Comprehensive RTI Implementation Plan

**Elementary**

**3-5 Year Professional Development and Consulting Plan for School or District-Wide Implementation of Response to Instruction**

**Partners for Learning, Inc.**

**2971 N. Mumbarto Ave,**

**Boise, ID 83713**

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| **YEAR 1 - Elementary** | |
| **Description of Services** | **Format/Number of Days** |
| **RTI Overview for entire staff**  Present details regarding a school-wide approach to entire staff K-12. Share information regarding overall goals and specific details regarding implementation for both elementary and secondary staff. The overview is designed to inform and motivate – get everyone onboard! | **Format:** In-service  **# of Days:** 1 |
| **RTI Leadership Training**   * Overview of school-wide/systems approach to RTI * Review Placement Pathways Philosophy * Guide and facilitate Mapping of District/Building RTI plan.   + Review and revise Placement Pathways – how students are screened and placed into interventions (decision rules)   + Review and revise Intervention Sequence Charts for Reading and Math (K-5) * The Role of Collaborative Leadership   + Principal Leadership   + Teacher Leadership   + District Leadership   + Walk-Throughs     - Observation Protocols     - Five minute observations   + Program Fidelity   + Identifying and Sharing Leadership targets with staff members   + The use of Instructional Coaching | **Format:** Training/Planning with District Team (District Team includes Building Level Representatives)  **# of Days:** 1-2 |

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| **Core Team Training (RTI Focus)**   * Have each building identify a Core RTI team consisting of representatives from each building (grade level representatives for elementary and departmental representatives for secondary) * Provide four days of RTI Training to building level teams in a central training location (district office or meeting room) * Four day training is spread out over the course of several months. Between training days, teams will complete implementation tasks in their respective buildings. * Training Focus includes:   + Review and revise Systems   + Review and revise Intervention Sequences   + Establishing Pacing Goals   + Progress Monitoring   + Data Meetings   + Fidelity   + Establishing Walk-Throughs   + How to Improve Tier I   + Systematic Vocabulary Instruction   + How to evaluate Systems Using Data   + Problem Solving Systems   + New Student Protocols * New Student Intake screening procedures * Review and revise decision rules and placement pathway to determine if student is candidate for intervention and placement rules | **Format:** District Training – Building Level Teams  **# of Days:** 4  Example:  Day 1 – August  Day 2 – October  Day 3 – November  Day 4 - February |
| **Classroom Instructional Coaching, Data Meetings and Building Leadership Consulting**   * Meet with grade and building level teams to review, discuss, and problem solve systems * Model data meetings to grade and school-wide teams * Conduct classroom walk-throughs (initial round) – Intervention Classrooms Only   + Observe instructional groups   + Provide feedback (“Keepers and Polishers”) to individual instructors along with select modeling of techniques and such as, signaling, firming procedures, re-teaching, etc. * Conduct second round walk-throughs of intervention groups (with building administrators and instructional coaches) – Intervention Classrooms Only   + Based on information obtained from walk-throughs:     - Identify possible systemic concerns to address as well as individual implementation concerns     - Identify improvement needs for individual instructors       * Provide feedback and model lesson delivery techniques to individual teachers       * Provide written summary regarding areas to improve and coach * Review progress monitoring of each instructional group   + Evaluate progress and problem solve each instructional group   + Evaluate progress and problem solve for individual students as necessary   + Adjust groups according to needs indicated by data * Model data meetings   + Demonstrate how to organize data for efficient review during grade level or departmental meetings   + Model decision making process using data from existing instructional groups | **Format:** On-Site Consultation and Instructional Coaching  **# of Days:** 4-10 |
| **OVERVIEW OF YEAR 2 - Elementary** | |
| **Description of Services** | **Format/Number of Days** |
| * EXTENSIVE FOCUS ON TIER 1 IMPROVEMENT – General Education Classrooms including:   + Mastery Teaching   + Standards Based Grading   + Systematic Vocabulary Instruction   + Active Engagement   + Differentiated Core Instruction     - Using Data to Identify Instructional Targets (profiling)     - Arranging Instructional Groups According to Instructional Targets     - Use of the Gradual Release Model * Conduct walk-throughs – ALL Classrooms * Continuation of walk throughs for intervention classrooms * Follow up observations and feedback regarding previously indentified target areas. * Provide long-term targets for improvement and coaching goals in Intervention rooms * Review progress monitoring data * Model data meeting with teachers * Expand data meeting to include regular education classrooms and teachers * Reevaluate and adjust placement pathways decision trees * Evaluate adequate progress – Are systems healthy? Walk through process with Building Level Teams - train teams how to use the healthy systems checklist as part of problem solving and adjusting unhealthy systems. * Planning for following year – reevaluate intervention sequence chart * RTI for Behavior (PBIS) * Applying RTI to Special Education eligibility * RTI and Special Service Providers – School Psychologists, Speech Pathologists, Special Education Teachers, etc. * Heavy emphasis on in-class instructional coaching, Fidelity Checks * District Level Systems Evaluation * Building Level Systems Evaluation * District and Building Problem Solving Protocols * Building and District Data Meetings * Continue Leadership Training, conducting side by side classroom walkthroughs, model what to look for, how to give feedback, identify target areas for coaching and improvement per teacher and with a systematic perspective. | **Format:** Direct Training,On-Sight Consultation and Coaching  **# of Days:** 15 |
| **OVERVIEW OF YEAR 3 - Elementary** | |
| **Description of Services** | **Format/Number of Days** |
| **Evaluating and Refining RTI Activities From Years 1&2:**   * Improve Tier I instruction Across All Classrooms * Core Instruction Classroom Walkthroughs/Instructional Coaching * Data Meetings * Systems Evaluation and Problem Solving * Focus on Tier 3 Behavior Interventions * Re-Visit District Level RTI plan – Strategic Long-term Planning * New Teacher Training Protocol | **Format:** Direct Training,On-Sight Consultation and Coaching  **# of Days:** 5 |
| **OVERVIEW OF YEAR 4&5 - Elementary** | |
| **Focus: Fine Tuning, Problem Solving, Maintenance, Next Steps**  **Activities:**   * Evaluating and Refining RTI | **Format:** Direct Training,On-Sight Consultation and Coaching  **# of Days:** 5 each year |