

Department of Education & Workforce

SCHOOL IMPROVEMENT GRANTS

FY26 SI Literacy and Math Ideas

Thursday, April 16, 2026

Department of Education & Workforce

AGENDA

- Overview of FY27 Title I Non-Competitive Supplemental School Improvement Grant allowable activities
- Mathematics resources
- ELA resources
- FY27 TI NC SSI resources and upcoming webinars

SPECIAL GUESTS

- Stephanie VanDyke, Literacy Coaching Administrator, Office of Literacy Achievement
- Brian Bickley, Mathematics Consultant, Office of Academic Success

DK1

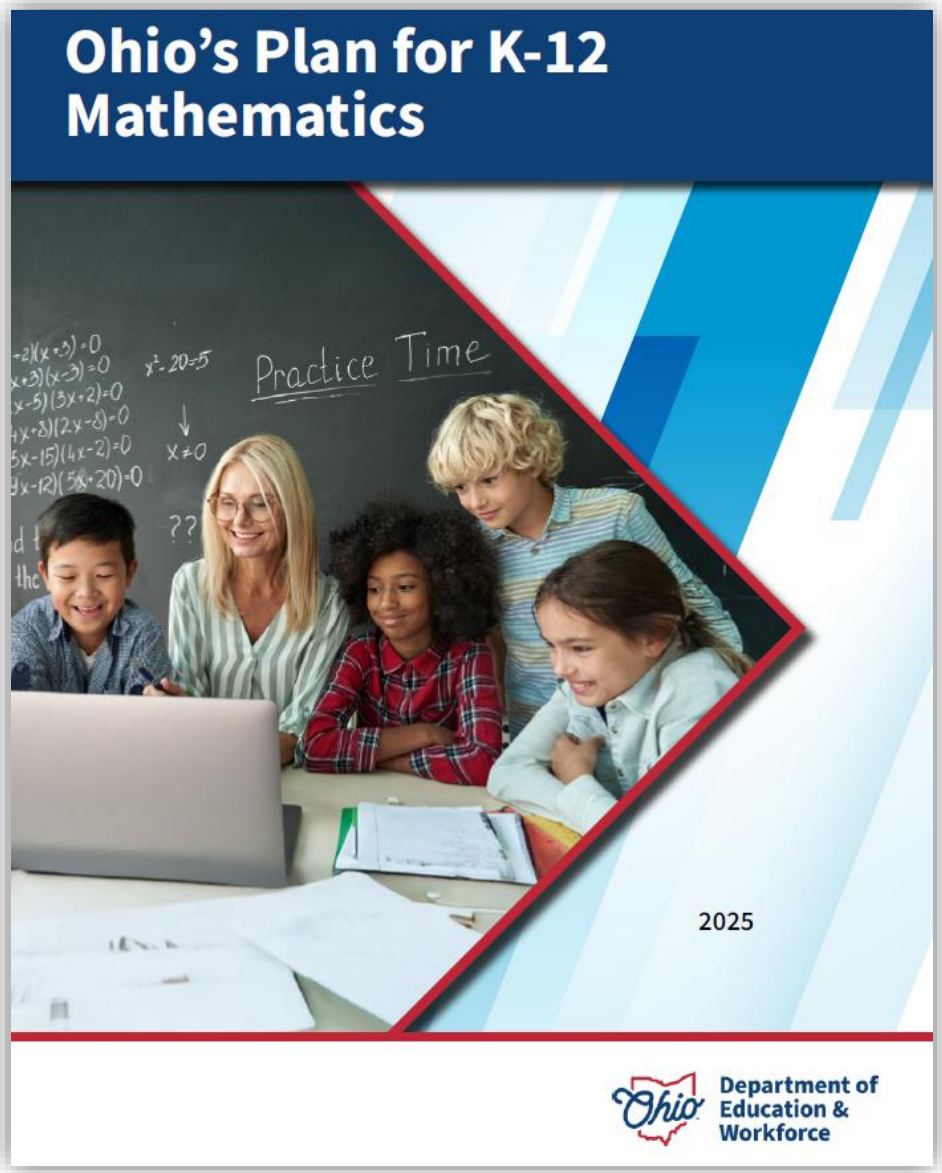
FY27 TI NC SSI ALLOWABLE ACTIVITIES

- **Supplemental Instruction-**
  - Supplemental Paraprofessional
  - Supplemental Literacy Teacher- Must meet SOR requirements
  - Supplemental Math Teacher
  - Supplemental Summer Bridge ELA/Math
- **High-Dosage Tutoring for ELA/Math:**
  - Must be selected from the approved vendor list linked HERE
  - Zearn for K-8
- **Evidence-Based Instructional coaching for ELA/Math:**
  - Literacy must follow the Ohio Model for Instructional Coaching for Literacy linked HERE
- **Supplemental ELA/Math HQIM-**
  - Tier2/Tier3 only
  - HQIM vendor training, Teacher Stipends for HQIM Training
- **Data Analysis for ELA/Math**
- **Please note:** Only ESSA Level 1 strategies can be funded.

MATHEMATICS RESOURCES

OHIO'S PLAN FOR K-12 MATHEMATICS

education.ohio.gov/math



STRUCTURE OF OHIO'S PLAN

Why?	• **Section 1:** Why a Comprehensive Mathematics Plan is Needed
What?	• **Section 2:** Ohio's Mathematics Vision
How?	• **Section 3:** Ohio's Theory of Action • **Section 4:** Strategies and Activities

OHIO'S MATHEMATICS VISION

Ohio's vision is to empower ALL students with the confidence and ability to apply mathematical concepts, procedures, and reasoning, enabling students to thrive in a variety of contexts, life experiences, and career pathways.

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

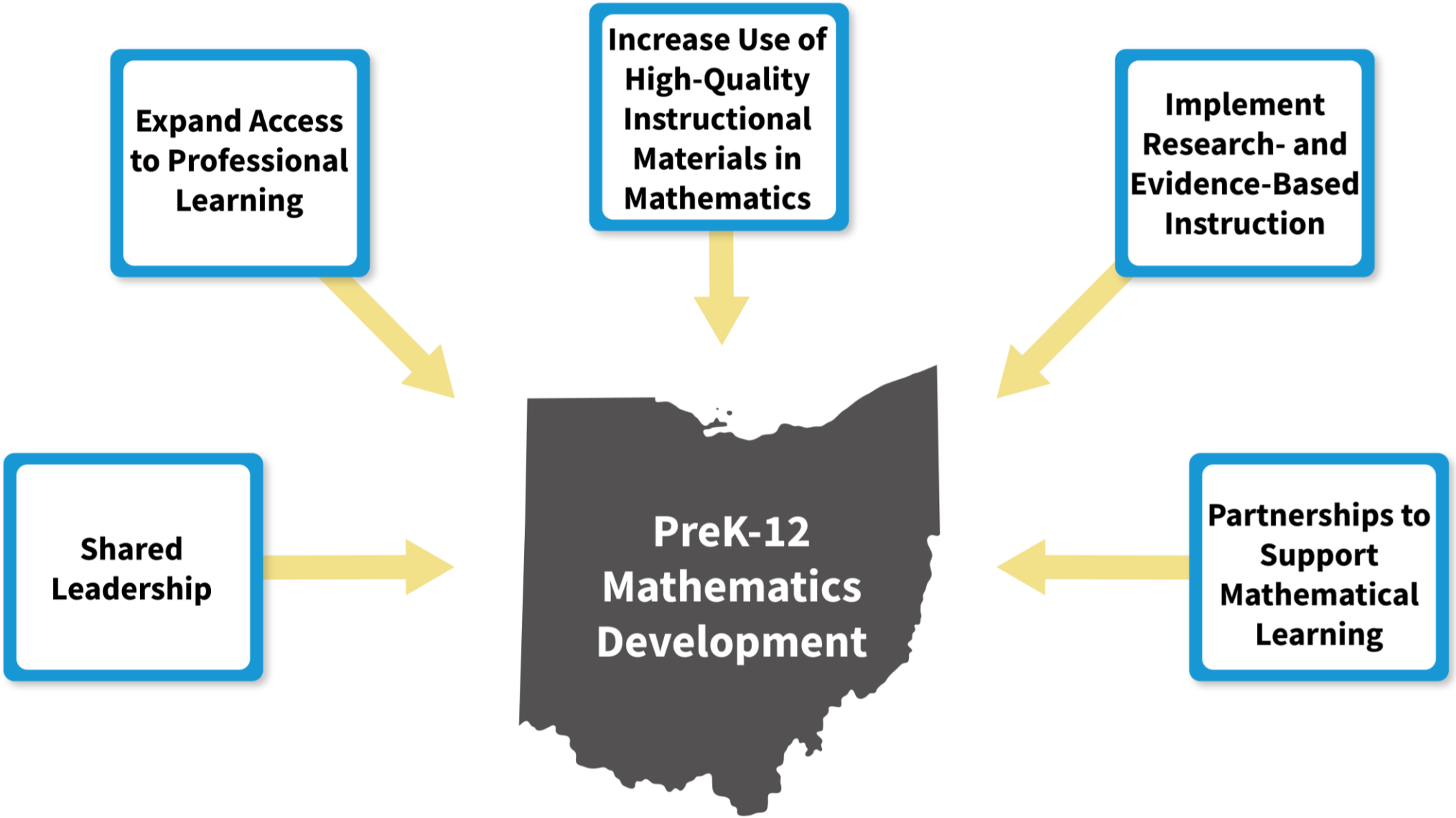
Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

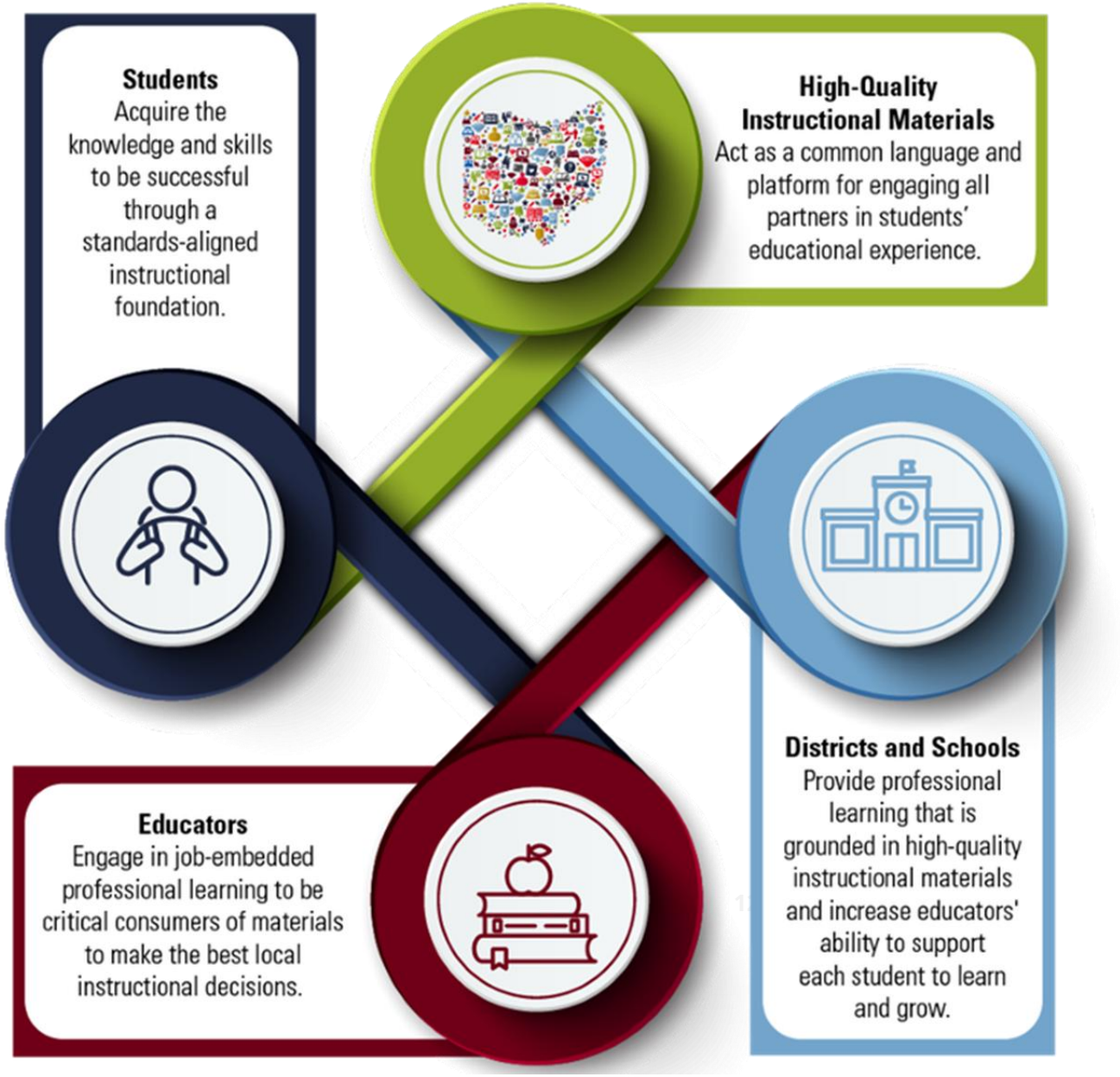
Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

SECTION 3: OHIO'S THEORY OF ACTION



INCREASE THE USE OF HIGH-QUALITY INSTRUCTIONAL MATERIALS



INCREASE USE OF HIGH-QUALITY INSTRUCTIONAL MATERIALS - STATE STRATEGIES

Go to: Education.Ohio.Gov

Search: Mathematics High-Quality Instructional Materials Rubric



MAKING THE MOST OF EXISTING MATERIALS

HQIM RUBRIC USES FOR NEW MATERIALS

- They are used to **inform selection**
- They are useful as **professional learning**
- They are used for **continuous evaluation**
- They are used for **stakeholder involvement**

OHIO'S MATH PLAN SUPPORTS ALL STUDENTS BY:

- ✓ Providing all students the access to grade-level content through learning acceleration.
- ✓ Encouraging universal design, just-in-time supports, and Integrated MTSS practices.
- ✓ Empowering educators through targeted professional learning.
- ✓ Aligning with IDEA principles of inclusion, access, and progress in the general education curriculum.



ELA RESOURCES

OBJECTIVES

- **Intervention Instruction:**
  - Selecting Tier 2/3 Materials
  - Using Data to drive decisions in Tier 2/3
- **Implementing Intervention Instruction:**
  - Using Coaching to drive change

INTERVENTION INSTRUCTION VS1

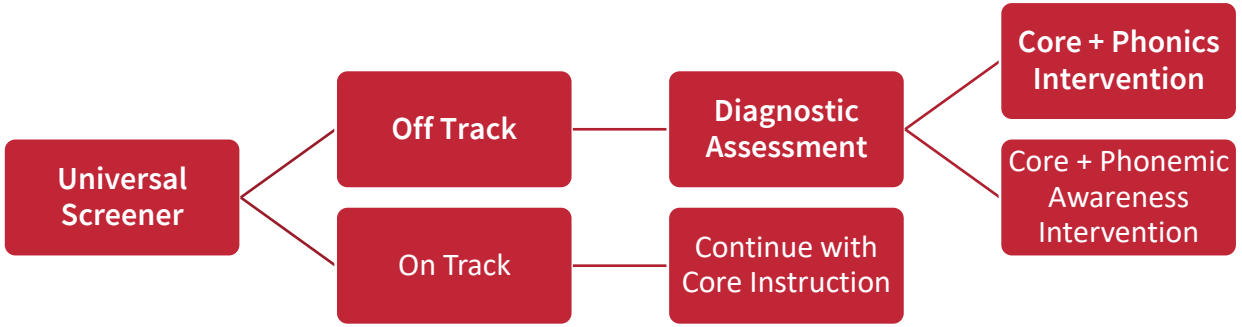
- Districts and schools must use the following **only** from the Department's approved lists when purchasing intervention materials:
  - Reading intervention programs for grades prekindergarten through 12 (Tier 2/3)
- There are currently 89 evidence-based reading intervention programs on the Approved List

INTERVENTION INSTRUCTION

- Districts and schools are encouraged to audit the curricular materials in use to determine the need for supplementary instructional materials after purchasing Tier 1 core curriculum and Tier 2/Tier 3 reading intervention programs from the approved list.
- Starting with a high-quality core program and a coherent and aligned reading intervention program should reduce the need to introduce multiple supplements or “patch together” a set of materials that may not be coherent or aligned.

USING DECISION RULES

- Using a decision framework, usually called decision rules, can help make purposeful, data driven choices in intervention.
- Decision rules should be unique to the school/district using them.
- The Early Literacy Decision rules shown here are just an example.
- *Remember, all students who are off track via a universal screener, should receive both core and intervention instruction.*



EVIDENCE-BASED INSTRUCTIONAL COACHING

ReadOhio Coaching utilizes a leveled coaching model, illustrated here.

Having coaching tools, such as decision rules, can help standardize expectations and maximize coaching efforts.



MORE INFORMATION

- More information on the ReadOhio Coaching Framework can be found at Ohio's Model for Instructional Coaching for Literacy | Ohio Department of Education and Workforce

- This includes information on how to access the ReadOhio Coaching LMS modules.



QUESTIONS?

EDUCATION.OHIO.GOV

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EXIT TICKET

We value your feedback!

Please take a minute to complete this brief Exit Ticket.

- https://forms.office.com/g/EuvvpvT89q



2026 OPEN OFFICE HOURS SCHEDULE

- **Thursday, May 21st at 1pm:** *FY27 Application Requirements.*

  Register HERE
- **Thursday, June 18th at 1pm:** *End of Year Grant Activities*.

  Register HERE

CONTACT THE GRANT TEAM

- **Katharine Delavan:** 614-466-5458

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- **Dan Sipek**: 614-965-4773

   | Daniel.Sipek@education.ohio.gov

- **David Cloud:** 614-738-5768

   | David.Cloud@education.ohio.gov

Schedule a Virtual Meeting:

- Schedule a meeting with Katharine and Dan

THANK YOU

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