

ABOUT THE PRESENTATION:

This session highlights a district wide shift from isolated, referral based practices to a cohesive, system driven approach through student level data meetings. Participants will explore how structured, recurring data conversations held every 6 to 8 weeks support all learners by integrating universal screening, diagnostic data, and progress monitoring into a unified MTSS framework.

Attendees will learn how teams moved beyond focusing only on “at risk” students to analyzing data for every student across academic, behavioral, and attendance domains. The session will outline key components of implementation, including meeting structures, defined team roles, and the use of comprehensive assessment systems to drive instructional decisions.

Through real examples, participants will see how this process allows teams to identify skill specific needs even when overall performance appears on track and respond with targeted supports. The impact of these meetings extends beyond individual students, helping schools identify trends in core instruction, refine intervention practices, and guide professional learning for staff.

Participants will leave with practical tools, structures, and insights to strengthen collaboration, improve decision making, and build a sustainable system that ensures every student receives timely and appropriate support.

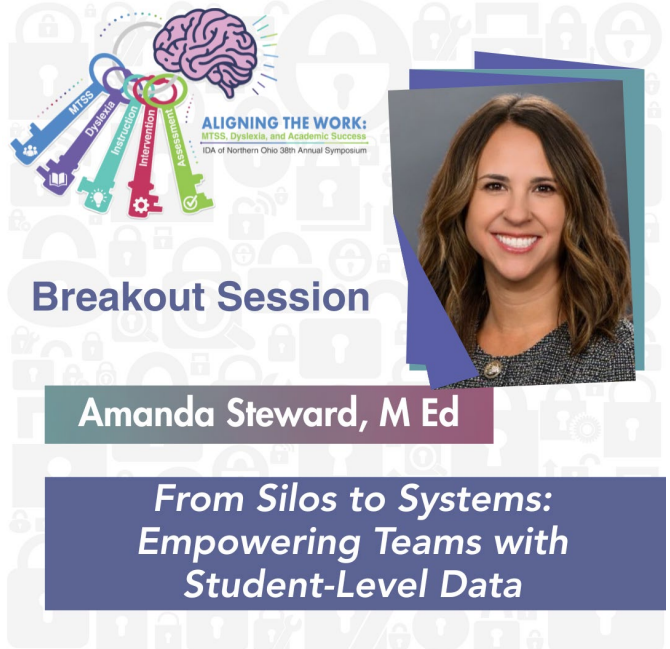
ABOUT THE SPEAKER:

Amanda Steward is an experienced curriculum leader with a strong background in elementary education and literacy development. She currently serves as the Elementary Curriculum Coordinator for Willoughby-Eastlake City Schools, where she leads curriculum implementation, supports instructional improvement, and uses data to drive decision-making across the district.

Amanda began her career as an elementary teacher before transitioning into a literacy coaching role, where she developed a passion for supporting educators and strengthening literacy practices. In addition to her district leadership work, she serves as a Literacy Facilitator for the AIM Institute for Learning & Research, providing professional development grounded in evidence-based literacy instruction.

She is an active member of the education community, serving on the NOBIDA board, and holds a CERI certification as a Dyslexia Interventionist. Amanda earned her Bachelor of Arts in PreK–5 Education from Baldwin Wallace University and a Master’s degree in Literacy, along with a Principal License, from the American College of Education.

Her work is centered on empowering educators through professional learning, leading effective instructional practices, and ensuring high-quality curriculum and literacy outcomes for all students.



ALIGNING THE WORK:
MTSS, Dyslexia, and Academic Success
IOA of Northern Ohio 38th Annual Symposium

Breakout Session

Amanda Steward, M Ed

***From Silos to Systems:
Empowering Teams with
Student-Level Data***