Planning and First Steps for RTI

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Today’s Agenda

- Initial Planning
- Introduction of Model
- Data Team Formation & Staff Alignment
- Schedules
- Professional Development
- Conclusions & Lessons Learned
Initial Planning Stage

- Implementation requires change on part of school personnel
  - Rethink how instructional decisions made
  - Change is difficult!
  - Need ample time to prepare
- Comprehensive planning is critical to success
- Preparation should begin several months prior to implementation
Assessing Readiness for Change

- Is our school ready for RTI?
- “Creative Tension” (Green & Ethridge, 2001) evident
- Do we have the support/resources we need?
  - Consider seeking support from outside sources
Assessing Readiness in District/School

- Need District support
- What is the academic need of school?
- Readiness of Principal to chart RTI path?
- How to phase in and implement?
- Time frame for implementation
Initial Planning Meeting

• When?
  – Want enough time to thoroughly prepare for roll out
  – Allow several months to plan, problem solve

• Who?
  – All stakeholders

• What?
  – Discuss structure, timelines, roll out
  – What do we need to do?
MP³ Initial Planning Meeting

- Held 8 months prior to implementation in schools
- All stakeholders involved
  - Key administrators from district
  - Dept. of Education liaison
  - Project Staff
- Discussed topics related to planning
  - Overview of model
  - Proposed timeline
  - Identified participating schools
    - School level needs
    - Readiness for change
    - Building leadership
  - Presentation of Model to schools
Introduction of Model

• Begin with Administrators or key members of team
  – Provide overview
  – Answer questions
  – Discuss PD needs
  – Timelines
MP³ Staff Meetings

• Met with teachers at each building
• Provided overview of project
• Question and Answer
• Teachers completed staff development survey
  – Results used to plan future professional developments
Data Team

- Core group of teachers/staff who facilitate RTI implementation
  - Administrator(s)
  - Grade level reps
  - Special teachers
  - School psychologist
  - Special education teacher(s)
Staff Alignment

Horizontal Teams
• Grade levels meet during common planning time to collaborate and plan – weekly; and to analyze data – monthly

Vertical Teams
• Data Team
• Child Study Team
• POC Team (point of communication)
• Staff Development Team
Schedules

• One of the most important parts of planning
  – Can be the difference between success and failure

• Things to consider
  – People
  – Places
  – Time
  – Activities

• What needs to be scheduled?
  – Instructional Blocks
  – Interventions
  – Progress monitoring
Instructional Block Schedules

• Language Arts Block includes:
  – Core Instruction
  – Guided Reading group

• Push In or Pull Out Support depends on
• Need of students within classroom
• (ELL students or students with IEP’s)
Tiered Intervention Blocks

- Kindergarten: 9:20 – 9:40 AM / 1:10 – 1:30 PM
- 1st Grade: 9:20 – 9:50
- 2nd & 3rd Grade: 10:40 – 11:20
- 4th & 5th Grade: 1:35 – 2:15

- Determine number of staff available
Intervention Schedules

- How much time for intervention?
  - 30-60 minutes
  - How many days per week?

- Which interventions?
  - Available?
  - Most effective?
  - Evidence-based!!

- Who will teach interventions?
  - Who is available?
  - Who is qualified?
  - How can we maximize our resources?
Intervention Schedules

• Skill groups conducted by grade
  – Each grade had a daily skill group time
  – All available teachers and support teach a skill group
  – Allowed for 9-12 groups to be implemented for each time block
  – Example
    • 9:20-9:50 K & 1
    • 10:00-10:45 2nd & 3rd
    • 1:35- 2:15 4th & 5th
### Fall 2007 Intervention Schedule Grade K & 1 (Days 1 - 4) 9:20 - 9:50

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<tr>
<th>Activity: Road/Ladders</th>
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**National Center on Response to Intervention**
Progress Monitoring

• Need to schedule monitoring to ensure it gets done
  – How often?
  – Who will do it?
  – How do we fit it in to the day?
Progress Monitoring at Phillips

- Interventions conducted 4 days/week
- PM on 5th day
- Each teacher assigned a support person
  – Worked together to complete PM in time allotted.
- All teachers who conduct PM need to be trained
- This evolved each year to meet needs of school/grade levels.
We Can "Bearly" Believe How Well We Are Reading
Professional Development

• PD should be ongoing
• Provide as much training and PD prior to implementation as possible
• PD should focus on & build capacity in
  – Overview of RTI
  – Progress Monitoring
  – Data-based decision making
  – Reading (or math, etc) instruction
  – Interventions
MP³ Professional Development

• Attempted to provide as much training prior to implementation as possible
• Started with four 45 minute sessions held in Spring of year prior to implementation
MP³ Additional Professional Development

- Week long training in summer for data team
- Data team members to serve as facilitators
- Training topics – on-going & refreshers
  - Progress Monitoring
  - AIMSweb
  - Data Analysis and Interpretation
  - Data-based decision making
- Sessions conducted by school staff to promote sustainability
Conclusions

• Challenges:
  • The schedule – especially for students who need more layers of instruction
  • Training staff while implementing
  • TIME to organize materials for students and staff
  • Need to define roles for Data Team and work together
  • Staff collaboration – need to think outside the box
  • Integration of new students during school year

• Benefits:
  – Document student progress
  – Expanded materials and knowledge for core instruction and groups
  – Staff collaboration for ALL students
  – Staff training increased knowledge about Reading process
  – Push In for all classroom teachers
  – Students motivated by seeing progress and held accountable