Comprehensive RTI Implementation Plan

**Elementary**

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

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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:** 4Example: 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 |