Leveraging PLCs and Problem Solving to Improve Tier 1 Reading Instruction

Just Read, Florida! Webinar
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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? Is it working?

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

Step 1: Problem/Goal ID
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why do they not know it or are not able to do it?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

PLC Critical Questions

What do we want each student to learn?
How will we know when each student has learned?

How will we respond when a student experiences difficulty in learning?
How will we respond when students have already learned it?

IES - REL West PLC Inquiry Cycle

Launch inquiry
• Reflect
• Choose challenge
• Plan data collection
Collect data

Interpret data
Test change ideas
Analyze and discuss new data
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/Intervention/Instruction
Why is the problem occurring? Is it working?

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?

> ≅ 80% → YES

< ≅ 80% → NO
Sunnyville Elementary School
2nd Grade

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

* 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

49% At/Above Benchmark
# Grade 2nd

## FAST Star Screening Report – Gr. 2

**48% At/Above Benchmark**

- **Poll #1**
  - **X**
  - **✓**

### 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? Is it working?

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?

- Review
- Interview
- Observe
- Test

- Instruction
- Curriculum
- Environment
- Learner
Consider Potential Barriers & Generate Hypotheses

<table>
<thead>
<tr>
<th>HYPOTHESIS DOMAINS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Instruction</td>
<td>Fidelity of reading instruction</td>
</tr>
<tr>
<td></td>
<td>Lack of instructional time for skill</td>
</tr>
<tr>
<td></td>
<td>Scope and sequence</td>
</tr>
<tr>
<td>C Curriculum</td>
<td>Mismatched to standards</td>
</tr>
<tr>
<td></td>
<td>Lack of/insufficient materials</td>
</tr>
<tr>
<td>E Environment</td>
<td>Issues with classroom management</td>
</tr>
<tr>
<td></td>
<td>Structure of time during block/class period is inadequate</td>
</tr>
<tr>
<td>L Learner</td>
<td>Options for engagement, representation, action and expression are not available</td>
</tr>
</tbody>
</table>
Let’s Practice Step 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?”

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

Gr. 2 average on PM 2
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?

WHO?

WHAT?

WHEN?

WHERE?
## Comprehensive Intervention Plan

<table>
<thead>
<tr>
<th>Intervention Plan</th>
<th>Support Plan</th>
<th>Fidelity Documentation</th>
<th>Progress Monitoring Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
</tr>
<tr>
<td>What will be done?</td>
<td>What will be done?</td>
<td>What will be done?</td>
<td>What data will be collected and When</td>
</tr>
<tr>
<td>When will it occur?</td>
<td>When will it occur?</td>
<td>When will it occur?</td>
<td>How will we decide if the plan is effective?</td>
</tr>
<tr>
<td>Where will it occur?</td>
<td>Where will it occur?</td>
<td>How will data be shared?</td>
<td>What are the decision rules?</td>
</tr>
</tbody>
</table>

Good response:
Questionable response:
Poor response:
Let’s Practice Step 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?

Expected Performance

Performance

Fall
Winter
Spring

Observed Performance
Example
Is the plan working?

Tier 1 Data: Assessments 1 and 2

Assessment 1
- 20% at or above benchmark
- 35% below benchmark
- 45% well below benchmark

Assessment 2
- 5% at or above benchmark
- 20% below benchmark
- 75% well below benchmark
Let’s Practice Step 4!

**PM 3**
FAST Star Screening Report – Gr. 2

62% At/Above Benchmark

Additional data sources support conclusion

**RtI 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

<table>
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<tr>
<th>Support Plan</th>
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<td>(For person(s) providing instruction)</td>
<td></td>
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**Good response:**

**Questionable response:**

**Poor response:**