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

2023 ISRD Winter Institute

Presenters:
Christina McCray, DeSoto County ESE Director
Dr. Shelby Robertson, FL PS/RtI Learning & Development Facilitator – Math/Science
Pam Sudduth, FL PS/RtI Learning & Development Facilitator – Literacy
Kelly Justice, FL PS/RtI Assistant Director/Regional Coordinator
Deanne Cowley, FL PS/RtI Professional Learning & Coaching Specialist
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
Three Units

MTSS Implementation Support Team

Technology Learning Connections

Professional Learning, Research and Evaluation
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?
Project Way of Work (WoW)

1. Identify area of need
2. Review relevant data
3. Discuss available resources
4. Set goal(s)
5. Action plan
6. Monitor progress toward goal(s)
A Continuum of Project Supports

Less intensive

As needed technical assistance, asynchronous resources, professional learning modules, etc.

More intensive

Regularly scheduled technical assistance, district leadership team participation, communities of practice, etc.

Way of Work (WoW), onsite technical assistance and training, strategic planning and problem solving, etc.
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

4-Step Problem Solving

- Identify
- Plan/Design
- Monitor
- Analyze

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

- Need for support facilitation
  - FIN

- Need for foundational reading skills instruction
  - UFLI

- Lack of resource mapping
  - Curriculum Website

- Lack of data-based decision making
  - PLC Problem Solving
Addressing Barriers to Math

Overall math performance

CRA Approach

(CRA: Concrete – Representational – Abstract)
CRA Approach

- **C**: Concrete or hands-on instruction that involves the manipulation of objects
- **R**: Representational stage, with different levels including pictures, technology, or tally marks
- **A**: 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.*

<table>
<thead>
<tr>
<th>Concrete</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I model math concepts with concrete materials or manipulatives (e.g., base ten blocks, two-colored counters, popsicle sticks).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students practice math concepts using concrete materials or manipulatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students demonstrate their learning using concrete materials or manipulatives.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Representational</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I model math concepts using representational/pictorial examples (e.g., graphs, tables, drawings).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students practice math concepts using representations (e.g., graphs, tables, drawings).</td>
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</tr>
<tr>
<td>My students can demonstrate their learning using representations (e.g., graphs, tables, drawings).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I model math concepts at the abstract level using only numbers and/or symbols.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>My students solve problems using abstract numbers and/or symbols.</td>
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</tr>
<tr>
<td>My students demonstrate understanding using numbers and/or symbols.</td>
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</tbody>
</table>
## CRA Observation Tool

Concrete-Representational-Abstract (CRA) Observation Tool

<table>
<thead>
<tr>
<th>Benchmark being taught:</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept/Skill:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- An educator and want to know the basics of Problem Solving
- A school-based leadership team focused on problem solving literacy at Tier 1
- An MTSS coach and want to build a deeper knowledge of MTSS

Then you may like...

- An Overview of 4-Step Problem Solving & The Problem Solving Fact Sheet
- Tier 1 Problem Solving & Appropriate Reading Assessments for Data-Based Decision Making
- 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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#flpsrti