

Leveraging PLCs and Problem Solving to Improve Tier 1 Reading Instruction

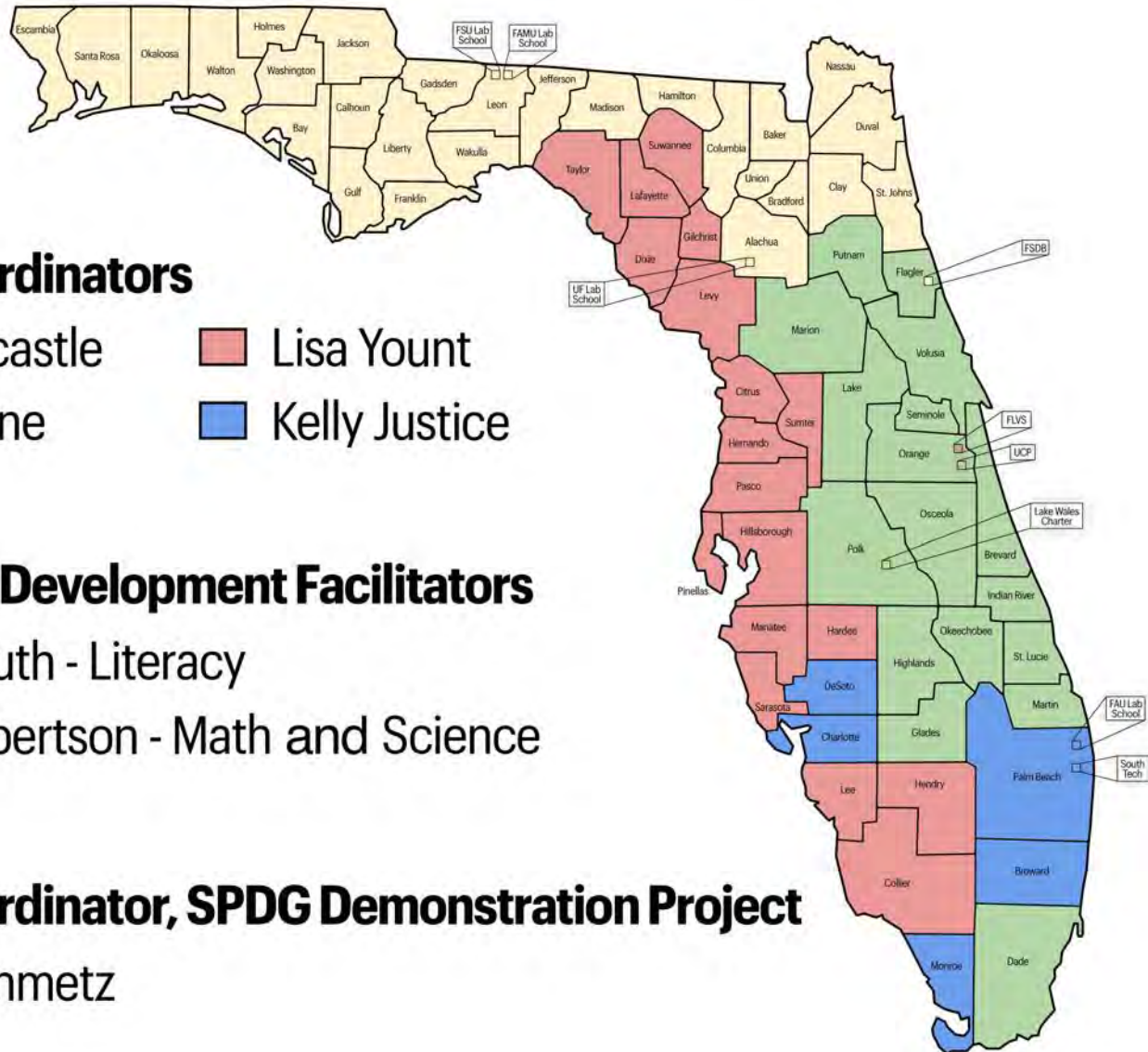
Just Read, Florida! Webinar
February 14, 2023

Presenters:

Kelly Justice, Assistant Director/Regional Coordinator

Pam Sudduth, Learning and Development Facilitator - Literacy



MTSS Implementation Support Team



Regional Coordinators

-  Beth Hardcastle
-  Lisa Yount
-  Carlos Blaine
-  Kelly Justice

Learning and Development Facilitators

-  Pam Sudduth - Literacy
-  Shelby Robertson - Math and Science

Regional Coordinator, SPDG Demonstration Project

-  Kelley Steinmetz

Learning Objectives

Participants will:

1. Know the steps of problem solving
2. Know how the various inquiry cycles correlate with the 4 steps of problem solving
3. Know how problem solving can enhance and improve PLC outcomes
4. Aspire to augment PLC practices in your district or school with the use of data-based problem solving

Advanced Organizer

- Welcome & Introductions
- PLCs and Problem Solving
- Wrap up

4-Step Problem Solving (PS)

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to
Intervention/Instruction
Is it working?



K12 Comprehensive Evidence-Based Reading Plan



K-12 COMPREHENSIVE
EVIDENCE-BASED
READING PLAN
DISTRICT SELF-
REFLECTION TOOL





School Literacy Leadership Teams

Districts:

- Establish culture of continuous improvement
- Communicate expectation
- Monitor and support

Schools:

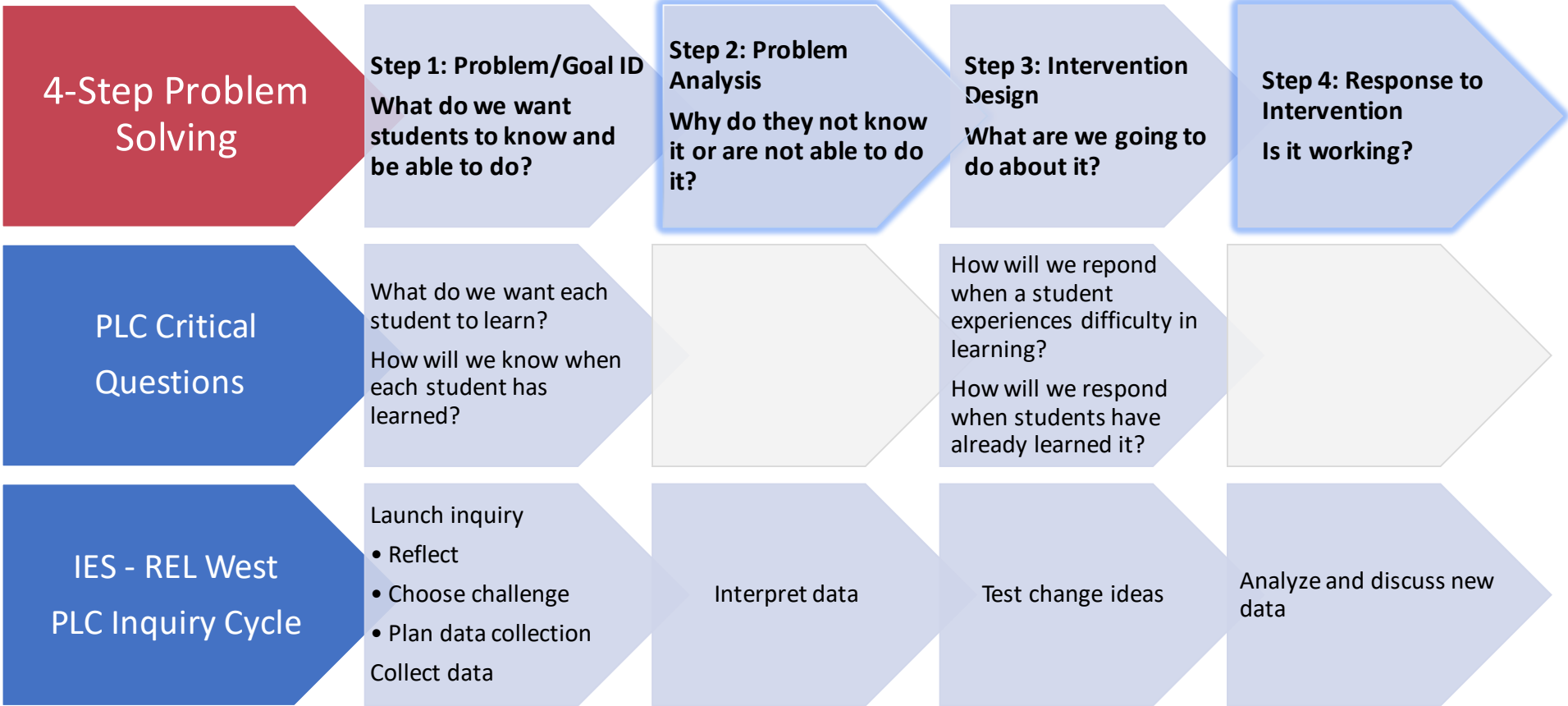
- Establish team of key personnel
- Meet regularly
- Make data-based decisions



Professional Learning Communities

- Principals ensure time
- PLCs guided by data

Aligned Inquiry



4-Step Problem Solving (PS)

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to
Intervention/Instruction
Is it working?



Current v. Expected Level



Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient?

$> \cong 80\% \rightarrow$ YES

$< \cong 80\% \rightarrow$ NO



Sunnyville Elementary School

2nd Grade



- PLC*
- Tier 1 Problem Solving
- FAST Star Reading Data PM
2

* Includes both General and Exceptional Ed. Teachers

Let's Practice Step 1!



Back in the fall...

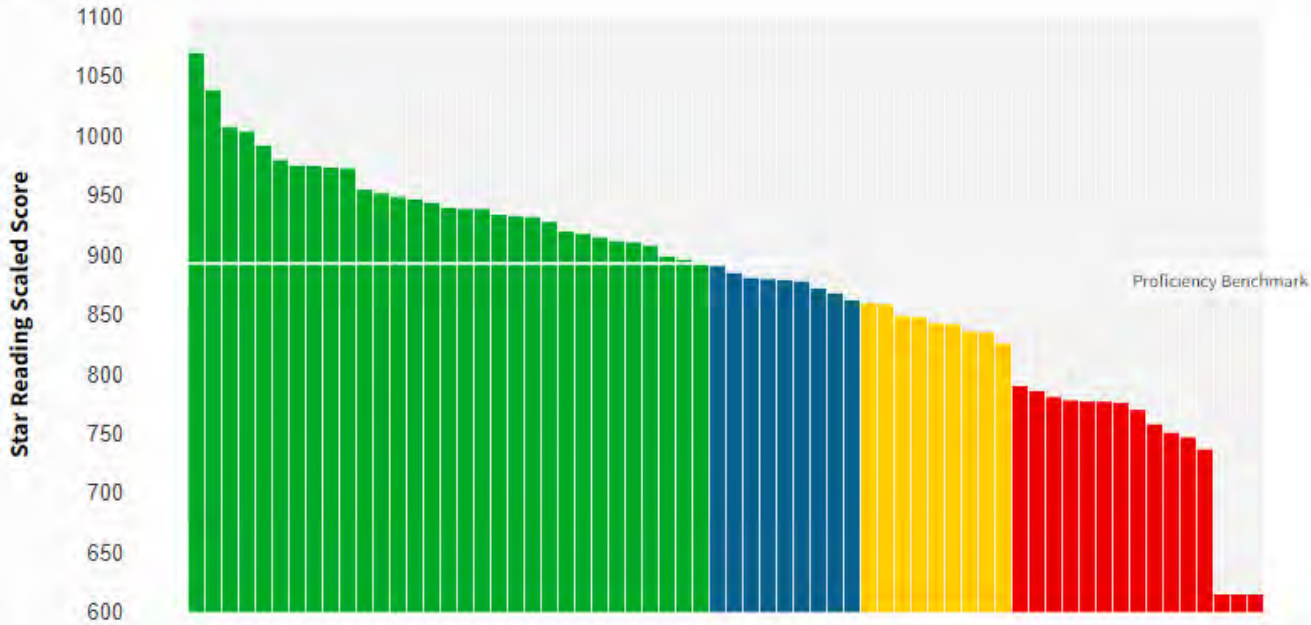
PM 1
FAST Star Reading
Screening Report
– Gr. 2

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 867 SS	At/Above 40 PR	28	49%
Category Total			28	49%
Below Benchmark				
On Watch	Below 867 SS	At/Below 39 PR	8	14%
Intervention	Below 835 SS	At/Below 24 PR	6	11%
Urgent Intervention	Below 794 SS	At/Below 9 PR	15	26%
Category Total			29	51%
Students Tested			57	
Students Not Tested			8	
Total Students			65	

49% At/Above Benchmark

Grade

2nd



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 893 SS	At/Above 40 PR	31	48%
Category Total			31	48%
Below Benchmark				
On Watch	Below 893 SS	At/Below 39 PR	9	14%
Intervention	Below 862 SS	At/Below 24 PR	9	14%
Urgent Intervention	Below 819 SS	At/Below 9 PR	15	23%
Category Total			33	52%
Students Tested			64	
Students Not Tested			1	
Total Students			65	

Poll #1



PM 2

FAST Star Screening Report – Gr. 2

48% At/Above Benchmark

Additional data sources support conclusion

Problem Analysis

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to
Intervention/Instruction
Is it working?



Step 2: Problem Analysis



Generate hypotheses



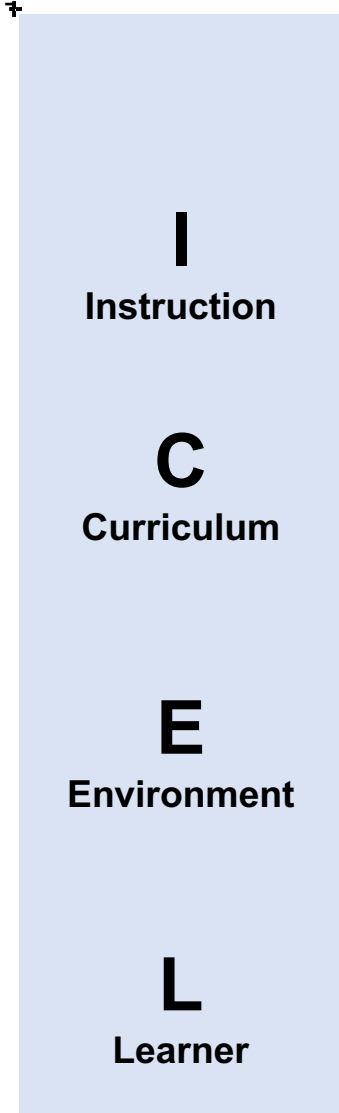
Gather information

What is a "hypothesis?"



- Research-based
- Alterable
- Measurable
- Leads to intervention

How and where do I gather information?



R
Review

I
Interview

O
Observe

T
Test

Consider Potential Barriers & Generate Hypotheses

† HYPOTHESIS DOMAINS	EXAMPLES
I Instruction	Fidelity of reading instruction Lack of instructional time for skill Scope and sequence
C Curriculum	Mismatched to standards Lack of/insufficient materials
E Environment	Issues with classroom management Structure of time during block/class period is inadequate
L Learner	Options for engagement, representation, action and expression are not available

Let's Practice Step 2!

Poll #2



Hypothesis #3: (Learner) Only 48% of second graders are on/above benchmark because they lack skills in the area of phonics and word analysis.

How could the PLC find out if that idea is true or “valid?”

Mastery for *Grade 2* Strands

Monitor Student Mastery Dashboard (Reading) – 2nd Grade Cohort



Instructional/Intervention Design

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

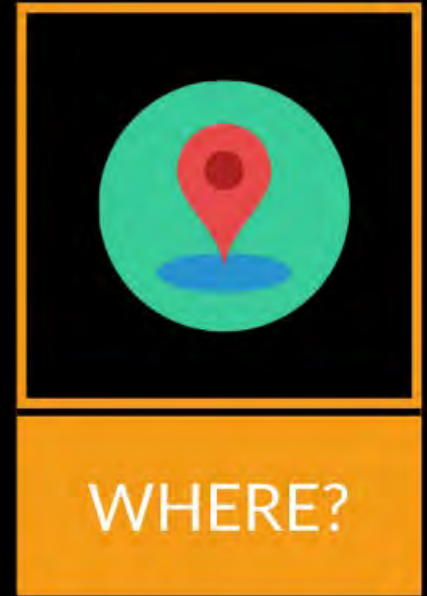
Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to
Intervention/Instruction
Is it working?



Step 3: Instructional/Intervention Design

What are we going to do?



Comprehensive Intervention Plan



Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?
<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> data will be collected and <u>When</u>
<u>When</u> will it occur?	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>How</u> will we decide if the plan is effective?
<u>Where</u> will it occur?	<u>Where</u> will it occur?	<u>How</u> will data be shared?	<u>What</u> are the decision rules? Good response: Questionable response: Poor response:

Let's Practice Step 3!

Poll #3



Intervention/Instructional Plan

Who is responsible?

Second grade teachers

What will be done?

Facilitate explicit, systematic, scaffolded decoding activities with corrective feedback through differentiated instruction

- Increase the use of sound-letter relationships combined with new and previously learned words
- Teach the systematic use of word families and word parts to categorize and blend patterns.
- Provide decoding and word study skills practice through reading, writing and spelling activities.
- Teach word-building for decoding and reading multi-syllabic words

When will it occur?

Daily during Tier 1 instruction

Where will it occur?

In the classroom

How might
the 2nd grade
teachers be
supported?

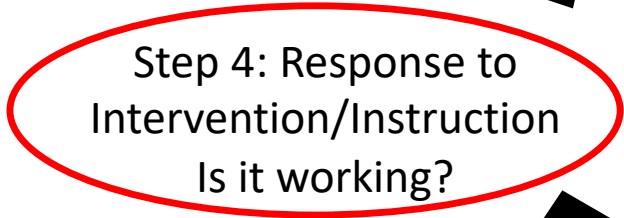
Response to Intervention/Instruction (RtI)

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

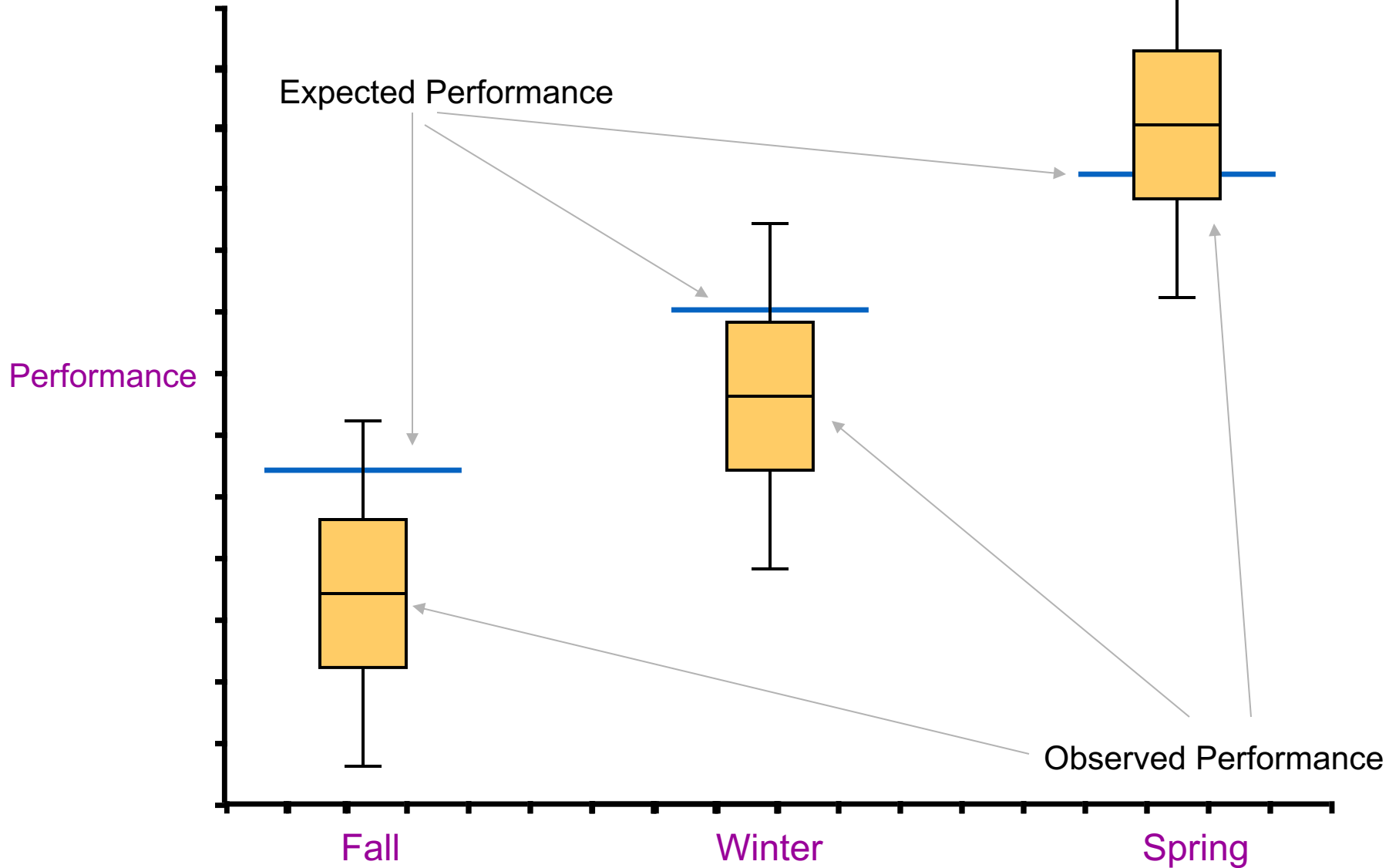
Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to Intervention/Instruction
Is it working?



Step 4: Response to Intervention/Instruction

Is it working?

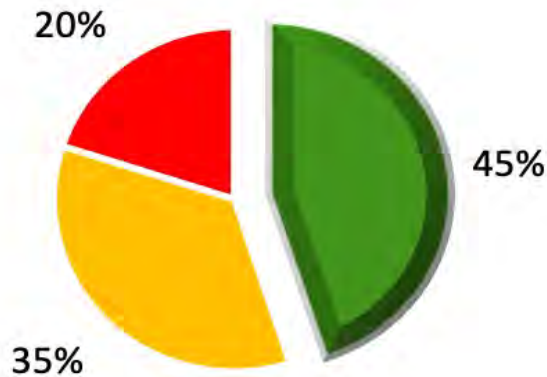


Example

Is the plan working?

Tier 1 Data: Assessments 1 and 2

Assessment 1



- At or above benchmark
- Below benchmark
- Well below benchmark

Assessment 2



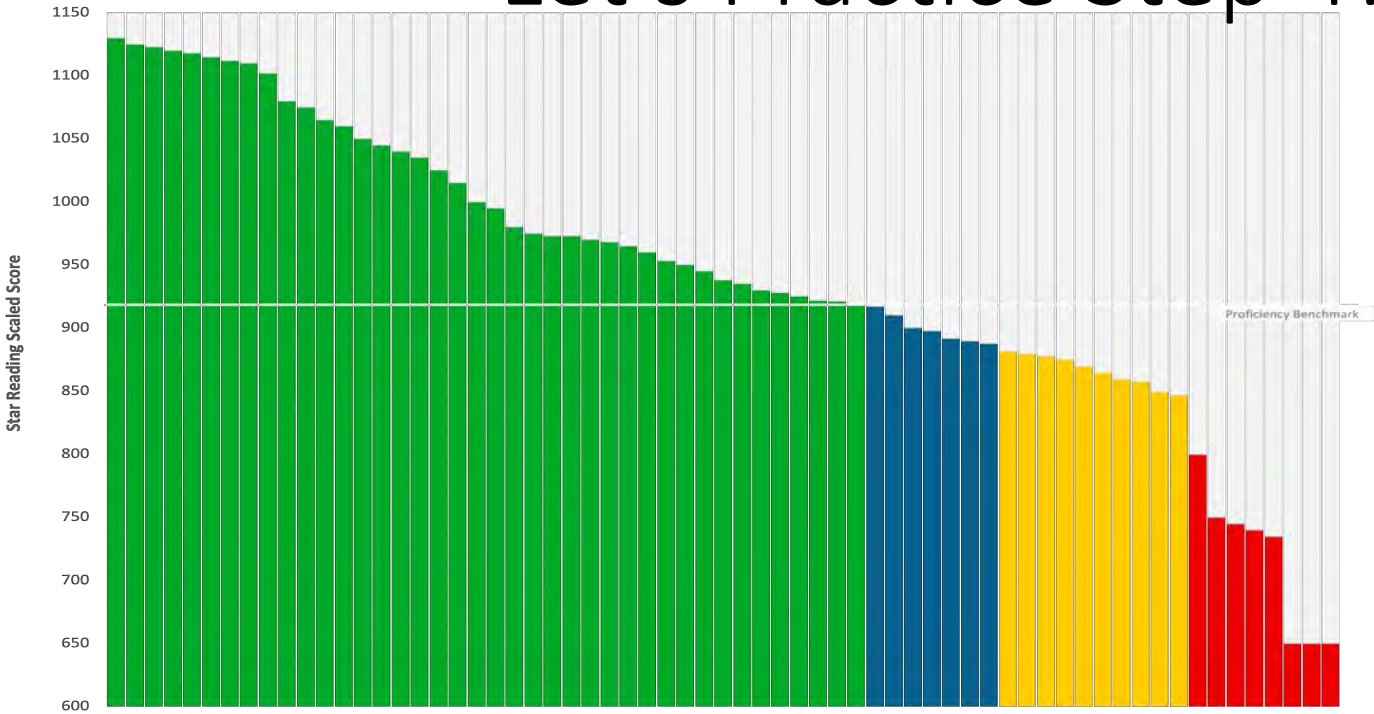
- At or above benchmark
- Below benchmark
- Well below benchmark

Let's Practice Step 4!

Poll #



Grade
2nd



PM 3
FAST Star Screening
Report – Gr. 2

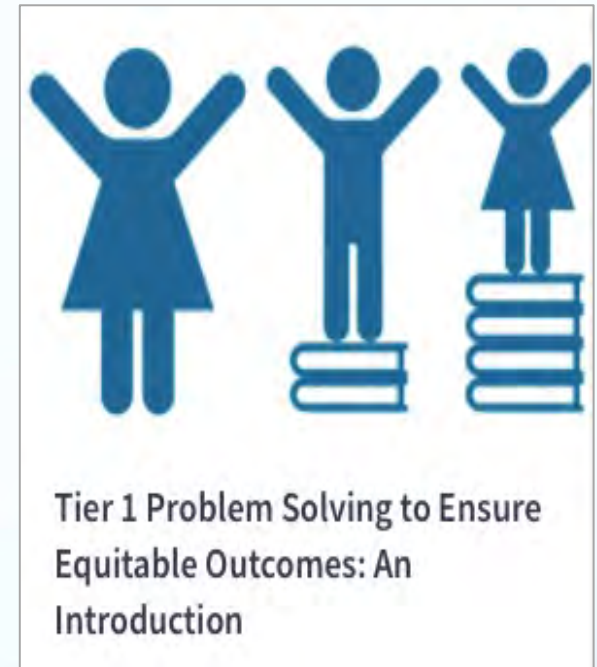
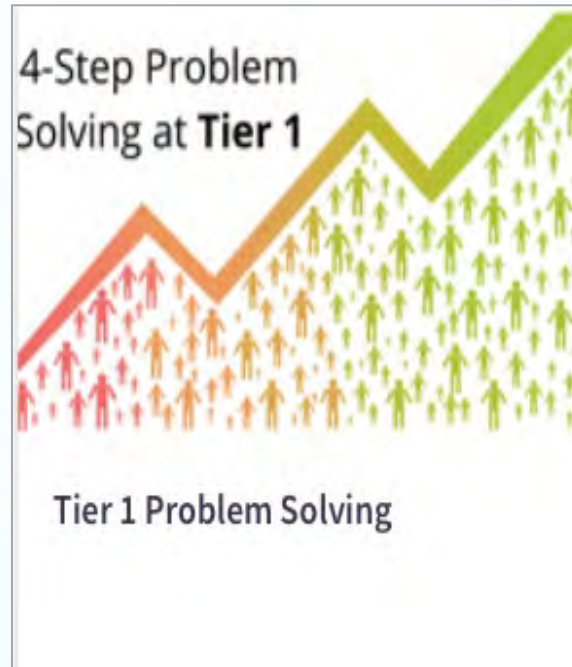
62% At/Above Benchmark

Additional data sources
support conclusion

Categories/Labels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 919 SS	At/Above 40 PR	40	62%
Category Total			40	62%
Below Benchmark				
■ On Watch	Below 919 SS	At/Below 39 PR	7	11%
■ Intervention	Below 889 SS	At/Below 24 PR	10	15%
■ Urgent Intervention	Below 847 SS	At/Below 9 PR	8	12%
Category Total			25	38%
Students Tested			65	
Students Not Tested			0	
Total Students			65	

Rtl Decision Rules:
Positive: ≥ 61%
Questionable: 55-60%
Poor: < 55%

Want to learn more about PS?



https://floridarti.usf.edu/resources/pl_modules/index.html

Thank you...

And please connect with us!

Florida's Problem-Solving/Response to Intervention Project

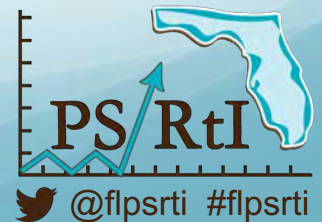
<http://www.floridarti.usf.edu/>

Email: rti@usf.edu

Facebook: flpsrti

Follow us on Twitter @flpsrti 

#flpsrti



Comprehensive Instructional/Intervention Planning Form

	Support Plan (For person(s) providing instruction)	Fidelity Documentation	Progress Monitoring Plan				
<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?				
<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> will be done?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 75%;"><u>What</u> data will be collected</td> <td style="width: 25%;">and <u>When</u></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table>	<u>What</u> data will be collected	and <u>When</u>		
<u>What</u> data will be collected	and <u>When</u>						
<u>When</u> will it occur?	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>How</u> will we decide if the plan is effective?				
<u>Where</u> will it occur?	<u>Where</u> will it occur?	<u>How</u> will data be shared?	<u>What</u> are the decision rules? Good response: Questionable response: Poor response:				