A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Small District, Big Goals: Strategic Planning and Problem Solving with DeSoto County School District

2023 ISRD Winter Institute

Presenters:
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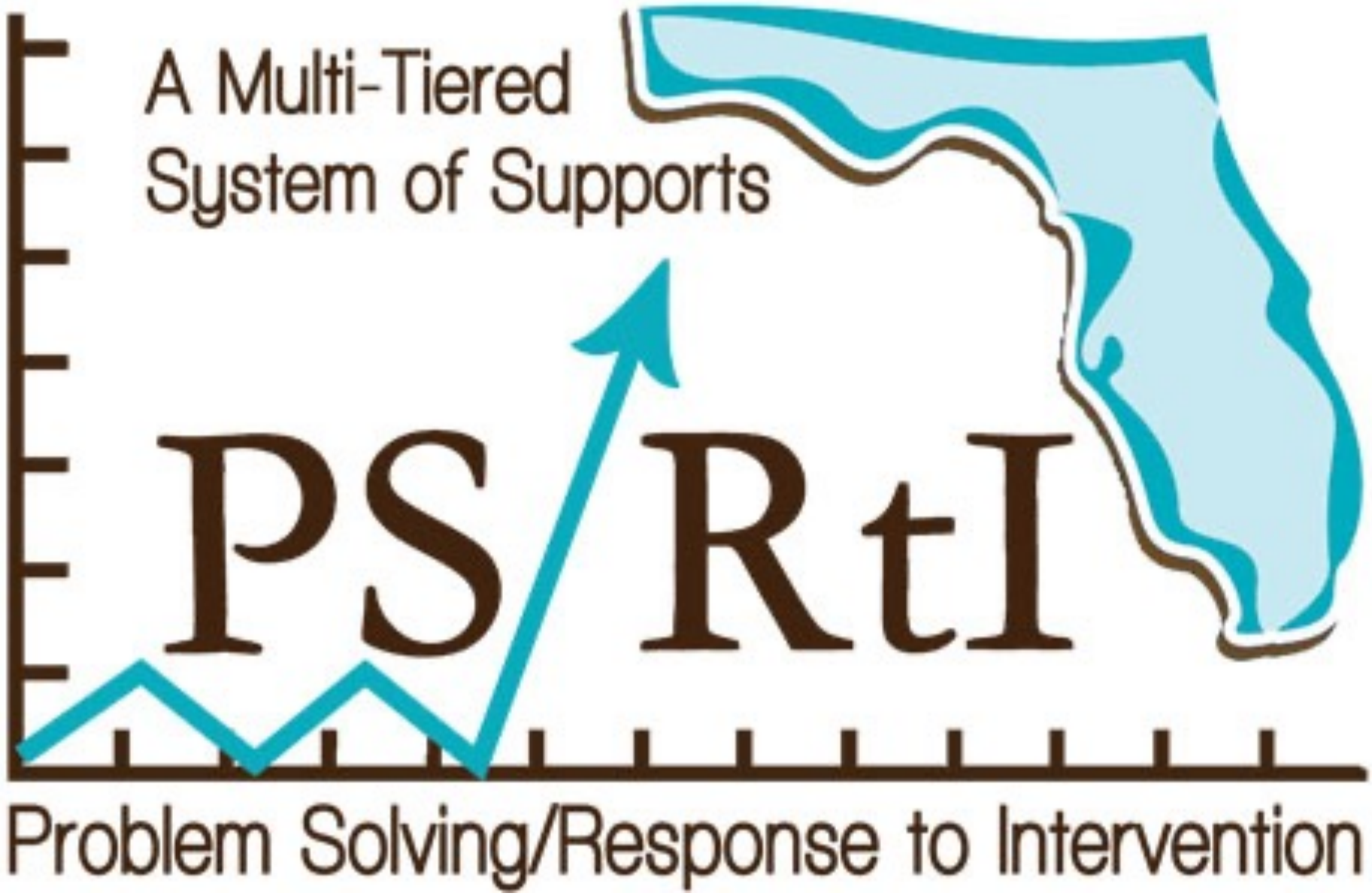
Professional Learning Objectives:

Participants will:

1. Increase knowledge of available partnership with Florida PS/RtI Project
2. Increase knowledge of available project tools, materials, and professional learning resources
3. Increase interest in engaging with the project
4. Increase knowledge of how a small and rural district can benefit from project services


A Multi-Tiered
System of Supports
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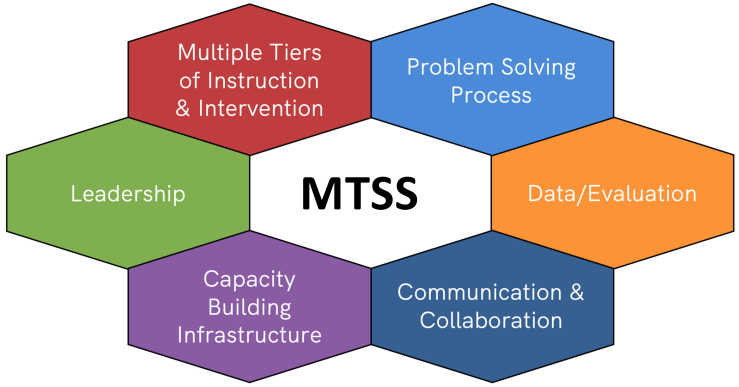
Three Units

MTSS Implementation Support Team



Technology Learning Connections

AT & UDL Loan Library

Professional Learning, Research and Evaluation

Learning Forward's Relationship Between Professional Learning & Student Results

The School District of DeSoto County

Total student population: 4,574

Number of schools: 6

- 3 Elementary
- 1 Middle
- 1 High
- 1 Alternative School

Student demographics:

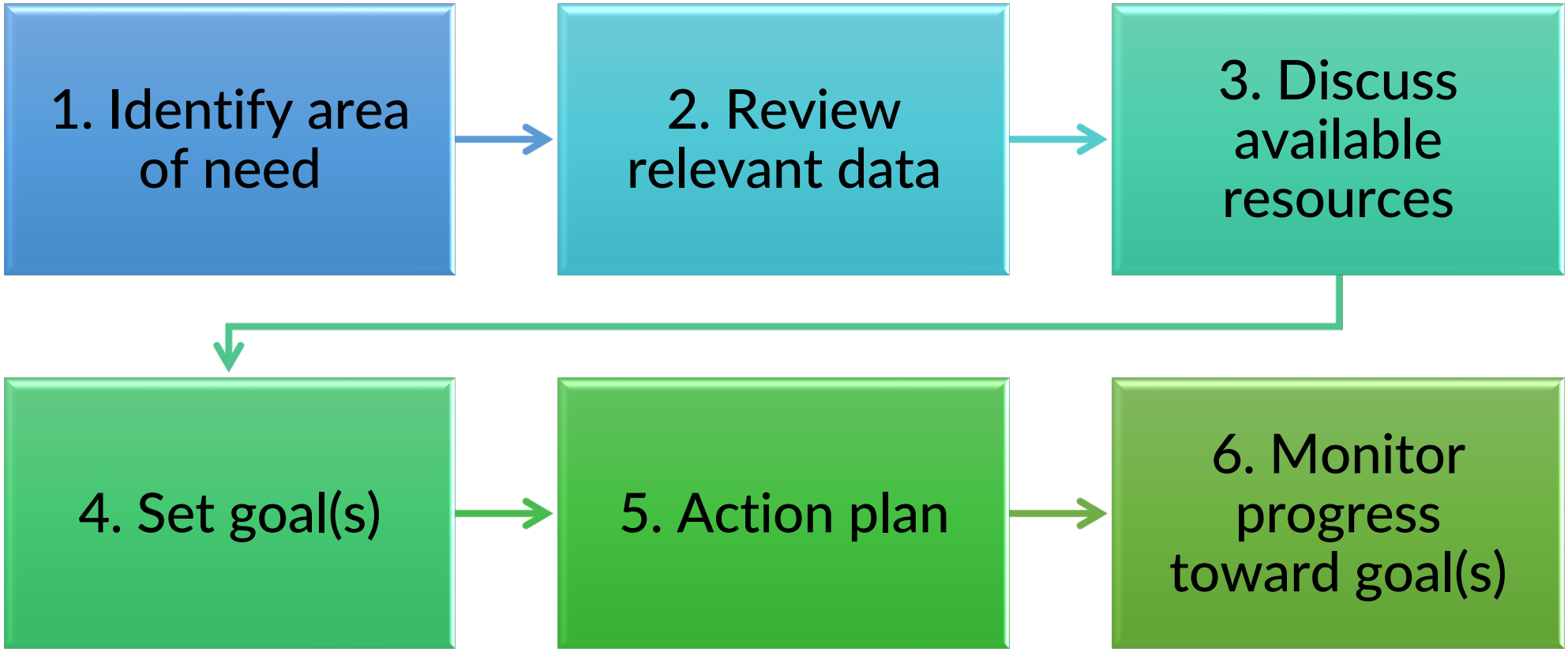
- 96% Economically Disadvantaged
- 51% Hispanic
- 34% Caucasian
- 12% African American
- 14.9% Students with Disabilities

Pause and Reflect

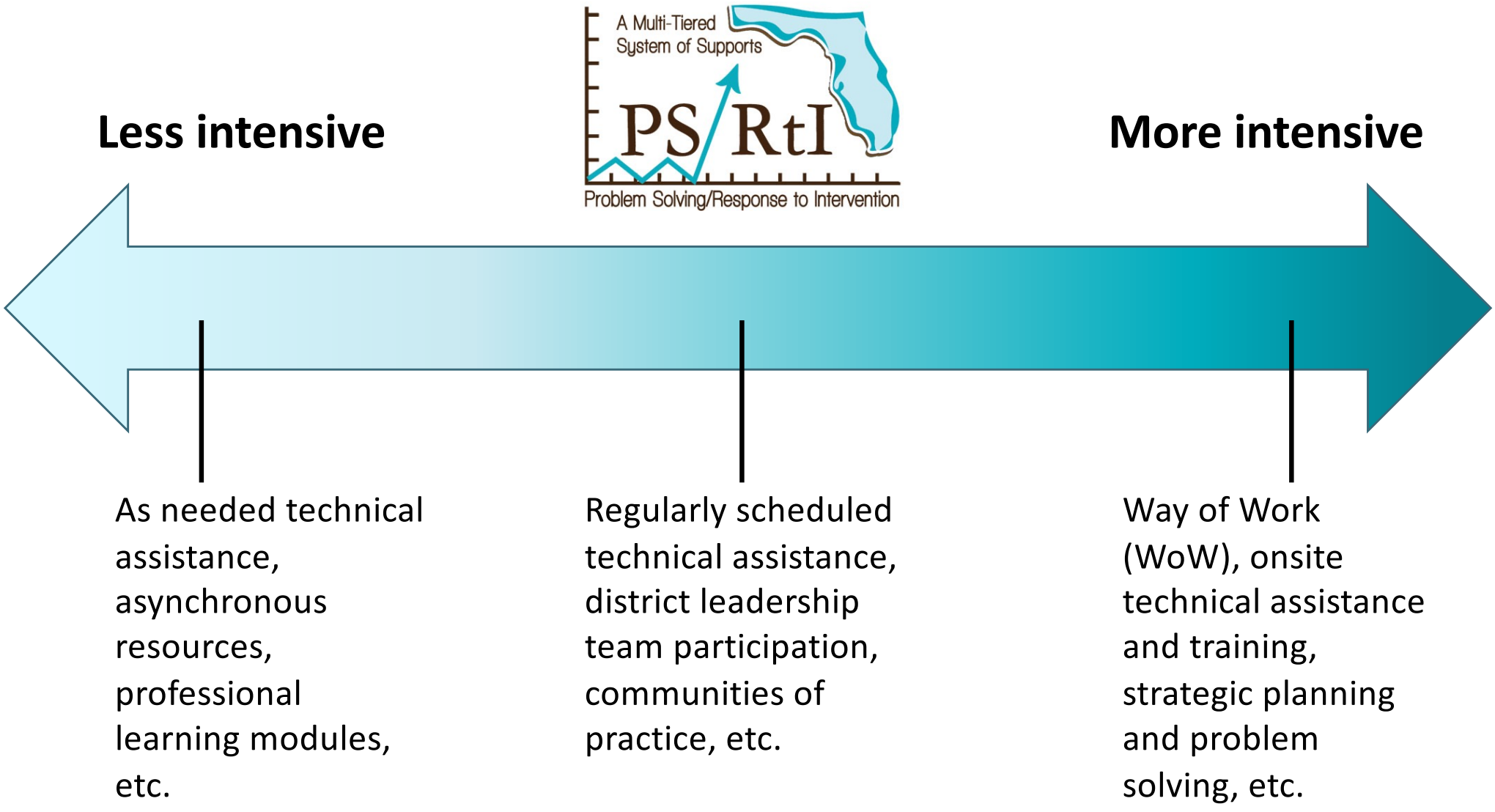
What made you select this session?

Mentimeter

Project Way of Work (WoW)



A Continuum of Project Supports

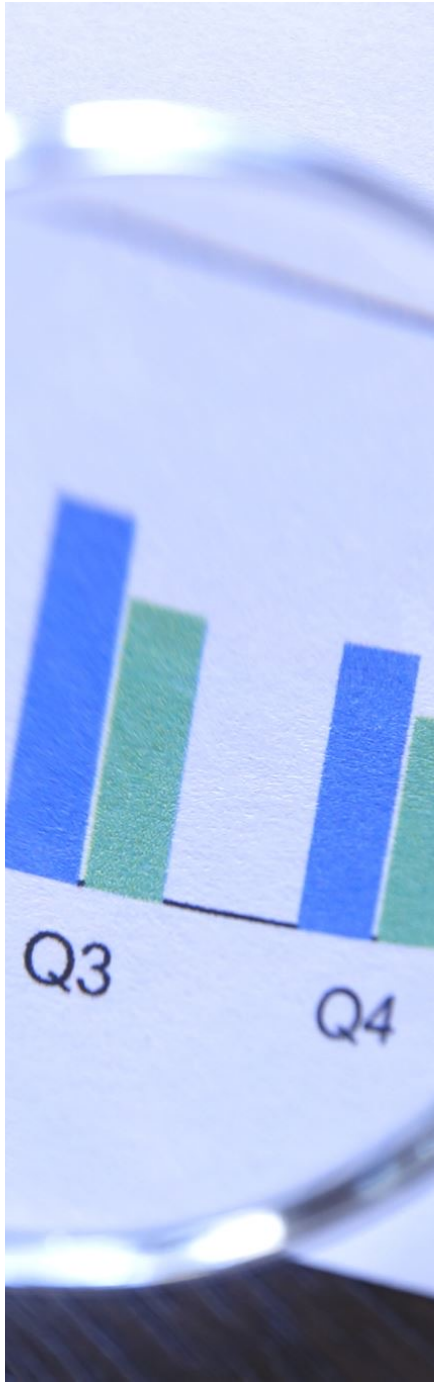


1. Describe area of need

- Identify area of concern
- Identify key leaders/personnel
- Assemble a team

2. Review relevant data

- Convene team
- Identify relevant student outcome data
- Identify available MTSS implementation data



Data-Based Findings

- Analyze data
- Identify area of needed improvement
- Consider aggregate and SWD* subgroup data

*Students with disabilities

3. Discuss available resources

- Identify available resources
- Identify existing external partners
- Determine how they can be leveraged

4. Set goal(s)

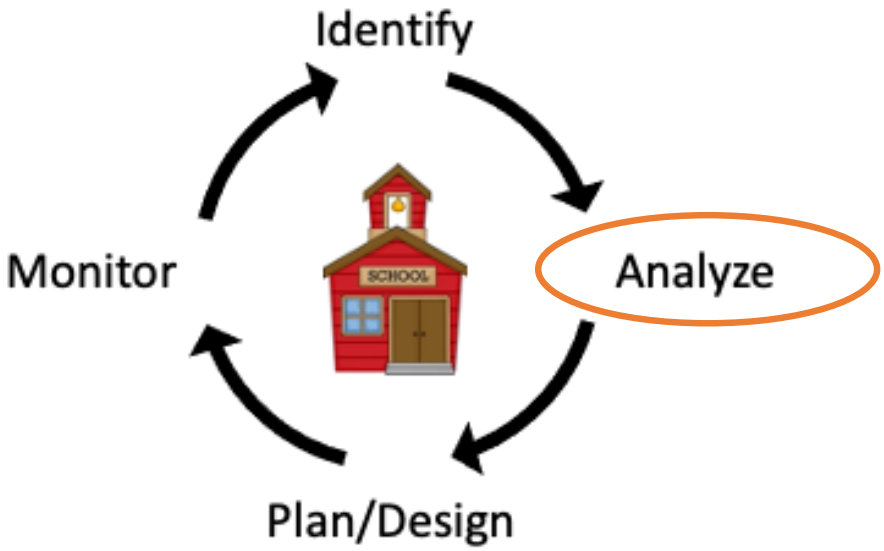
S.M.A.R.T Student Outcome Goal #1

By EOY 22/23 DeSoto will increase the percentage of **all K-3 students** mastering foundational reading skills in the areas of phonological awareness , phonics and vocabulary and overall Math performance by 10% as measured by FAST

Goal #2: Specific to students with disabilities

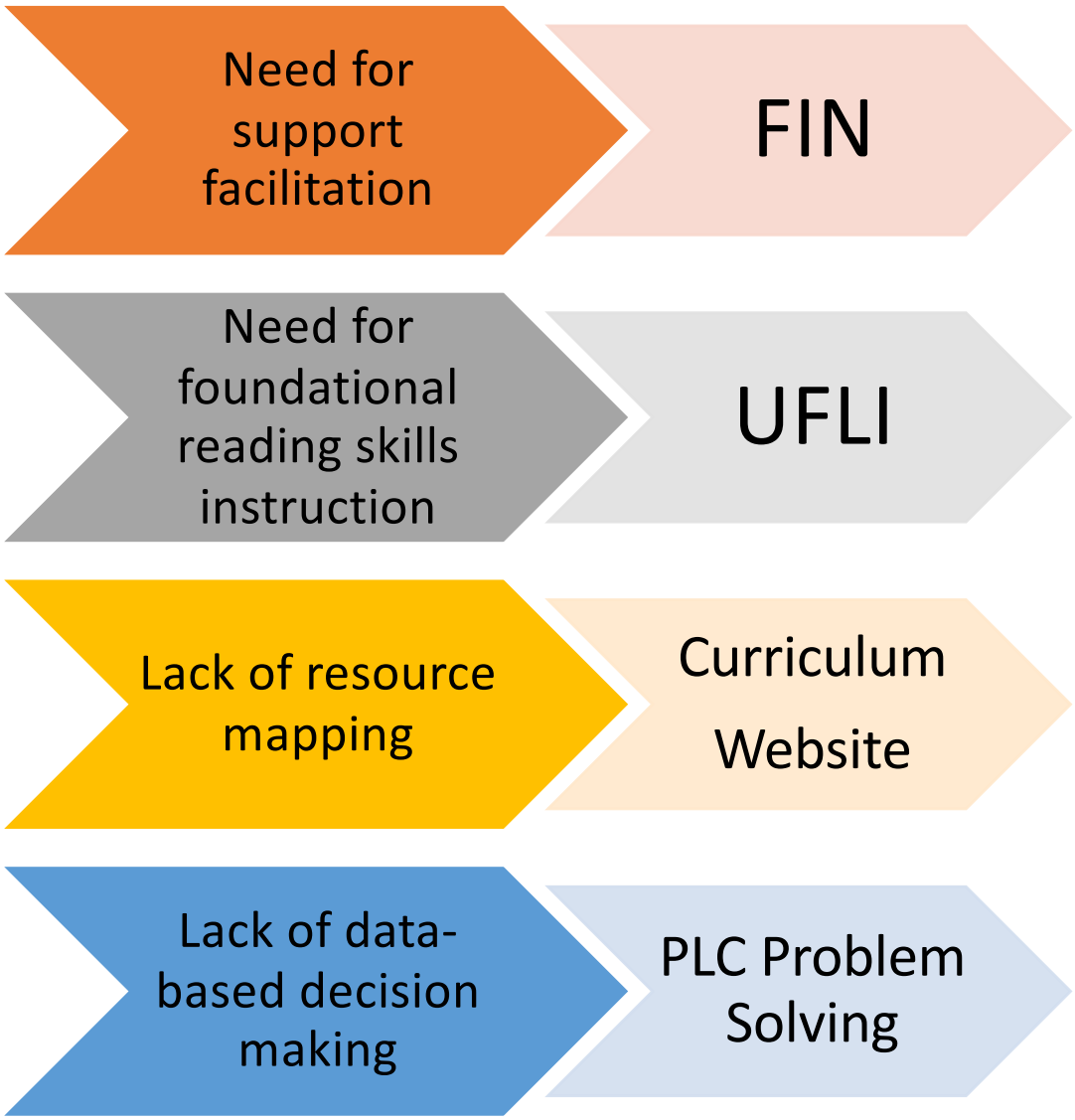
Goal #3: Specific to Pre-Kindergarten ESE

Analyzing Barriers to Reading

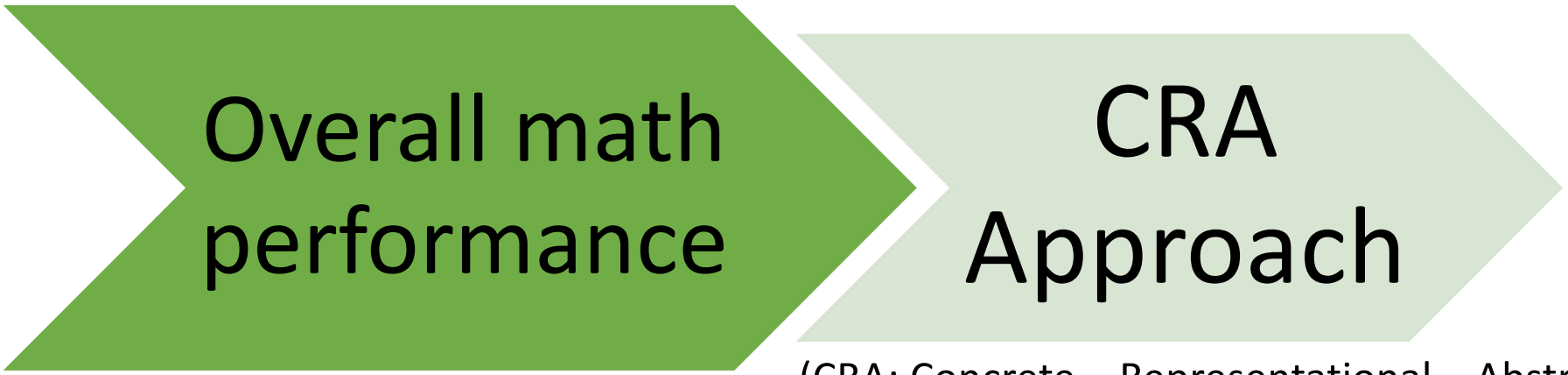


- Need for support facilitation
- Need for foundational reading skills instruction
- Lack of resource mapping
- Lack of data-based decision making

Addressing Barriers to Reading



Addressing Barriers to Math



(CRA: Concrete – Representational – Abstract)

CRA Approach

- Concrete or hands-on instruction that involves the manipulation of objects
- Representational stage, with different levels including pictures, technology, or tally marks
- Abstract stage, involving the use of numerals and operational symbols to represent the previous levels

5. Action plan

Delineate action steps:

- What will be done?
- Who will be responsible?
- When will it be accomplished?

CRA Self-Reporting Tool

Concrete-Representational-Abstract (CRA) Self-Reporting Tool

CRA is a three-level strategy for promoting both conceptual understanding and procedural fluency.

		Strongly Agree	Agree	Disagree	Strongly Disagree
During the concrete stage, three-dimensional objects are used to develop conceptual understanding of the concept in physical space.					
Concrete	I model math concepts with concrete materials or manipulatives (e.g., base ten blocks, two-colored counters, popsicle sticks).				
	My students practice math concepts using concrete materials or manipulatives.				
	My students demonstrate their learning using concrete materials or manipulatives.				
During the representational stage, two-dimensional drawings are used to rationalize the concept.					
Representational	I model math concepts using representational/pictorial examples (e.g., graphs, tables, drawings).				
	My students practice math concepts using representations (e.g., graphs, tables, drawings).				
	My students can demonstrate their learning using representations (e.g., graphs, tables, drawings).				
During the abstract phase, mathematical notation (numbers and/or symbols) is used to solve problems.					
Abstract	I model math concepts at the abstract level using only numbers and/or symbols.				
	My students solve problems using abstract numbers and/or symbols.				
	My students demonstrate understanding using numbers and/or symbols.				

CRA Observation Tool

Concrete-Representational-Abstract (CRA) Observation Tool

Benchmark being taught:	
Concept/Skill:	

	Present	Absent
The teacher models math concepts with concrete materials or manipulatives (e.g., base ten blocks, two-colored counters, popsicle sticks).		
The students are provided with opportunities to practice math concepts using concrete materials or manipulatives.		
The students demonstrate their learning using concrete materials or manipulatives before moving to the representational level.		
The teacher models math concepts using representational/pictorial examples (e.g., graphs, tables, drawings).		
The students are provided with opportunities to practice math concepts using representations (e.g., graphs, tables, drawings).		
The students demonstrate their learning using representations (e.g., graphs, tables, drawings) before moving to the abstract level.		
The teacher models math concepts at the abstract level using only numbers and symbols.		
The students practice solving problems using only abstract numbers and symbols.		
The students demonstrate understanding using only numbers and symbols.		

Math Plan

- Professional learning and coaching for elementary math coaches and educators
- Instructional/Materials Alignment with B.E.S.T. Standards
- Structured tasks with Lesson Content Framework and the expectation for manipulatives
- Effective small group instruction
- Pacing revisions

6. Monitor progress toward goals

Determine:

- Measure of student progress
- Measure of implementation
- Frequency of data review

Types of Resources

- **Professional Learning Modules**
- **Fact Sheets**
- **Tools for Measuring MTSS Components**

Suggested Learning Series & Resources

If you are …	Then you may like…
An educator and want to know the basics of Problem Solving	An Overview of 4-Step Problem Solving & The Problem Solving Fact Sheet
A school-based leadership team focused on problem solving literacy at Tier 1	Tier 1 Problem Solving & Appropriate Reading Assessments for Data-Based Decision Making
An MTSS coach and want to build a deeper knowledge of MTSS	Multi-tiered System of Supports: An Introduction

More from the Florida PS/RtI Project…

Developing an Effective Master Schedule that Supports MTSS

Presenters

Beth Hardcastle, Pam Sudduth, Carlos Blaine, Lisa Yount, *FL PS/RtI Project*

Concurrent Session #2 (1:15-2:30 pm)
Concurrent Session #4 (4:00-5:30 pm)

Thank you…

And please connect with us!

The Florida Problem Solving/Response to Intervention Project

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