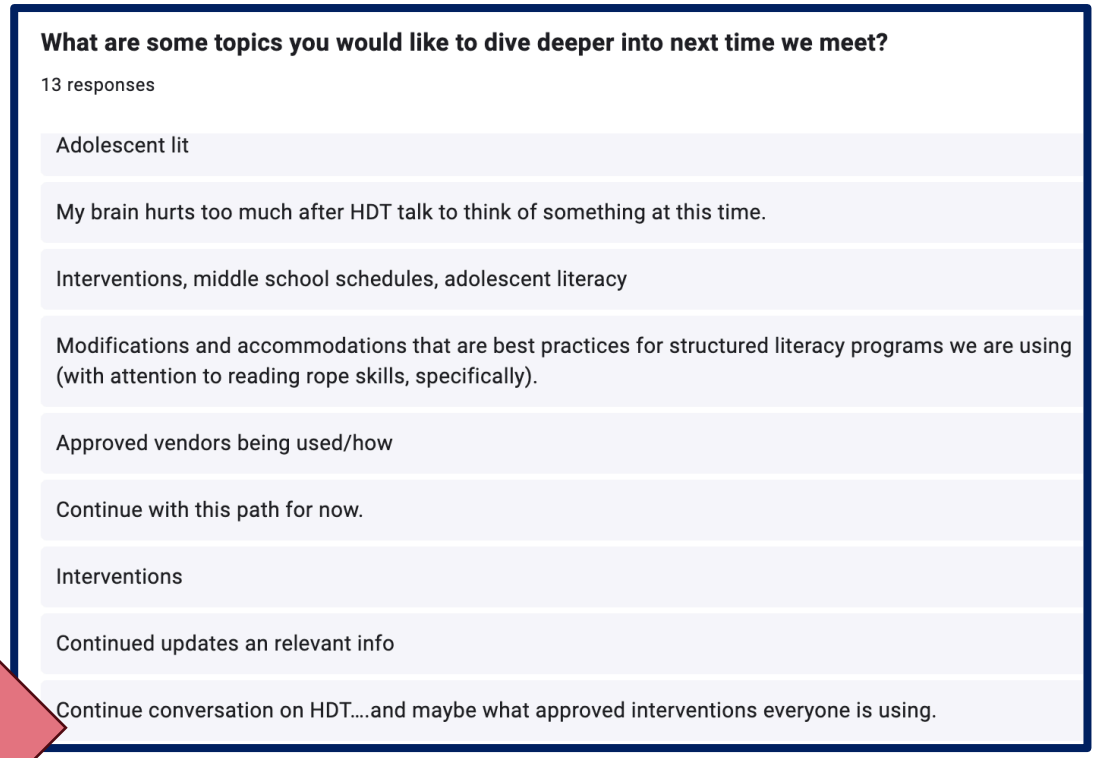
- At most sessions, we read an article or ODEW document then have participants complete an activity to learn and discern meaning in our implementation practices.
- This provides team planning time to process the information, ask questions, and plan for next steps.
- The learning topics are constantly evolving as updates are released and based on feedback from the group.



FEEDBACK ON COLLABORATION

- Participants complete a survey after each network meeting.
- A question asked is: *What are some topics you would like to dive deeper into next time we meet?*

Feedback from our November session



What are some topics you would like to dive deeper into next time we meet?

13 responses

Adolescent lit

My brain hurts too much after HDT talk to think of something at this time.

Interventions, middle school schedules, adolescent literacy

Modifications and accommodations that are best practices for structured literacy programs we are using (with attention to reading rope skills, specifically).

Approved vendors being used/how

Continue with this path for now.

Interventions

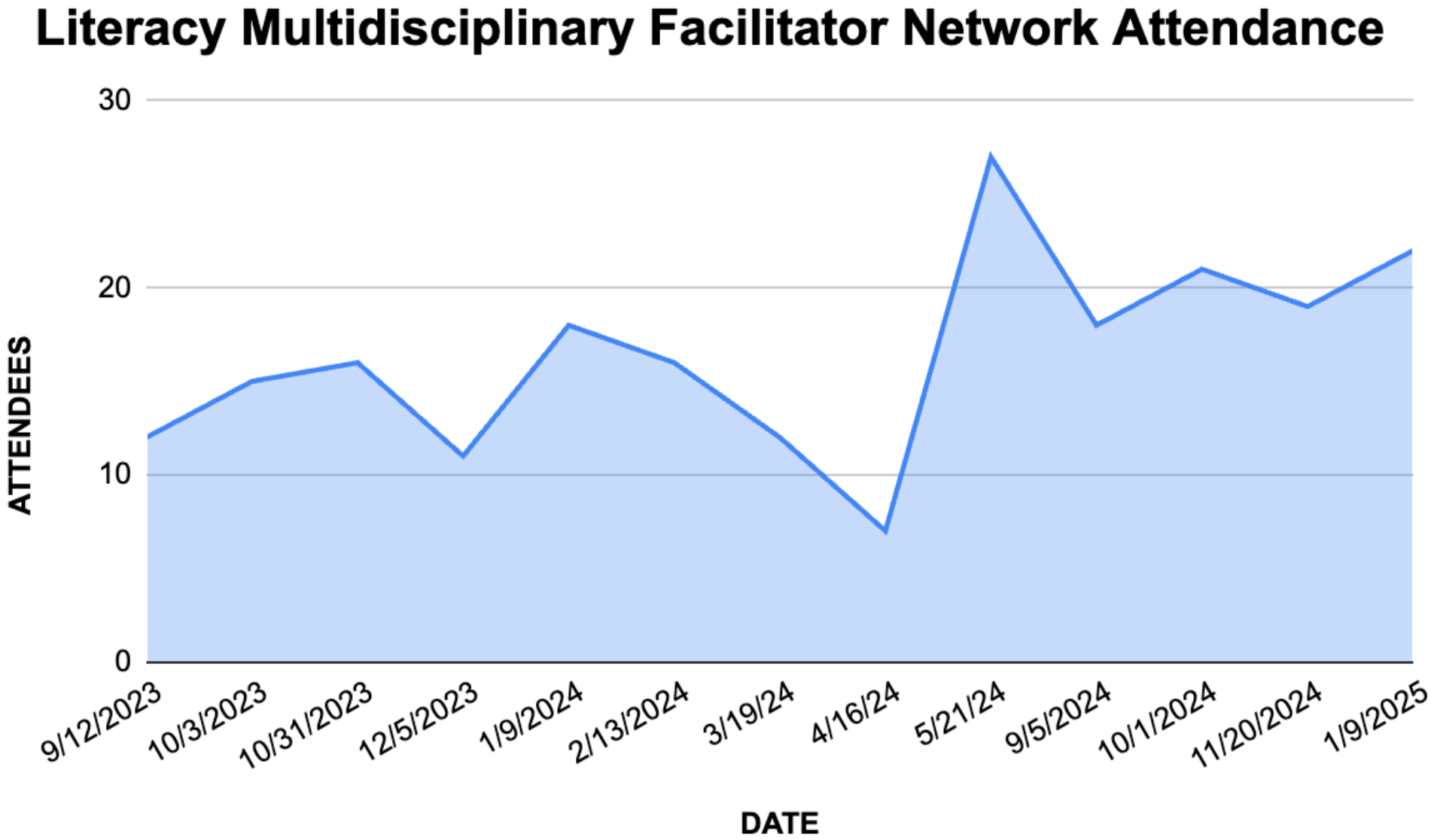
Continued updates an relevant info

Continue conversation on HDT….and maybe what approved interventions everyone is using.

Based on this feedback, topics of our next session were:

- Intervention tools and rubric
- Break out groups exploring ODEW Handwriting Guidance
- Read and discussed an article in relation to adolescent literacy

OUR NETWORK KEEPS GROWING…



IMPLEMENTING THE GUIDEBOOK & MTSS IN REGIONAL NETWORK

ALWAYS FOCUSING ON BEST PRACTICES

Skills Measured by Universal Screening (Tier 1 Dyslexia Screening)

Skill to screen	Grade			
	K	1	2	3-6
Phonemic Awareness	X	X		
Letter Naming	X	X		
Letter-Sound Correspondence	X (starting in midyear)	X	X (through beginning of 2nd)	
Real and non-word reading	X (end of year only and only non-words)	X (starting in midyear)	X (non-words through beginning of 2nd)	
Oral Text Reading Accuracy and Rate		X (starting in midyear)	X	X
Comprehension				X

Screening & Data Driven Decision Making

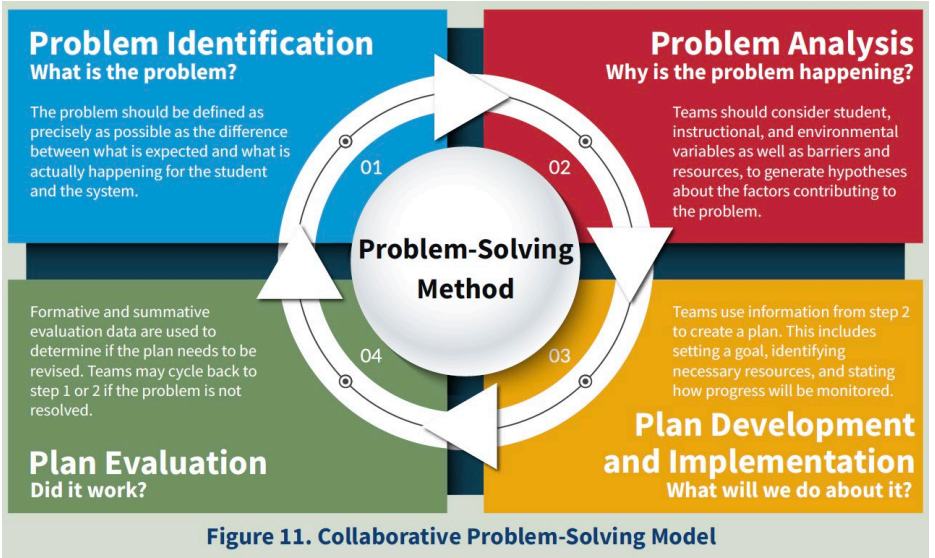


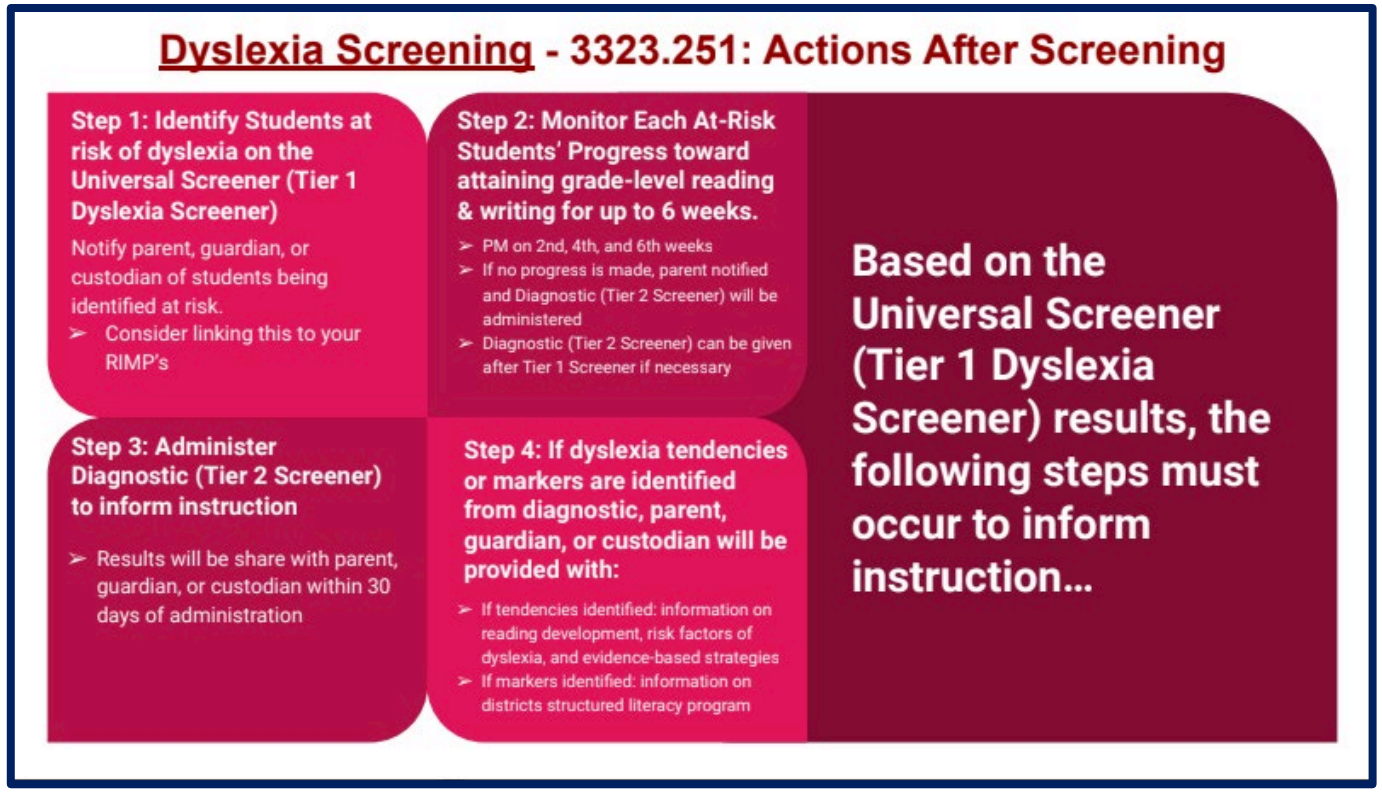
Figure 11. Collaborative Problem-Solving Model

Progress Monitoring

Intervention

SCREENINGS & DATA DRIVEN DECISION MAKING

- Initially, districts had varying levels of understanding regarding the screening process.
- Our efforts centered on strengthening the knowledge base around dyslexia screening, *always emphasizing best practices.*
- Connecting to Tier 1: What is our screening data telling us?



INTERVENTION

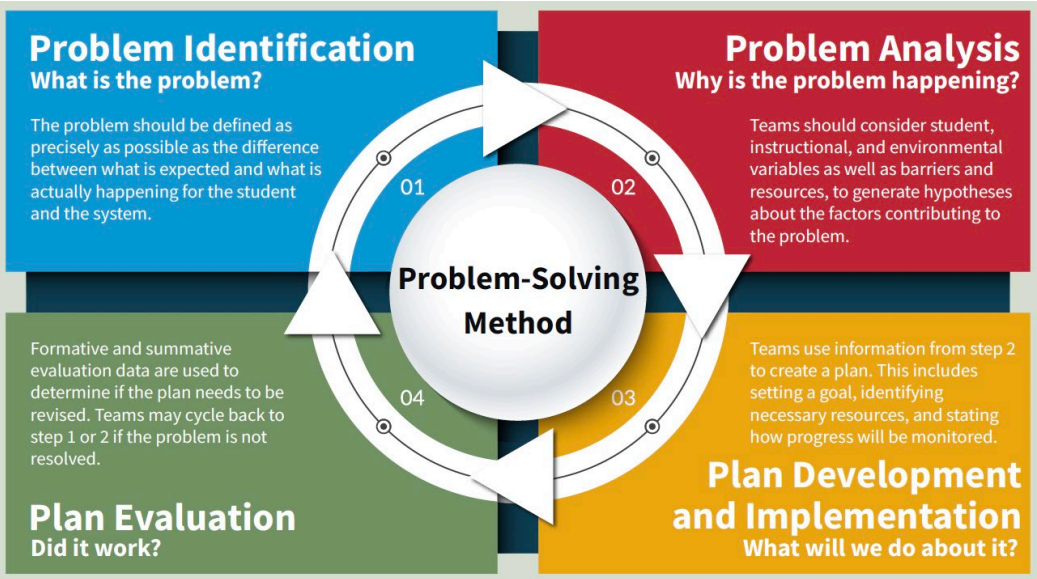


Figure 11. Collaborative Problem-Solving Model

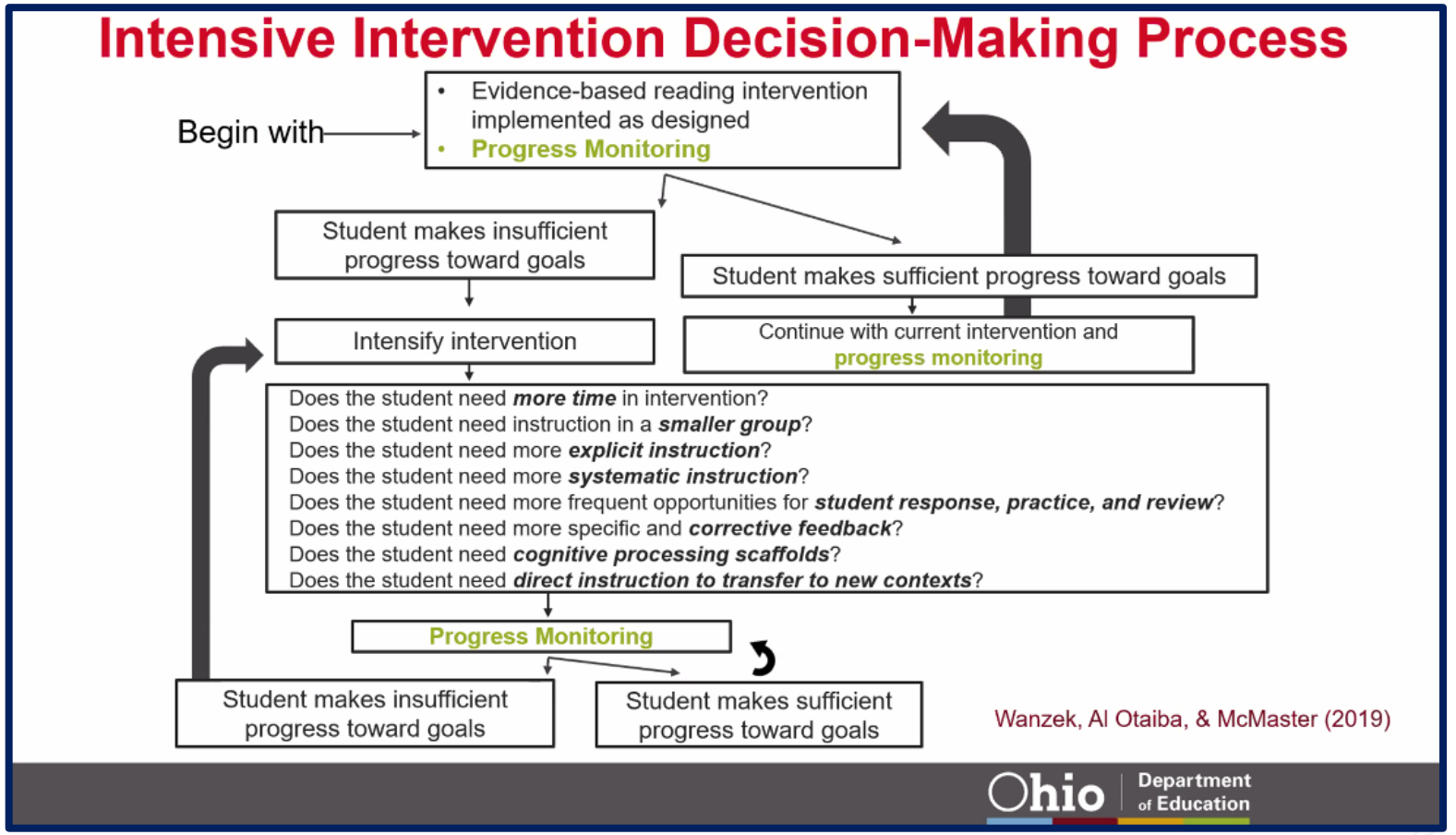
After the initial screening process, we offer guidance on the next steps, including Tier 2 diagnostics and aligning data with targeted interventions.

Our ongoing priority is implementing best practices in structured literacy instruction while ensuring alignment with state and district goals.

The critical role of MTSS in literacy instruction and the integration of dyslexia-specific supports in the MTSS framework.

PROGRESS MONITORING

Is the work, working?



GOAL OF THIS NETWORK

Initial Goal: Build a *network of individuals certified in structured literacy* leading multidisciplinary teams.

BUT…many teams *did not have* an individual certified in structure literacy.

SO…*we extended the invite to all those leading teams*. Now there is *more urgency and understanding* for the need to get more individuals certified.

OUR NETWORK IS A JOURNEY, NOT A DESTINATION

Network participants had to:

- Trust in each other
- Identify barriers
- Work together
- Be willing to challenge our current thinking

THEMES IN OUR SURVEY FEEDBACK

- ✓ Collaboration & Networking Across Districts
- ✓ Discussion Based Learning
- ✓ Practical Tools and Resources
- ✓ Structured Literacy & Science of Reading Implementation
- ✓ Engaging Facilitation & Planning
- ✓ Continued Learning & Reflection

QUOTES FROM PARTICIPANT SURVEYS

“It is very helpful to hear the problems and solutions of other districts.”

“Role playing was helpful in reflecting on how to navigate conversations.”

“Everyone is working towards implementing SOR and the Dyslexia Law specifications in different ways.”

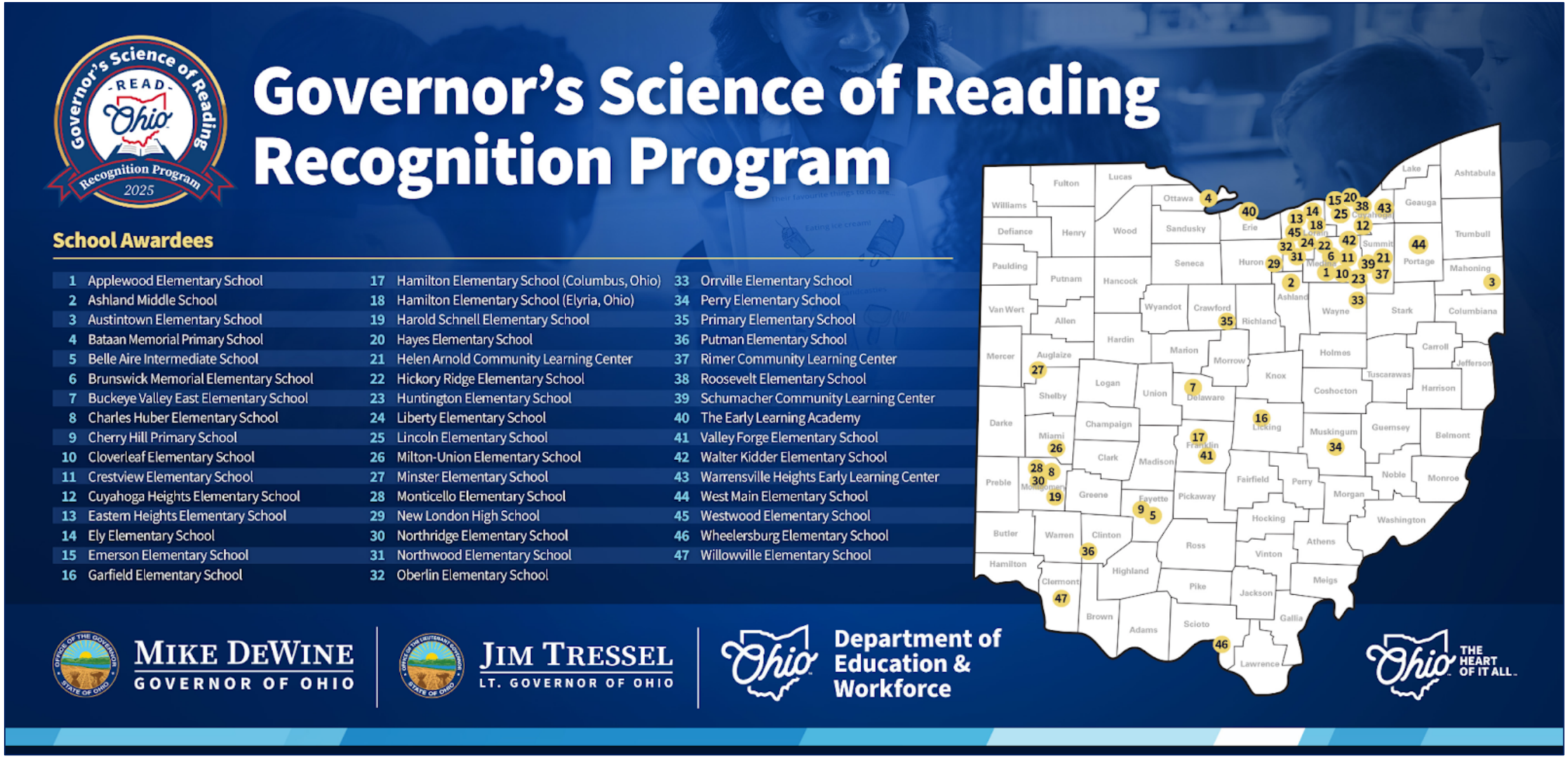
"Very informative and great discussions with colleagues.”

"Love the articles shared as well as digging deeper into tough conversations."

"It is always great to collaborate with others and navigate these changes together."

"Everyone is working towards implementing SOR and the Dyslexia Law specifications in different ways. Sharing ideas is immeasurably helpful!!"

SUCCESS STORIES



DISTRICTS THAT HAVE COLLABORATED IN THIS WORK:

- Amherst Local Schools
- Ashland City Schools
- Avon Lake City Schools
- Bay Village City Schools
- Clearview Local Schools
- Columbia Local Schools
- Edison Local Schools
- Elyria City Schools
- Firelands Local Schools
- Keystone Local Schools
- Lorain City Schools
- Mapleton Local Schools
- Margaretta Local Schools
- North Ridgeville City Schools
- Oberlin City Schools
- Sheffield-Sheffield Lake Local Schools
- Vermilion Local Schools
- Wellington Exempted Village Schools

Q&A

SURVEY

QUESTIONS?

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QUESTIONS?

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