Griffin-Spalding County Schools MTSS Promising Practices

January 15, 2020

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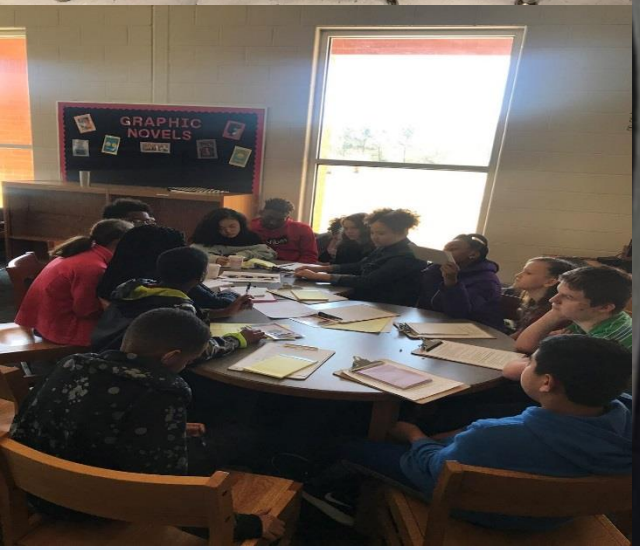
The mission of the Griffin-Spalding County School System is to empower students to graduate college and career ready.

The vision of the Griffin-Spalding County School System is to be an agent of change, transforming our students into future-ready learners and contributing members of society.

Griffin-Spalding County School System
Grow Sustain Collaborate Succeed



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About GSCS

GSCS by the Numbers

Certified Staff – 864
Classified Staff – 605
Paraprofessionals – 168
1,637

73.89%
of students are eligible for free or reduced price meals

21 schools
11 elementary, **4** middle, **3** high, **2** programs and the Griffin Region College and Career Academy

10,353
Projected Student Enrollment
47% African American, **38%** Caucasian, **9%** Hispanic, **5%** Multiracial, **1%** Asian/American Indian/Pacific Islander

FY19 Operating Budget
$94,550,375

GSCS Strategy Map

Student Performance	To increase graduation rates	To provide appropriate student support	To ensure mastery of the curriculum
Family and Community Engagement	To increase consistent family engagement	To increase business and community support	To increase community awareness of district improvement initiatives
Organizational Effectiveness	To ensure fiscal responsibility and accountability	To maintain a safe and inviting school environment	To provide effective and reliable operational processes
High Performing Staff	To provide relevant professional development	To evaluate staff effectively	To recruit and retain high performing staff

Vision

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Mission

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2018-19
Fast Facts:

12,019 Chromebooks to support instruction/testing

16.9 M Emails were sent by GSCS students and staff

3 Million Documents Shared

37,050 Post made by teachers in Google Classroom

231,642 Average visits to www.google.com per day

GSCS has:
125 buses with
91 planned daily routes
7,100 students transported
1.5 Million miles a year (not including field trips)

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GSCS Road to the Present

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01 Five Year Strategic Plan adopted in 2015; effective July, 2016 through June, 2021

02 Curriculum audit conducted in early February of 2016; results received in summer of 2016

03 District wide Literacy Plan developed during 2016-2017; implemented 2017-2018

04 Policy IC - Curriculum Development - adopted in early 2017

05 GSCS MTSS 3 Year Plan initiated 2017-2018

06 Rigorous Curriculum Design (RCD) project begun in 2017-18 with first curriculum guides available in 2018-19 school year

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GSCS Curriculum Audit

- In 2016, after an internal review and analysis of CCRPI and Georgia Milestones historical and current data, the Griffin-Spalding County School System sought a Curriculum Audit. We partnered with Phi Delta Kappa (PDK) to perform the audit.
  - 10 recommendations were provided to include development of Curriculum Policy that specifically addresses the written, taught, and assessed curriculum
  - Focused on design and delivery of quality curriculum and programming

3 Year MTSS Plan

- 2017-2018 - clarify MTSS vocabulary; develop a clear and common understanding of why we do MTSS
- 2018-2019 - fully utilize intervention data and progress monitoring data; ensure MTSS is a collaborative process; identify Tier II and Tier III interventions; revised GSCS MTSS Handbook
- 2019-2020 –continue to identify additional Tier II and Tier III interventions based on available data; implement revised and updated GSCS MTSS Handbook; utilize Infinite Campus for housing documentation
- Professional Learning provided monthly to AP and ongoing to principals, and district leaders

Student Support and Wraparound Services

- Positive Behavior Intervention and Supports – all of our schools implement PBIS
- Project Aware – Implemented to increase awareness of mental health issues, trains educators to detect and respond, connects children and families who may experience behavioral health issues with appropriate services
  - Mental Health Clinicians on site to support schools
- Climate Specialists at each grade band to support teachers and students with behavior interventions
  - Classroom Checkups with teachers
  - Professional Learning around classroom management techniques
  - Work with Tier 2 and Tier 3 students
  - Model and demonstrates interventions for teachers
- Second Step SEL curriculum implemented K-8
- Instructional Focus Period/Intervention Block

Celebration

- Graduation Rates have increased 15.39 points between the 2015-2016 school year and the 2018-2019 school year.

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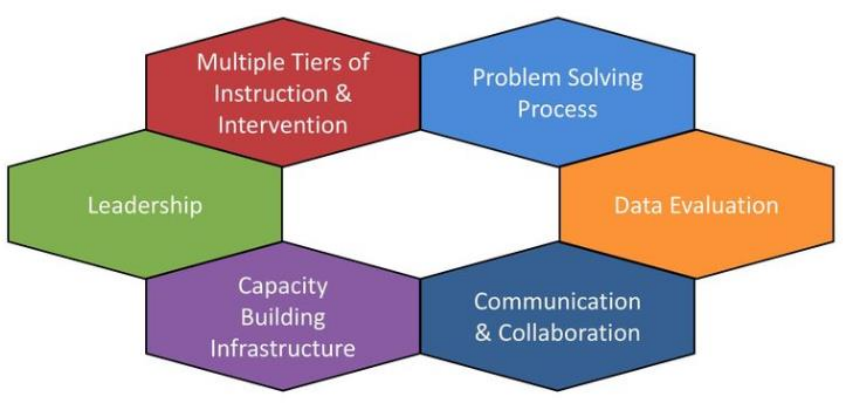
Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a databased problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Discussion Activity

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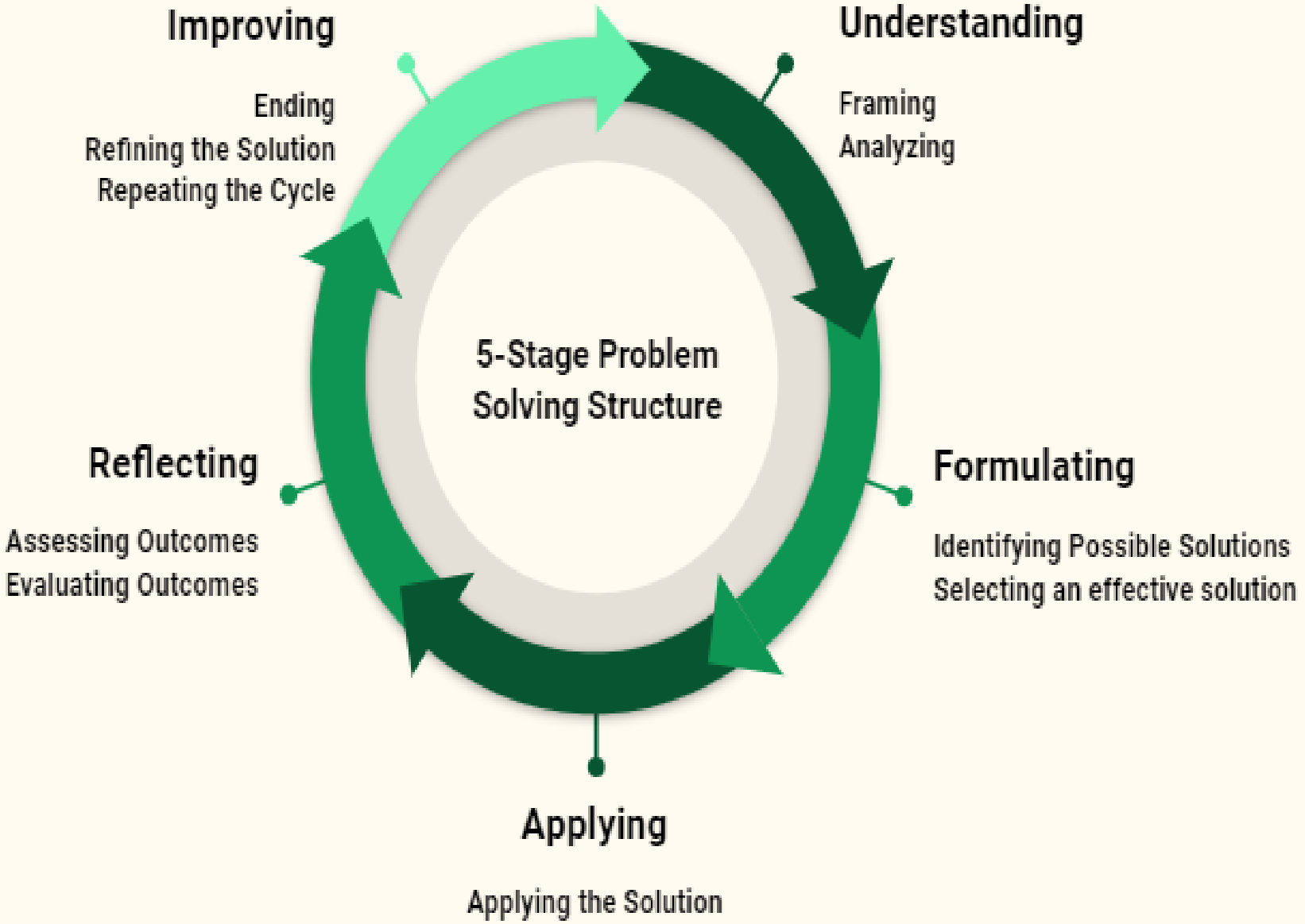
1. What does a structured problem solving process involve?

2. How does it work in a Multi-Tiered System of Supports?

Overview of A Structured Problem Solving Process

Problem Solving and Decision Making Structure

Stage 1: Understanding	Framing Analyzing	What is the problem? Why is it happening?
Stage 2: Formulating	Identifying possible solutions Selecting an Effective Solution	What will be done?
Stage 3: Applying	Applying the Solution	
Stage 4: Reflecting	Assessing Outcomes Evaluating Outcomes	Is it working?
Stage 5: Improving	Ending Refining the Solution Repeating the Cycle	


Improving
Ending
Refining the Solution
Repeating the Cycle
Understanding
Framing
Analyzing
5-Stage Problem Solving Structure
Reflecting
Assessing Outcomes
Evaluating Outcomes
Formulating
Identifying Possible Solutions
Selecting an effective solution
Applying
Applying the Solution

Leadership Responsibilities

District and school leadership provide the support systems and resources necessary to implement a schoolwide tiered system focused on data-based decision making when planning for quality instruction, monitoring student progress, and planning/implementing school improvement processes.

Quarterly Meetings
District and Monthly Meetings - Principal

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Review pacing.

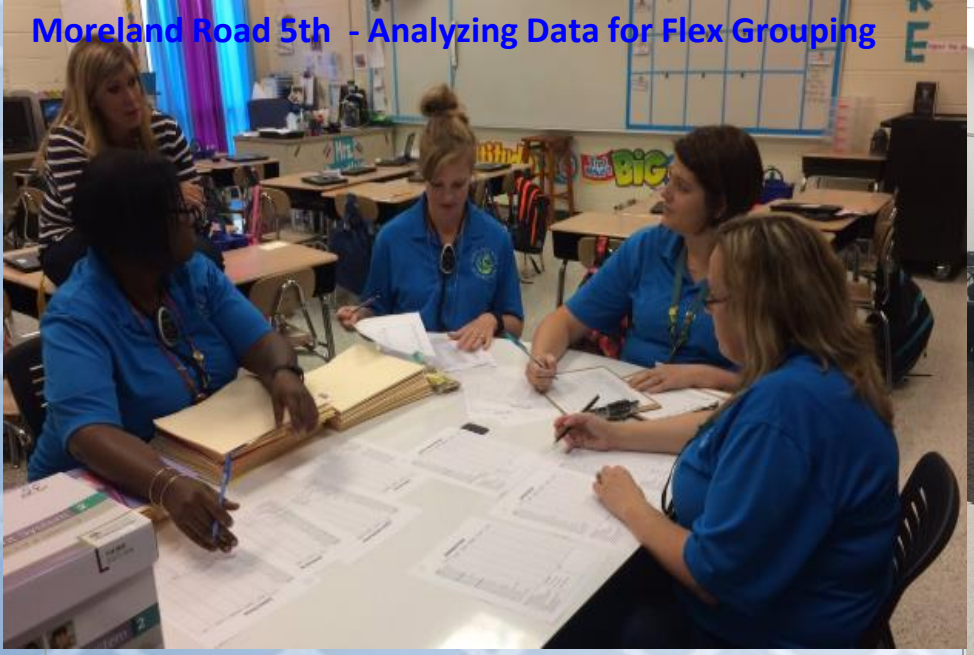
- How many classes are on the appropriate pacing (within 5 days)? What is the plan to get all classrooms to the appropriate pacing?

Review all relevant data. (Walk-through, MasteryConnect, MAP, F & P)

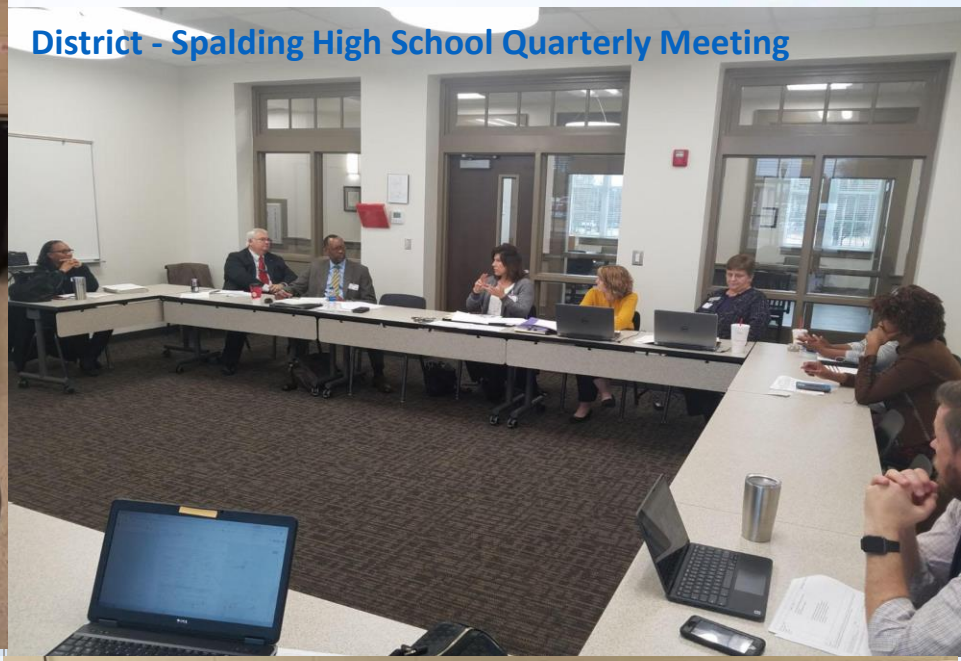
- Is the data showing positive growth? What is the action plan for teachers whose data is not showing positive growth?

Based on the data, what needs to be done to address deficit areas?

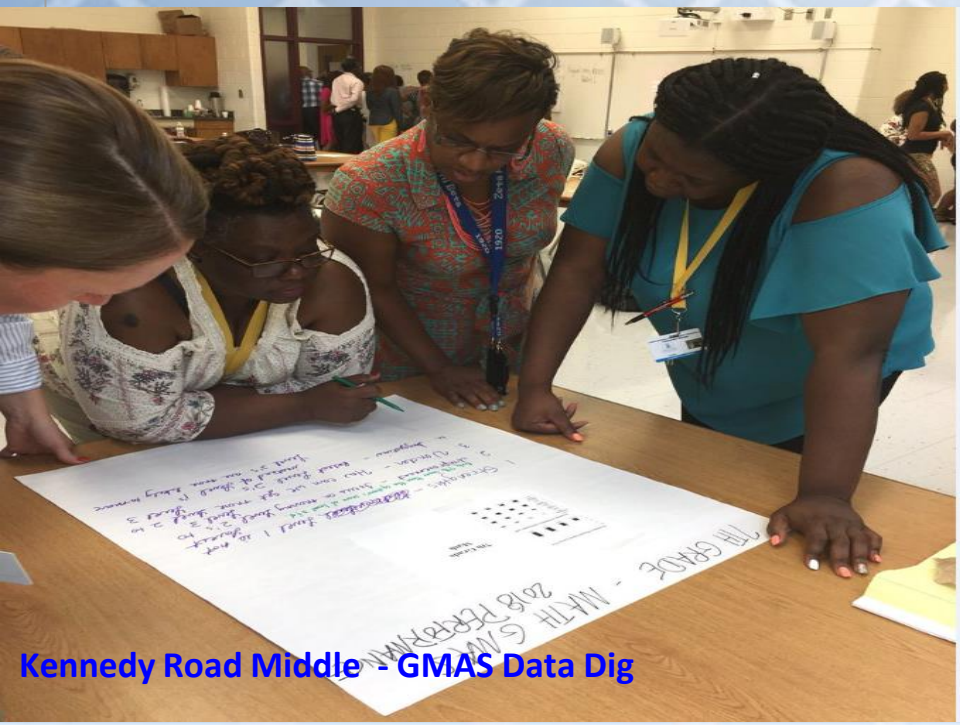
- Is there a need for professional learning?
- Is there a need for the instructional coach to provide support to certain teachers? certain
- grade levels?
- Are there resources that need to be secured to support the unit implementation?
- How will student deficits be addressed? What about students who need enriching?



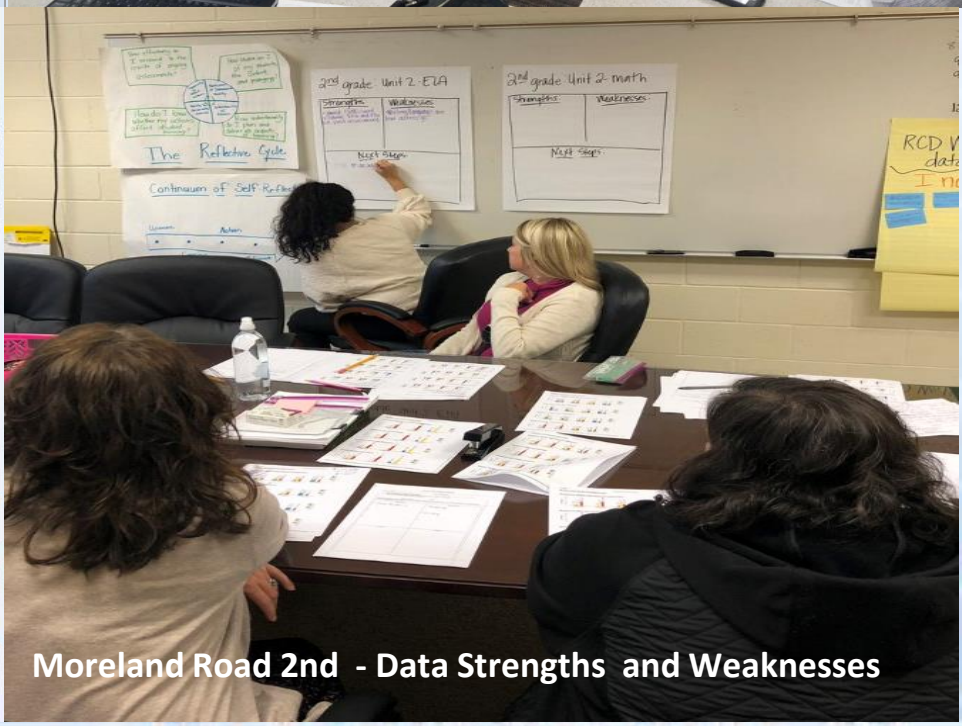
Moreland Road 5th - Analyzing Data for Flex Grouping



District - Spalding High School Quarterly Meeting



Kennedy Road Middle - GMAS Data Dig



Moreland Road 2nd - Data Strengths and Weaknesses

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Assessment and Evaluation

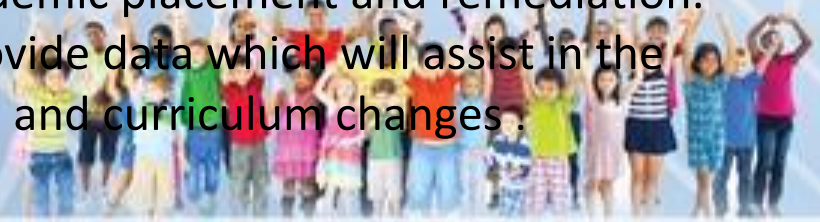
- Administrators and teachers have access to data needed to support students
- Procedures for decision making are in place
- Teachers know how to use data tools and administrator understands how to monitor integrity and progress
- Data is monitored for consistency and accuracy
- Universal screener for academic and behavior

Assessment Importance

The Griffin-Spalding County Schools Assessment Program consists of a variety of assessment types and formats including norm-referenced tests, nationally developed tests and locally developed assessments. The primary goal is to measure student achievement of the state-adopted content standards. A second important goal of assessment is to provide necessary information to improve curriculum and adjust instructional practice. These two goals are inextricably linked and cannot be considered apart from each other.

The purpose of Griffin-Spalding School Systems' district-wide assessment program is to facilitate and provide information for the following:

1. Student Achievement: To produce information about relative student achievement so that parents/guardians, students, and teachers can monitor academic progress of the general population as well as subpopulations.
2. Student Counseling: To provide data as a tool in the counseling and guidance of students for further direction and for specific academic placement and remediation.
3. Instructional and Curriculum Change: To provide data which will assist in the preparation of recommendations for instructional and curriculum changes .



MAP - Measures of Academic Progress

Measures of Academic Progress is an electronically administered and scored achievement test designed to measure growth in student learning for individual students, classrooms, schools and our district. One of the most important reports that we receive is the projected proficiency summary report which compares student scores to projected proficiency of the Spring ACT, Georgia Milestones, and SAT.

Based on the results from the Winter Administration our school system creates a remediation plan based on the standards for that course. This type of feedback allows out district to create an individualized remediation plan for each child. Every student grades K-10 completes this assessment at a minimum of two times per school year in order to analyze their academic growth in their English/Language Arts and Mathematics Core Subjects. It is mandatory for students that are in the 5th and 8th Grades to complete the assessment three times during the academic school year.

Remediation Plan

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Purpose: Remediation is an opportunity to provide additional support to those students who still do not understand key concepts in spite of attempts to support them.

Examples of when Remediation can occur: Intervention Blocks, Instructional Focus, or Flex Grouping

MAP Reports: Use the following to target students who need attention on specific skills or standards:

- Class- Look at percentile rankings and detailed results for each instructional area (or goal performance). Areas of strength which are more than 3 RIT points above the overall RIT score are in **Bold Underline**, and areas that need more focus which are more than 3 RIT scores below the overall RIT score are in *Bold Italics*.
- Achievement Status, Growth, and Norms- Useful when you are focusing on how well students have grown. Shows three pictures of growth, all based on national norms; projections so you can set student growth goals, summary comparison of two terms so you can evaluate efforts, and an interactive quadrant chart so you can visualize growth comparisons.
- Student Profile-Shows specific instructional areas that could use your focus. In one click you can then assign related Skills Locators.
- Grade Level Interpretation Chart-Determines how students in your class are performing for their grade level for Reading and Math.
- Student Goal Setting Worksheet- Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.
- Student Progress Reports- Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to term growth.
- Learning Continuum - Translates MAP scores to learning statements so you can set student goals and tailor your instruction to student needs. **Class View** — is organized by what each student should be working on. **Test View** — is organized by all RIT bands so you can see what to reinforce or introduce

Requirements of a Smart Goal

S	Make it **Specific**	What do you want to accomplish?
M	Make it **Measurable**	How will you know when you have accomplished your goal? How can you measure your work?
A	Make it **Attainable**	How can the goal be accomplished? What steps will you take?
R	Make it **Relevant**	Is this goal worth working hard to accomplish? Explain
T	Make it **Time Bound**	When will the goal be accomplished?

Remediation Plan

Student/Grade Level Julio Jones/ 3rd. Grade

Teacher Mr. Matt Ryan

Date January, 2019

Winter MAP RIT 164

Student Goal Performance: Goal Range was 171-181
Areas of Relative Strength: Language- Understand, Edit Mechanics- 168-180 & Language- Understand, Edit for Grammar, Usage- 166-178
Area of Concern: Writing: Write, Revise Texts for Purpose and Audience- 142-157

Content Area: Writing
Student Learning Goal: By the end of the school year student will meet his growth target by making at least two points growth.

Revising: Revises writing for clearer descriptions or imagery, revises a sentence to improve clarity, and revises for precise word choice.
Write: Revises writing to include sensory details, uses language that creates vivid description or imagery, and uses sensory language in writing.
Writing Techniques: Chooses appropriate content-specific vocabulary for audience and purpose, revises writing to address the audience consistently, uses language that conveys a specific formal style and a specific mood.
Introductions and Main Ideas: Determines appropriate openings for narrative or fictional writing, adds a concluding sentence to provide a sense of closure and determines which details belong to form paragraphs.
Organizes Writing: Recognizes when cause/effect is the most effective organizational form to develop writing, uses the most appropriate graphic organizer to plan writing, and uses transitional words or phrases to clarify sequence of events in writing.

Standards/Domain	Skills to be Addressed	Resources Needed	Timeline/Frequency	Evidence of Effectiveness
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Chooses appropriate content-specific vocabulary for audience and purpose	Assesslets	Daily during instructional focus	Weekly Writer's Workshop
ELAGSE4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	Uses sensory language in writing. Revises writing to include sensory details Uses precise words to convey meaning	GCA	Daily during instructional focus	Weekly Writer's Workshop

Remediation Plan

Student/Grade Level Tyler Lockett/ 6th Grade

Teacher Mr. Russell Wilson

Date January, 2019

Winter MAP RIT 185

Student Goal Performance: Goal Range was 197-208
Areas of Relative Strength: Statistics and Probability 197-208
Areas of Possible Concern: Geometry-179-191 & Operations and Algebraic Thinking 183-190

Content Area- Geometry
Student Learning Goal- On the Spring MAP Assessment Tyler will meet his growth target by making at least three points of growth.

Congruence, Similarity, Right Triangles & Trig: Identifies 2-D figures which have line symmetry, determines the number of lines of symmetry in 2-D figures, recognizes precise definitions of parallel and perpendicular lines, and determines measures of corresponding angles in congruent figures.
Geometric Measurement and Relationships: Solves problems involving areas of rectangles within a real-world or mathematical context, determines the area of rectangles with whole- number sides given the formula and when not provided, knows relative sizes of customary and metric units of capacity, and applies scale factors to solve problems involving scale drawings, maps, and models.

Standards/Domain	Skills to be Addressed	Resources Needed	Timeline/Frequency	Evidence of Effectiveness
MGSE4.G3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Determines the number of lines of symmetry in 2-D figures. Identifies 2-D figures which have line symmetry	Foam Geometric Shapes	Daily practice during instructional focus	Bi-Weekly Formative Assessment
MGSE9-12.G.CO.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Recognizes precise definitions of parallel and perpendicular lines	Popsicle Sticks	Daily practice during instructional focus	Bi-Weekly Formative Assessment

GSCS Remediation Plan

Jason will improve his math RIT score by 5 points from winter to spring by strengthening his understanding of Geometry which will be targeted through the daily small group intervention block.

Resources	Small group instruction with manipulatives, flexible grouping with additional teacher, Pathblazers
Timeline	Direct instruction 3 times a week during intervention block and Pathblazers twice a week.
Evidence of Effective Remediation	Formative Assessment Data, Successful independent student work reflecting mastery of the standard, Pathblazers report

Remediation Plan - Action Plan

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ACTION PLAN

Close

Bill will improve his math RIT score by 5 points from winter to spring by strengthening his understanding of Geometry which will be targeted during small group intervention block daily.

Resources - small group instruction with manipulatives, Pathblazers, flex grouping with additional teacher
Timeline - direct instruction 3 times a week during intervention block and Pathblazers 2 times a week
Evidence of Effective Remediation - formative assessment data, Pathblazers reports, successful independent student work reflecting mastery of the standard.

Assessment Celebrations

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2018-2019 MAP End of Year Elementary Reading Results

Grade Level	GSCS Fall 2018 Mean RIT Score	GSCS Spring 2019 Mean RIT Score	Change from Fall 2018 to Spring 2019
Kindergarten	135.9	159.5	+23.6
1st Grade	155.7	173.4	+17.7
2nd Grade	167.8	180.9	+13.1
3rd Grade	179.5	190.9	+11.4
4th Grade	189.7	199.0	+9.3
5th Grade	197.5	205.9	+8.4

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Assessment Celebrations

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2018-2019 MAP End of Year
Middle/High School Reading Results

Grade Level	GSCS Fall 2018 Mean RIT Score	GSCS Spring 2019 Mean RIT Score	Change from Fall 2018 to Spring 2019
6th Grade	204.5	208.4	+3.9
7th Grade	207.5	211.5	+4.0
8th Grade	213.7	216.9	+3.2
9th Grade	217.1	216.5	-0.6
10th Grade	220.6	218.8	-2.5

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Assessment Celebrations

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2018-2019 MAP End of Year Elementary Math Results

Grade Level	GSCS Fall 2018 Mean RIT Score	GSCS Spring 2019 Mean RIT Score	Change from Fall 2018 to Spring 2019
Kindergarten	131.7	160.1	+28.4
1st Grade	155.9	179.4	+23.5
2nd Grade	169.7	184.9	+15.2
3rd Grade	182.6	196.3	+13.7
4th Grade	194.1	206.5	+12.4
5th Grade	203.4	213.4	+10.0

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Assessment Celebrations

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2018-2019 MAP End of Year Middle/High School Math Results

Grade Level	GSCS Fall 2018 Mean RIT Score	GSCS Spring 2019 Mean RIT Score	Change from Fall 2018 to Spring 2019
6th Grade	206.9	215.6	+8.7
7th Grade	213.7	218.6	+4.9
8th Grade	219.7	225.3	+5.6
9th Grade	221.0	223.3	+2.3
10th Grade	224.1	225.7	+1.6

Assessment Celebrations

Griffin-Spalding County School System

Georgia Milestones Elementary Schools

Grade Level	Subject	2018-2019 Comparison of Georgia Milestones EOGs % of Proficient and/or Distinguished Learners (Levels 3 and 4) % Reading At or Above Grade Level (Lexile)
3rd Grade	Math	4% increase in Level 3 (Proficient Learners)
	Reading	6% increase in students performing at or above grade level
4th Grade	ELA	3% increase in Level 4 (Distinguished Learners)
	Reading	2% increase in students performing at or above grade level
5th Grade	ELA	9% increase in Level 3 and 4 (Proficient and Distinguished Learners)
	Social Studies	2% increase in Level 3 and 4 (Proficient and Distinguished Learners)
	Reading	7% increase in students performing at or above grade level

Assessment Celebrations

Griffin-Spalding County School System

Georgia Milestones Middle Schools

Grade Level	Subject	2018-2019 Comparison of Georgia Milestones EOGs % of Proficient and Distinguished Learners (Levels 3 and 4) % Reading At or Above Grade Level (Lexile)
6th Grade	ELA	9% increase in in Level 3 and 4 (Proficient and Distinguished Learners)
	Math	2% increase in Level 3 (Proficient Learners)
	Reading	2% increase in students performing at or above grade level
7th Grade	Math	1% increase in Level 3 (Proficient Learners)
	Reading	1% increase in students performing at or above grade level
8th Grade	ELA	6% increase in Level 3 and 4 (Proficient and Distinguished Learners)
	Math	4% increase in Level 3 and 4 (Proficient and Distinguished Learners)
	Reading	3% increase in students performing at or above grade level

Assessment Celebrations

Georgia Milestones Celebrations High Schools

Course	2018-2019 Comparison of Georgia Milestones EOCs % of Proficient and Distinguished Learners (Levels 3 and 4)
9th Grade Lit	9 % increase in Levels 3 and 4 (Proficient and Distinguished Learners)
Algebra I	3 % increase in Levels 3 and 4 (Proficient and Distinguished Learners)
Geometry	6 % increase in Levels 3 and 4 (Proficient and Distinguished Learners)
Physical Science	54% increase in Levels 3 and 4 (Proficient and Distinguished Learners)

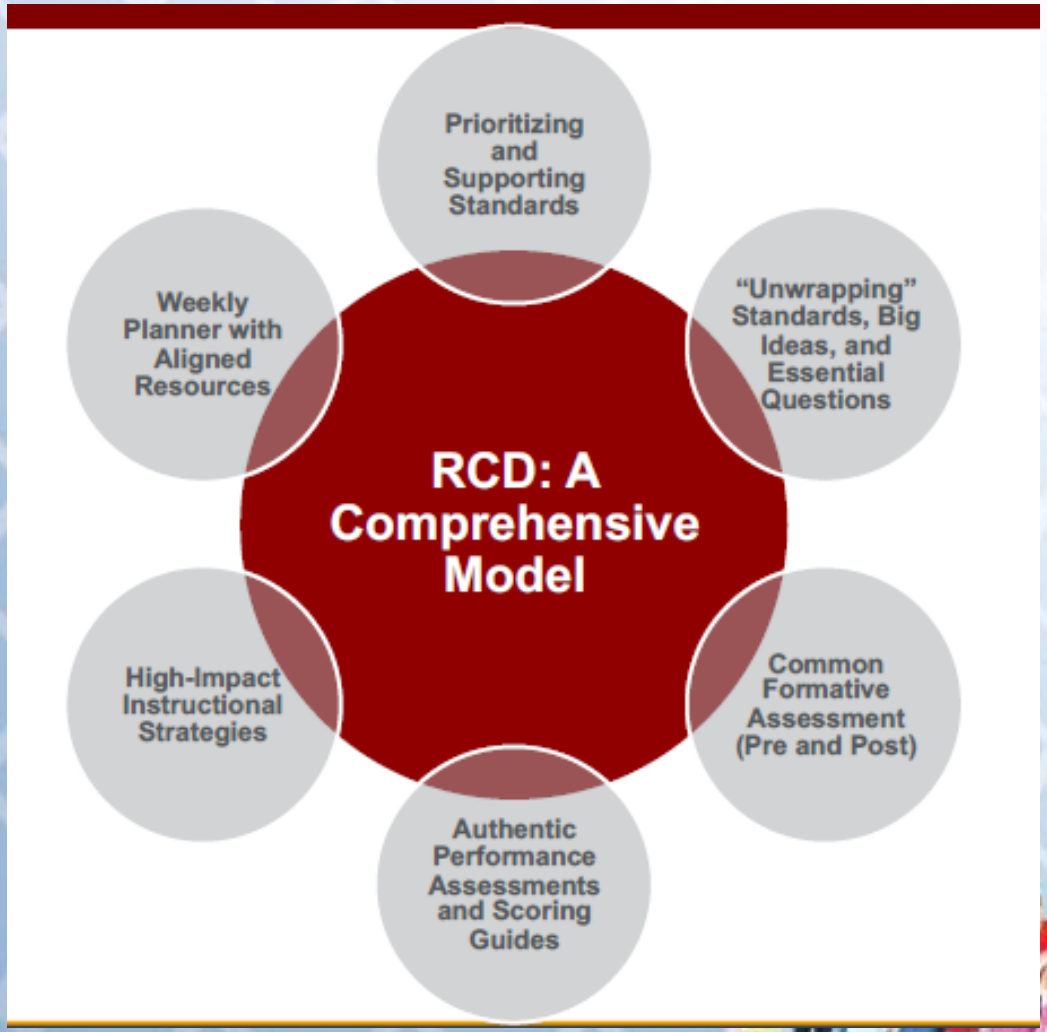
Assessment Celebrations

CCRPI

GSCS demonstrated positive change in 75% of the summary areas; whereas the state only demonstrated positive change in 25% of the summary areas. 72% of schools increased their overall CCRPI school scores from the previous school year.

	Elementary			Middle			High			All Schools		
	2018	2019	Change	2018	2019	Change	2018	2019	Change	2018	2019	Change
GSCS	65.4	64.3	1.1	63.9	66	2.1	64.6	68.7	4.1	64.9	65.9	1
State	77.8	77.1	0.7	76.2	72.1	4.1	75.3	77	1.7	76.6	75.9	0.7

RCD


RCD: A Comprehensive Model
Prioritizing and Supporting Standards
"Unwrapping" Standards, Big Ideas, and Essential Questions
Common Formative Assessment (Pre and Post)
Authentic Performance Assessments and Scoring Guides
High-Impact Instructional Strategies
Weekly Planner with Aligned Resources

RCD

Griffin-Spalding County Schools
Curriculum-at-a-Glance
Second Grade Math Draft

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Place Value to 3 Digits	Adding and Subtracting within 100	Adding and Subtracting within 1000	Measuring Length	Measuring and Data Analysis	Attributes of Shapes	Partitioning Shapes and Arrays	3rd Grade Jump Start
MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3 **MGSE2.NBT.4** MGSE2.MD.10	**MGSE2.OA.1** MGSE2.OA.2 MGSE2.NBT.5 **MGSE2.NBT.7** MGSE2.NBT.9 **MGSE2.MD.8**	MGSE2.NBT.6 **MGSE2.NBT.7** MGSE2.NBT.8 MGSE2.MD.7 **MGSE2.MD.8**	MGSE2.MD.1 MGSE2.MD.2 MGSE2.MD.3 **MGSE2.MD.4** **MGSE2.MD.5**	**MGSE2.MD.4** MGSE2.MD.6 **MGSE2.MD.9** MGSE2.MD.10	**MGSE2.G.1**	MGSE2.G.2 **MGSE2.G.3** MGSE2.OA.3 **MGSE2.OA.4**	MGSE3.NBT.1 MGSE3.NBT.2
6 weeks	6 weeks	6 weeks	3 weeks	3 weeks	2 weeks	6 weeks	4 weeks

*Standards in BOLD are **Priority Standards** and represent rigorous performance expectations that students must master by the end of the course.* All other standards are **Supporting Standards** and represent skills needed to attain the Priority Standards.

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RCD

"Unwrapped" Priority Common Core State Standards Skills and Concepts
MGSE3.NBT.2 Fluently ADD and SUBTRACT within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. MGSE3.MD.3 DRAW a scaled picture graph and a scaled bar graph to represent a data set with several categories. SOLVE one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

"Unwrapped" Priority Standards			
"Unwrapped" Skills (Students Need to Know)	**"Unwrapped" Concepts (Students Need to Be Able to Do)**	**Bloom's Taxonomy Levels**	**DOK (For Overall Standard)**

MGSE3.NBT.2
 	
ADD and SUBTRACT
	• within 1,000 using strategies and algorithms
	  ○ place value
	  ○ properties of operations
	  ○ relationship between addition and subtraction
		• 2 (Understand)	• 2 (Skills and Concepts)

MGSE3.MD.3 DRAW to REPRESENT	• a scaled picture graph and a scaled bar graph • data set with several categories	• 3 (Apply)	• 2 (Skills and Concepts)

SOLVE	• one- and two-step
	  ○ "how many more"
	  ○ "how many less"
		• 3 (Apply)	• 2 (Skills and Concepts)

RCD

Engaging Scenario

What an exciting time to be a Fabulous Fourth Grader!!! In Science you have been studying Ecosystems, which makes our fourth grade trip really exciting. We are going to go on a overnight field trip to the Georgia Aquarium, which is an aquatic ecosystem. This year, your teacher has challenged you to be in charge of planning the trip. You along with your classmates will have several tasks that will need to be completed to ensure that the trip is approved by the GSCS Board of Education.

Teacher Note: This example uses the aquarium, however the tasks are applicable to any other ecosystem field trip that is appropriate for you school.

Performance Task Synopses

Task 1: 3 Act Task Whale Shark vs. Scuba Diver Use the 3 Act task framework to initiate discussion around aquatic animals and their data connected to humans. **(MGSE4.NBT.4, MGSE4.MD.2,** MGSE4.NBT.1**)**

Task 2: Students will work in groups of 3-4 students and research the cost per student for an overnight field trip to Georgia Aquarium. **(MGSE4.OA.3, MGSE4.NBT.4, MGSE4.MD.2,** MGSE4.NBT.3 **)**

Task 3: Students will create a chart/planning sheet of mileage to and from, transportation costs, admission in and lunch. **(MGSE4.OA.3, MGSE4.NBT.4, MGSE4.MD.2)**

Task 4: Students will create a brochure, flyer, or digital presentation that will convince the members of the GSCS Board of Education to approve the trip. **(MGSE4.MD.2)**

Task 5: Students will choose an animal that is located at the Georgia Aquarium and gather data about it. They should include details such as weight (at birth and adult), its habitat, space, food intake per week. **(MGSE4.OA.3, MGSE4.NBT.4, MGSE4.MD.2,** MGSE4.NBT.2**)**

RCD

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Instructional Strategies

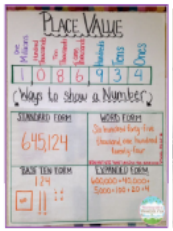
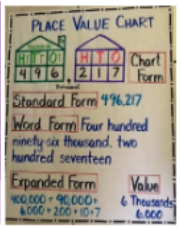
Instructional Strategies	
Research-Based Effective Teaching Strategies	**21st Century Learning Skills**
☐ Learning Objectives (posted and referenced)	☐ Teamwork and Collaboration
☐ Identifying Similarities and Differences	☐ Initiative and Leadership
☐ Summarizing and Note Taking	☐ Curiosity and Imagination
☐ Reinforcing Effort, Providing Recognition	☐ Innovation and Creativity
☐ Homework and Practice	☐ Critical thinking and Problem Solving
☐ Nonlinguistic Representations	☐ Flexibility and Adaptability
☐ Cooperative Learning	☐ Effective Oral and Written Communication
☐ Purposeful small group instruction	☐ Accessing and Analyzing Information
☐ Increased think time	☐ Other
☐ Setting Objectives, Providing Feedback	
☐ Check for Understanding	
☐ Generating and Testing Hypotheses	
☐ Cues, Questions, and Advance Organizers	
☐ Interdisciplinary Non-Fiction Writing	

Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) **Additional Supports in Classroom**	**Specially Designed Instruction for Special Education Students**	**Strategies for English Language Learners**
☐ Re-voicing	☐ Conferencing	☐ Visuals/Realia
☐ Explaining	☐ Additional time	☐ Front-loading
☐ Prompting for participation	☐ Small group collaboration	☐ Echoing/Choral response
☐ Challenging or countering	☐ Modify quantity of work	☐ Color-coding
☐ Asking "Why?" "How?"	☐ Take student's dictation	☐ Multiple exposures in different media
☐ Reread	☐ Scaffold information	☐ Pair-share
☐ Practice new academic vocab.	☐ Differentiated content process or product	☐ Modeling
☐ Assistive technology	☐ Consistent reward system	☐ Language scaffolds: eg, sentence frames
☐ Pre-teach & re-teach in a different way	☐ Refer to students' IEP or 504 plan	☐ Deconstruct complex sentences and texts
☐ Repetition	☐ Assistive technology	☐ L1 support
☐ Use of manipulatives		☐ increased opportunities for student-student talk
☐ Collaborative work		☐ Strategic vocabulary instruction
☐ Direct/explicit instruction		☐ Additional think time
☐ "Chunking"		
☐ Accommodating different learning styles		
☐ Create differentiated text sets		
☐ Providing additional guided practice		

RCD

Instructional Resources and Materials

Suggested Resources	Suggested Technology Resources
Literature: • How Much Is a Million? David M. Schwartz • Math Curse Jon Scieszka • The Grapes of Math Gregory Tang • "Panda Math" - Ann Whitehead Nagda **Manipulatives:** • Base Ten Blocks **Interactive Tools:** National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/vlibrary.html **Math Tool Chest:** https://macmillanmh.com/math/mathtoolchest/mtc_online/ **Anchor Charts:**   	**K--5 Math Teaching Resources** https://www.k-5mathteachingresources.com/4th-grade-number-activities.html **LearnZillion** • **Understand Place Value**: Multiplying By a Power of 10: https://learnzillion.com/lesson_plans/6646-understand-place-value-multiplying-by-a-powerof-10/?card_id=78258 https://learnzillion.com/lesson_plans/7426-understand-relationships-between-digits-and-their-place-value/ • **Math Antics: Place Value** https://www.youtube.com/watch?v=T5Qf0qSSJFI • This resource allows students to manipulate base ten blocks virtually.: http://www.mathlearningcenter.org/web-apps/number-pieces/ • **Virtual Nerd** Video Tutorial: What is Place Value for Whole Numbers: http://virtualnerd.com/common-core/grade-4/4_NBT-numbers-operations-base-ten/A/1/whole-numbers-place-value

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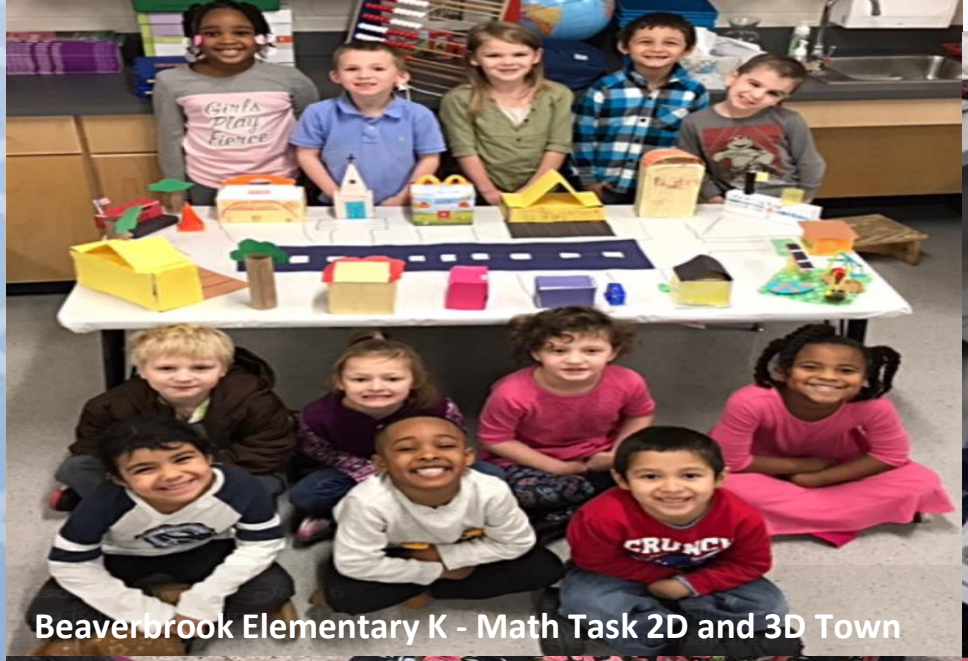
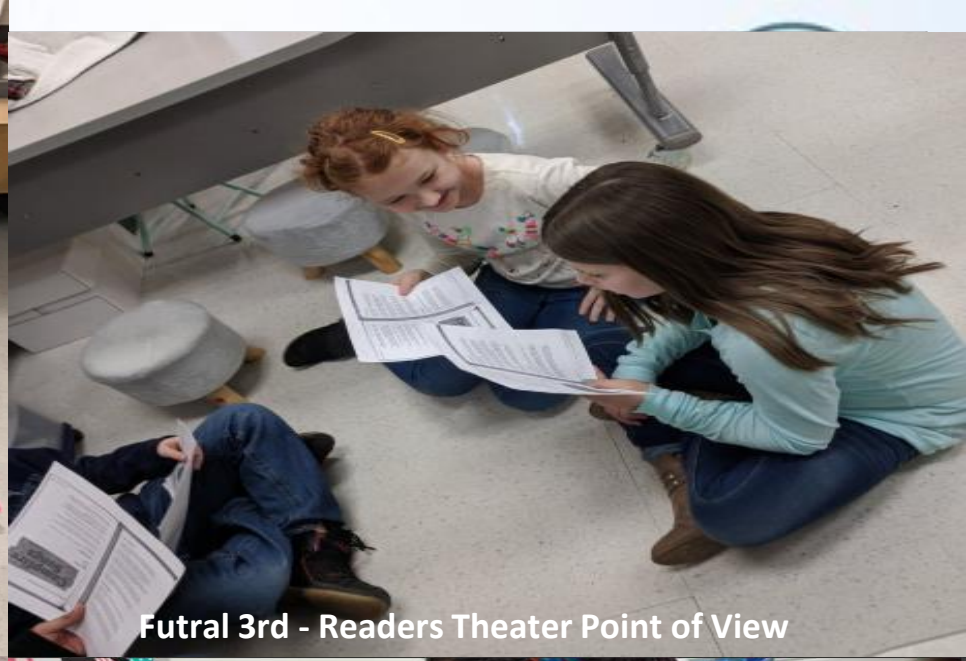
Week 3 Days 11-15	**OA.3** NBT.1 NBT.3 **NBT. 4** **MD.2**	Task II	**Place Value (Rounding)** • **Number Talks** • **Rounding, Four Operations** • **Georgia Frameworks: Unit 1** ▫ Nice Numbers pg. 46 • **NC Resource:** Formative Instructional Task: Planning a Pizza Party pg. 21 https://docs.google.com/document/d/1ZgOc2NLs1UGlcg4flQ00JcuuOL1eHQxXbeciCHy9LtY/edit#heading=h.gidgxs	Ongoing Assessment / Observation Framework assessment (if applicable) Task II scoring guide 2018-2019 RCD Math 4 CFA Unit 1 Week 3
Week 4 Days 16-20	**OA.3** **NBT. 3**	Task III	• **Number Talks (Multiplication Strategies)** • **Rounding, Adding, Subtracting multi-digit numbers** • **Apply rounding** **Addition** • **Georgia Frameworks:Unit 1** ▫ Estimation as a Check pg. 50 ▫ Reality Checking pg. 58 • **NC Resource:** Formative Instructional Task: Rounding Numbers and Products • **Illustrative Math** ▫ Rounding to the Nearest 100 and 1000	Ongoing Assessment / Observation Framework assessment (if applicable) Task III scoring guide 2018-2019 RCD Math 4 CFA Unit 1 Week 4
Week 5 Days 21-24 (4 instructional days)	**OA.3** NBT.2 **NBT. 4** **MD.2**	Task IV	• **Number Talks (Multiplication Strategies)** • **Fluently subtracting multi-digit numbers** **Subtraction** • **Georgia Frameworks:Unit 1** ▫ Making Sense of Algorithm pg. 58 • **NC Resource:** Formative Instructional Task: How Much Liquid? pg. 26 • **NC Resource:** Formative Instructional Task: Filling the Auditorium pg. 23 https://docs.google.com/document/d/1ZgOc2NLs1UGlcg4flQ00JcuuOL1eHQxXbeciCHy9LtY/edit#heading=h.gidgxs	Ongoing Assessment / Observation Framework assessment (if applicable) Task IV scoring guide 2018-2019 RCD Math 4 CFA Unit 1 Week 5

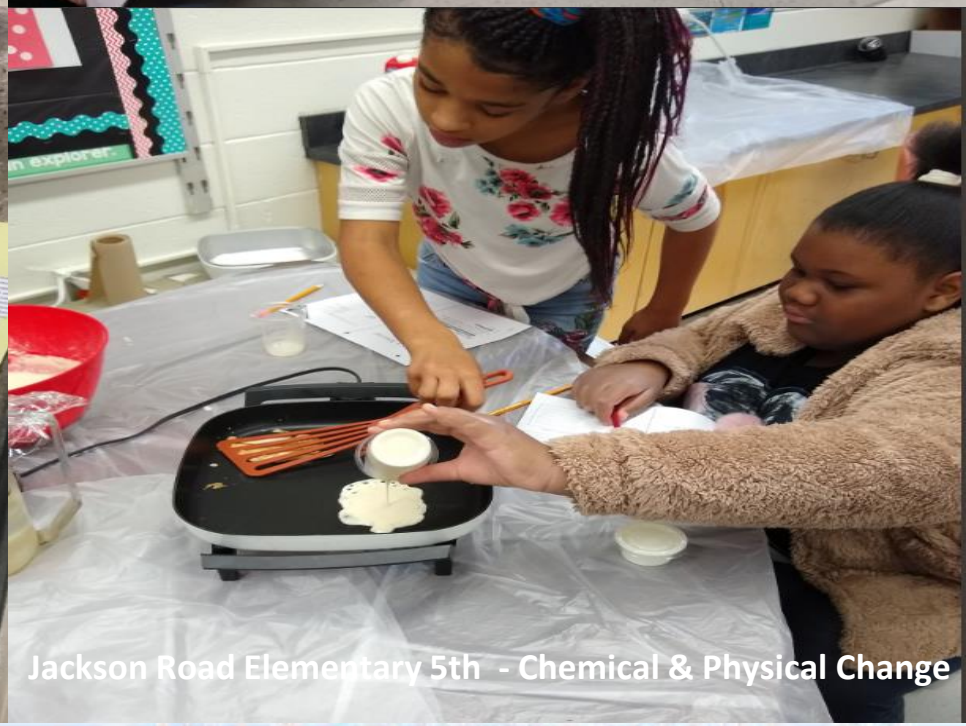


Beaverbrook Elementary K - Math Task 2D and 3D Town



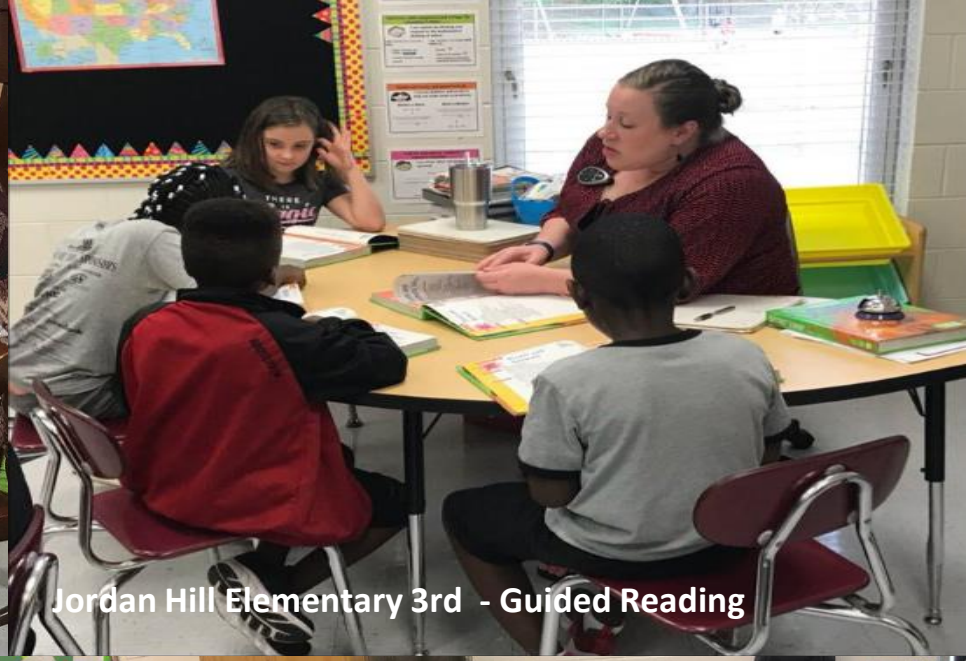
Futral 3rd - Readers Theater Point of View

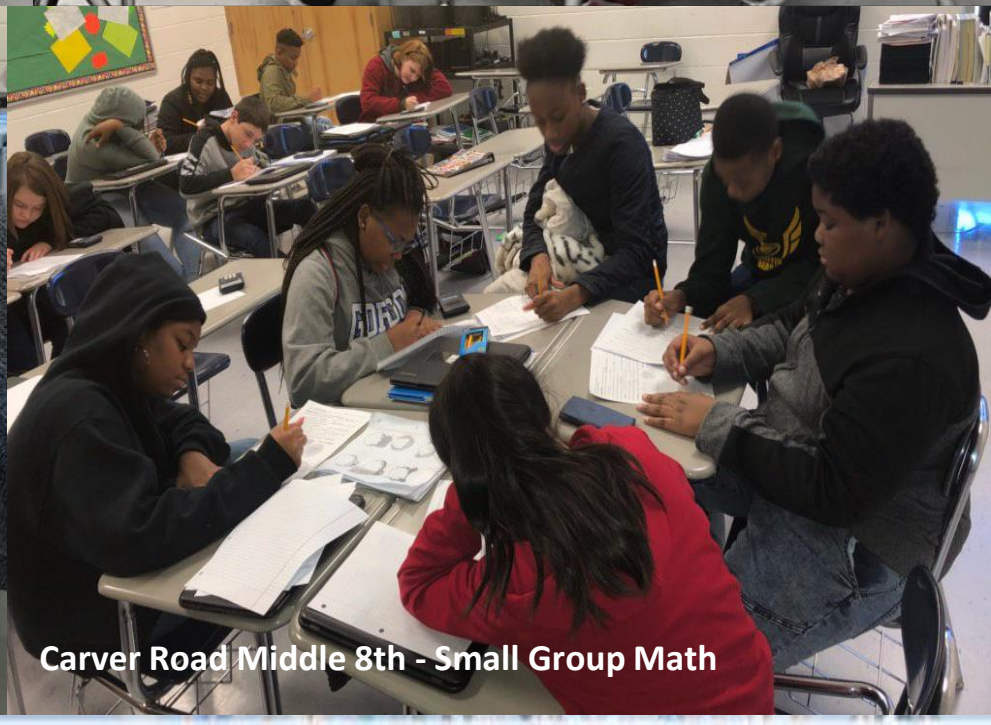
Atkinson Elementary 4th - Sorting Informational Texts



Jackson Road Elementary 5th - Chemical & Physical Change

The mission of the Griffin-Spalding County School System is to empower students to graduate college and career ready.





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PBIS

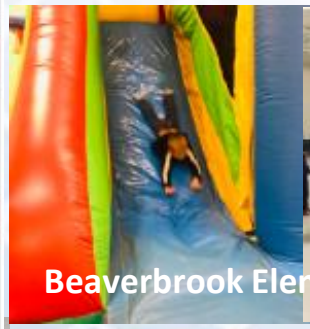
- Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes.

- Second Step - The **evidence-based** *Second Step* Program includes everything schools need to integrate social-emotional learning (SEL) into their classrooms and school wide. Using the *Second Step* curriculum has been shown to **decrease problem behaviors,** and it's designed to promote school success, self-regulation, and a sense of safety and support.

GSCSProjectAware @GSCSAware · 27 Apr 2018

@GriffinHS Check out our Sources of Strength table at lunch to help you learn more about yourself, how to get through things, and how to make our school a better place! @georgia_pbis @GriffinSpalding

Griffin High School - Sources of Strength



Beaverbrook Elementary - PBIS Celebration

Kennedy Road Middle School - Redemption Day

A.Z. Kelsey - PBIS Reward

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Interventions

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Tier 1
- Academic practices clearly identify learning standards and curriculum
- Behavior practices identify school-wide expectations

Tier 2
- Academic and behavior practices include common student needs and are linked to Tier 1

Tier 3
- Academic practices are based on students' needs, aligned with Tier 1 and Tier 2

Professional Learning

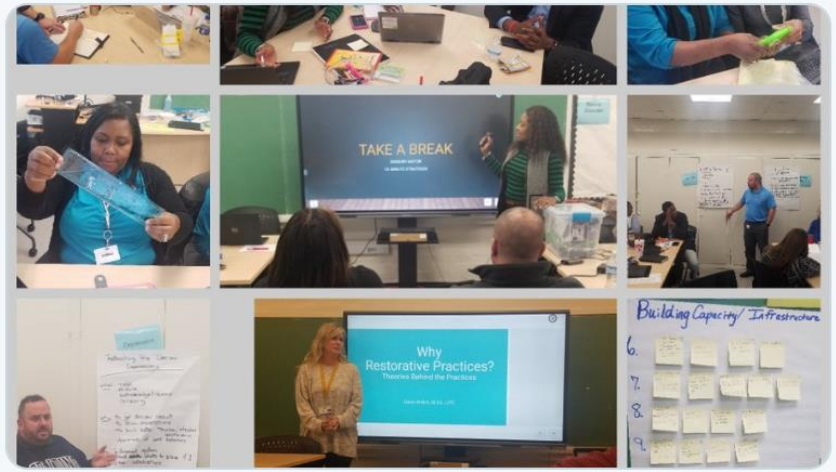
- Professional learning provided to administrators and staff
- Administrators facilitate professional learning on data-based problem solving, multi-tiered instruction, and intervention
- Resources to support MTSS implementation are identified and allocated
- Processes, procedures, and decision-rules are established

GSCSProjectAware @GSCSAware · 5 Sep 2018

GSCS TAKES THE LEAD by learning strategies to implement **PBIS** in the classroom with @georgia_**pbis** and teachers, coaches and administrators from elementary schools in **@GriffinSpalding** #GSCSTAKESTHELEAD

E McElroy @CoachEMcElroy · Nov 15

@GriffinSpalding @GSCSMTSS MTSS Professional Learning: Building Capacity and Infrastructure for Implementation! **#GSCSMTSS** #GSCSpbis #GSCSaware #sensorybox #RestorativePractices #behaviorscreenerdata



Ms. Fagin @MsFagin · Feb 21

Working with these wonderful school and district leaders on digging into #**MTSS** Tier 2. In #**GSCS** we are all about #StudentSuccess and #BuildingHopesAndDreams @MsMLockett @1nataliewood @RobinHarris417 @JacksonRoadElem @CrescentElement – at Griffin Spalding School System

Dr. K @Kennedy7K · 15 Nov 2018

GSCS GOLD Seminars are a hit! Our Assistant Principals are engaged in Chalk Talks around **MTSS** and digging into Milestones and MAP Data for implications to our work. @GriffinSpalding #GSCSTakestheLead

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Family

- We have the foundation to support family engagement
- Parents are provided data on student outcomes
- Families receive updates on RCD and are invited to Family Events
- Parents are provided information on how to help your child at home with skills
- Invited to MTSS meetings

Parent Video

E McElroy @CoachEMcElroy · Nov 2

@GriffinSpalding @GSCSMTSS A Parent's Guide to Multi-Tiered System of Support (MTSS) at Fall for Learning Parent Engagement Conference!**#GSCSMTSS** #GSCSpbis #GSCSaware #pbispumpkins

The mission of the Griffin-Spalding County School System is to empower students to graduate college and career ready.

Next Steps

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Systematic Approach Tier 2 and 3

Monitoring of MTSS Implementation

- Self-Assessment of MTSS

Digital PBIS Product Book

Tier 2 and Tier 3 - Fidelity of Implementation

QUESTIONS

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