Using the Ohio Improvement Process to Move the Work Forward through Effective Operations of BLTs & TBTs

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Today’s Topics

1. The Principal as Instructional Coach
2. The Framework of the Ohio Improvement Process
3. Building-Level Success, Challenges, and Increasing Capacity for the Future

https://tinyurl.com/OLACOIP2018
The 5-Whys
A Jefferson Memorial Story

https://www.youtube.com/watch?v=BEQvq99PZwo

https://tinyurl.com/OLACOIP2018
A Successful **Needs Assessment** Leads to **Actionable** Priorities and Meaningful, **Long-Term** Change

Four Elements Essential for Successful Needs Assessment

- Needs-Driven and Content-Specific Approach
- Rigorous Data Analysis
- Stakeholder Engagement
- Collaborative Identification of Improvement
# Reading Tiered Fidelity Inventory

<table>
<thead>
<tr>
<th>R-TFI Item</th>
<th>2 Points</th>
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</table>
| 1.16 The School Leadership Team uses system-level coaching. | System-level coaching includes support for:  
- Developing capacity of School Leadership Team members to analyze data and prioritize needs.  
- Developing a School-Wide Reading Plan.  
- Assisting school teams with using an effective team meeting process.  
- Suggesting professional learning opportunities and/or people with expertise to support the school based on school reading data and plans.  
- Assisting with communication between the principal, school teams, and district team. |

- **OIP Steps 1 & 5**
- **OIP Steps 2 & 3**
- **Developing/Refining the BLT**
- **OIP Steps 4**
- **Development of Feedback Loops**

[https://tinyurl.com/yajllqqw](https://tinyurl.com/yajllqqw)
Internal Facilitator—Supporting Learning Communities

- Role is to build **capacity** within the district and buildings to engage in a **sustained** continuous improvement that results in improved instructional practices and student achievement.

- Active listener

- Identify if professional development is needed
Key Questions: Data Analysis

- What data is available to inform the discussion and what additional data is needed?
- Who has access to this data?
- Will school- and district-level data be enough to help you understand your needs?

- How would looking at student subgroups help you understand your needs?
  
  EARLY CHILDHOOD, GIFTED, SWD, AT RISK, VULNERABLE YOUTH, ED, FOSTER CARE, HOMELESS (Does data support these groups)

Continuous improvement discussions are everyone’s responsibility.
DATA Collection

Collect the data that will inform decisions rather than data to justify decisions that have already been made.
OIP- Literacy Systems

Step 1: Analyze Fidelity Data and Contextualize with Student Data

Step 2: Select Evidence-Based Practices to Enhance Multi-Tiered System of Supports

Step 3: Develop/Revise Literacy Focused School Improvement Plan

Step 4: Implement, Monitor, and Coach Literacy Focused School Improvement Plan

Step 5: Progress Monitor or Administer Fidelity Assessment(s) and Contextualize with Student Data

1. Identify Critical Needs
2. Research and Select Evidence-Based Practices
3. Plan for Implementation
4. Implement and Monitor
5. Examine, Reflect, Adjust
Leadership Teams: Partnerships=Improved Outcomes

**DLT Membership:**
- All levels:
  - Teachers: (pre-school, general, special education)
  - Administration: (Principals, Curriculum, Supervisors, School PSY)
    - Union leadership members
    - Board Members
    - Treasurer
    - SSTR (external support)
      - Emphasis is building of a strong team

**BLT Membership:**
- Central Office
- School Psy/Counselors
- Literacy Coach
- Grade level teacher representation
- Non-certified
- SSTR (external support)
  - Share vision & collaboration between early learning, special education, & general education.

**TBT Membership:**
- Teacher Teams (grade-level, content specific)
- Fine Arts
- Principals as instructional coaches
  - How does communication effectively flow through and within your teams?
**Key Questions: Team**

**Stakeholders:**
- Who are your key stakeholders?
- How will you learn more about what they see as your district or school’s needs and priorities?
- How will you share the results of your needs assessment with your stakeholders?

**Team Roles:**
- Who are the key internal staff who will serve on your needs assessment team?
- Who will lead the team? Who will be responsible for data analysis?
- Who will lead discussion about root causes, prioritization and possible solutions?

**Time & Process:**
- How will you ensure that your internal team has sufficient time to meet?
- How will the team communicate with each other about progress?
Date: Oct. 3, 2018

Norms:
1. Arrive promptly with calendar
2. Prepared with materials
   a. Student results submitted to lead teacher by selected date
   b. Review agenda prior to meeting
3. Respectfully listen
4. Active engagement from all participants
5. Remain on task (limit sidebars)
6. Continue professional learning community
7. Maintain Confidentiality

1. (BLT) - BLT member reporting from last meeting: Teacher - Last meeting was on RTFI
2. TBT Process: Roles & Responsibilities

<table>
<thead>
<tr>
<th>Facilitator</th>
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<tbody>
<tr>
<td>Time Keeper</td>
<td></td>
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<tr>
<td>Norms Enforcer/Process</td>
<td></td>
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<tr>
<td>Note Taker</td>
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5-Step Process Notes: Current data being reviewed at TBT

Step 1: Identify Critical Needs  Collect & Chart assessment data aligned to the standard
Analyze student work specific to data

Subgroups as follows:
1. **Enrichment**
2. On-level
3. Below-level
4. # SWD (Strengths and Weaknesses)
<table>
<thead>
<tr>
<th>Step 2: Research and Select Evidence-Based Strategies</th>
<th>PSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 min. Team develops common instructional STRATEGY (ies)</td>
<td>Post Assessment determination: Administer PAST Form B to RED BOY on October 17-18</td>
</tr>
</tbody>
</table>
| Step 3: Plan For Implementation (how based on DI) | Above Level-Decodable text, fluency passages from Superkids or text  
On-Level-Decodable text, fluency passages  
On-level: Decodable text, fluency passages  
Below-level: PSF boxes, onset/rime, letter ID  
SWD: PSF boxes, onset/rime, letter ID |
|---|---|
What are Evidence-Based Strategies?

Programs, practices or activities that have been evaluated and proven to improve student outcomes.

LEAs can have confidence that the strategies are likely to produce positive results when implemented.
| 4: Implement and Monitor (when) | Small group during push in time, Differentiated Instructional time Monday thru Friday |
Step 5: Examine, Reflect, Adjust
What did we learn, and are we growing?
What successful strategies do we want to share with our building BLT and district DLT?

Next Meeting Information:

ELA (Date)

Literacy block was spaced around the Title schedule and is working smoothly

In addition, can use a post test to determine if strategies have worked or what do we do next if students are still struggling.

Data to look at:
PAST B and PM’s
Aim for 4 PM’s for reds

October 26th 10:00 am
Location: teacher’s room
Reflection: Students have come into First Grade with a strong letter sound recognition, most have kindergarten level of mastery with CVC words in isolation. All teachers are experiencing similar deficits with those who do not. An overall concern is the lack of application of learned skills when given a passage.

First Grade:

<table>
<thead>
<tr>
<th>Group 1: PSF 40 or higher AND NWF-CLS is 27 or higher</th>
<th>Student is likely to benefit from Superkids Core Instruction</th>
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<tbody>
<tr>
<td></td>
<td>1. Continue Heggerty routines in small or whole group daily / Tier 1</td>
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<tr>
<td></td>
<td>2. Use of Phonics Wall Routine Daily / Tier 1</td>
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<tr>
<td></td>
<td>3. Continue small group routines, differentiating to add more rigor for those that are ready (more advanced PA and decoding).</td>
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<tr>
<td></td>
<td>4. Make connection to writing.</td>
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<td></td>
<td>5. Use Big Book of Decoding</td>
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</tbody>
</table>

Niles Sample TBT Document
Group 2: PSF 40 or higher **BUT**
NWF-CLS is below 27 Notes about
Analyzing NWF

Additional support is needed on alphabetic principle and basic phonics skills
1. Additional time with Phonics Wall
2. Practice With OG Cards
   a. letter sounds
   b. blending drills
   c. word reading attend to all the letters and sounds, no guessing
   d. Additive Sound by Sound Blending and Word Families
3. Elkonin Boxes
4. Phonemic Awareness / Sound Manipulation (multisensory - chips or blocks)
3. Sound Partners - Start with short vowels
4. Review high frequency words sorted by phonological patterns using phoneme - grapheme mapping
Group 3: PSF 40 or below **BUT** NWF-CLS is 27 or higher

Student needs additional support on phonemic awareness

1. Administer the [PAST](#) (most likely you will administer Level D, E, F, G - discontinue when student scores 0 or 1 out of 10)

2. Begin Kilpatrick Equipped for Reading Success interventions based on the lowest level not accurate AND automatic. Students may need sensory objects while demonstrating skill (chips, felt, motions).

3. If [PAST](#) appears to be too difficult, then administer [Phonemic Awareness for 1st Grade (Baseline)](#) Skills 1-9
   a. Use [scoring guidelines](#) to determine where to begin interventions.

4. If a level is not passed, begin with explicit teaching at the lowest skill level. See [Phonological Skill Domains and Sample Tasks](#)
   a. Continue Heggerty lessons that correspond to skill deficiency in small groups or individually (double dose or lower level). Students may need sensory objects while demonstrating skill (chips, felt, motions).
Group 4: PSF 40 or below AND NWF-CLS is below 27 Notes about Analyzing NWF

(August 25-28) PAST (A) on all RED, YELLOW, 17-18 & Newly enrolled.

Hegarty on all small group students for SL0 purposes.

(Oct. 17 & 18) PAST (B) on all reds and yellows.

Additional support is needed on phonemic awareness and letter sound skills as well as alphabetic principle and basic phonics skills


2. Determine target for explicit instruction - use West Virginia Phonics, or decodable texts for examples of an explicit lesson (attend to mouth formation, use mirrors, etc)

3. Review high frequency words sorted by phonological patterns using phoneme - grapheme mapping

4. Administer the PAST (most likely you will administer Level D, E, F, G - discontinue when student scores 0 or 1 out of 10)

5. Begin Kilpatrick Equipped for Reading Success interventions based on the lowest level not accurate AND automatic. Students may need sensory objects while demonstrating skill (chips, felt, motions).

6. If PAST appears to be too difficult, then administer Phonemic Awareness for 1st Grade (Baseline) Skills 1-9
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Data

It is essential to know the results you are trying to accomplish before trying to determine what actions might work best.
Using the Ohio Improvement Process to Move the Literacy Work Forward

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