Response to Intervention Implementation Flowchart

Spotlight 3-Tier

1—Getting Started

- Establish Buy-in
- Form Leadership Team
- Conduct Needs Assessment
- Develop Action Plan

2—Implementation

Implement Action Plan

| Student Assessment | Core Reading Program | Interventions | Professional Development |

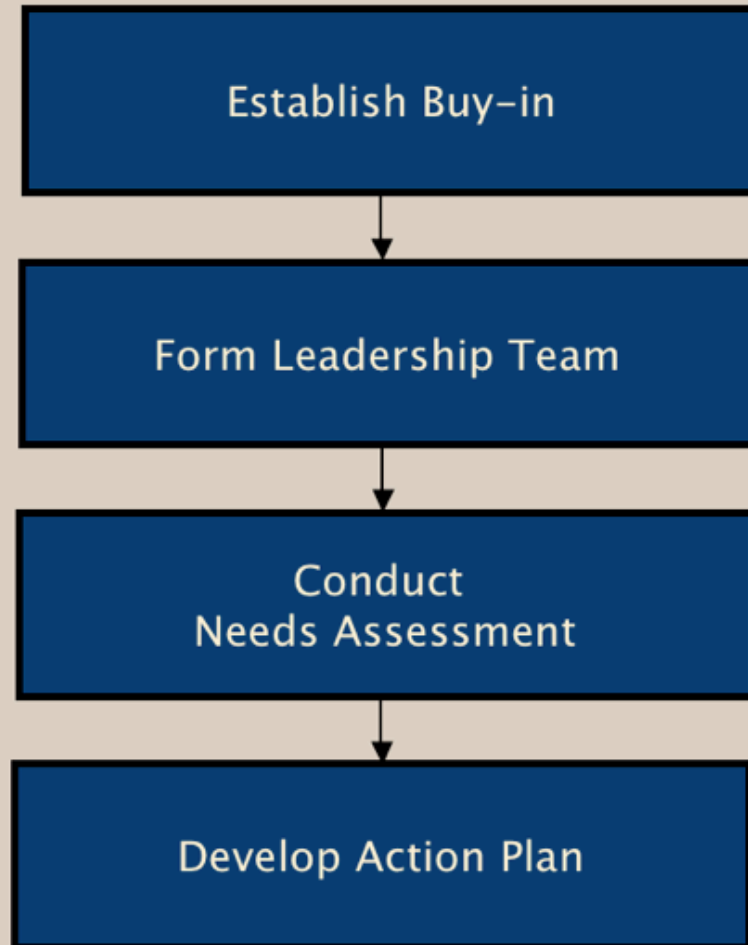**3—Monitoring Implementation**

Review Progress and Revise Action Plan

Spotlight 3-Tier

Response to Intervention Implementation

Getting Started

Response to Intervention
Implementation Flowchart

1—Getting Started

Establish Buy-in

↓

Form Leadership Team

↓

Conduct
Needs Assessment

↓

Develop Action Plan

Establish Buy-in

- Ensure strong leadership at all levels
- Promote RTI
- Convey support and enthusiasm
- Communicate expectations

Buy-in: Key Players

- Superintendent
- Director for curriculum and instruction
- Principals
- Grade-level leaders
- Teachers
  - Teacher leaders
- Parents
- Students

Spotlight 3-Tier

Form Leadership Team

The Leadership Team is comprised of, at a minimum:

- Principal
- Assistant principal
- Grade-level lead teachers from K-3
- Special education teacher
- Interventionist who provides support to struggling readers
- Other (Title I, bilingual)

Spotlight **3**-Tier

Conduct Needs Assessment

The Needs Assessment answers the following questions:

- Where are we, compared with "ideal" RTI implementation?

- Where do we want to be?

- What do we need to do to get there?

Sample from Needs Assessment

Incorporating Flexible Grouping in Core Reading Instruction

1. K-3 teachers provide all instruction in whole-group settings and do not use assessment data to differentiate instruction or to create flexible (homogeneous and heterogeneous) groups.

2. K-3 teachers provide some same-ability, small-group instruction during the 90 minutes of core reading instruction.

3. K-3 teachers provide differentiated instruction using appropriate grouping mechanisms (whole group, pairs, mixed-ability groups, same-ability groups).

Develop Action Plan

- Develop action steps
- Assign responsibility
- Determine timeline
- Arrange for follow-up

Action Plan Sample

Core Instruction	Current Status Best/OK/NI	Area to improve	Action and Target Date (√when done)	Person Responsible	Action and Target Date (√when done)	Person Responsible
Core curriculum and critical components	K & 1st: OK 2nd: OK 3rd: OK	K–2nd: Areas program doesn't address 3rd: All	√3rd: Look at data and break down data into areas of need Target Date: Preliminary data week of March 21st/Look at objectives week of March 28th —Connie and Brenda will do that this summer. During May meeting, we will discuss if 80% of students met benchmarks to discuss areas of the core that may need improvements.	Connie P. & Brenda M. Leadership team	√Need to determine an action step for K–2nd at next planning meeting (March 21st) —Effective Core and intervention training 4/26 and 5/16 was a start. √8–1–05 covered vocab √Still need more on comp. and fluency —Jenny will plan Sept. 26th training and email LT to get feedback on outline by Sept. 12	Jenny W. Jenny W.

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      ↓
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Develop Action Plan
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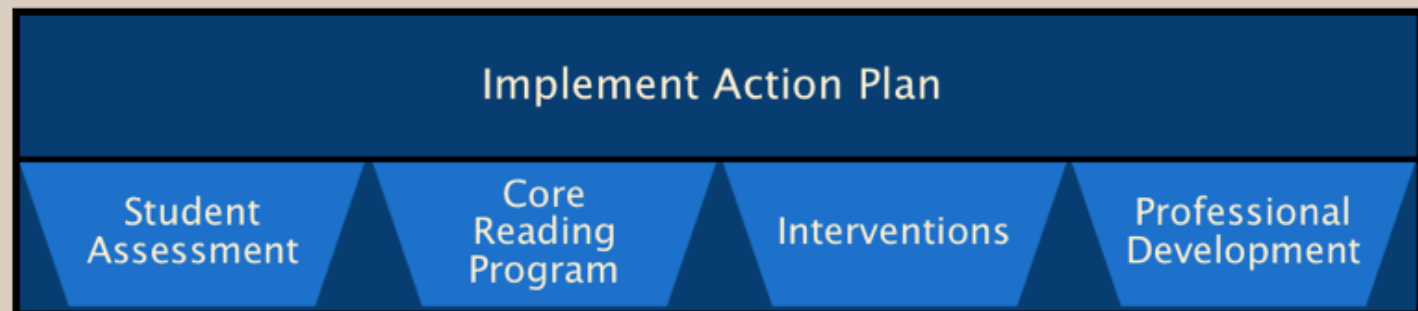
Spotlight 3-Tier

Spotlight 3-Tier

Response to Intervention Implementation

Implementation

Response to Intervention Implementation Flowchart

Spotlight on Tier

2—Implementation

Implement Action Plan

| Student Assessment | Core Reading Program | Interventions | Professional Development |

Implement Action Plan

- Student Assessment
- Core Reading Program
- Interventions
- Professional Development

Implement Action Plan: Student Assessment

- Screening of *all students* three times a year (beginning, middle, and end of year)

- Progress monitoring of students at risk for reading difficulties

- Using data to inform grouping and target instruction and intervention

Implement Action Plan: Core Reading Program

- Evaluating core instruction
  - *A Consumer's Guide to Evaluating a Core Reading Program, Grades K-3: A Critical Elements Analysis* (http://oregonreadingfirst.uoregon.edu/downloads/con_guide_3.1.03.pdf)
- Scheduling
  - <u>Protected</u> reading instruction block
  - Common intervention time
- Differentiating instruction

Spotlight 3-Tier

IDEA

Institute for the Development of Educational Achievement
College of Education, University of Oregon

A Consumer's Guide to Evaluating a Core Reading Program
Grades K-3: A Critical Elements Analysis
March 2003

Deborah C. Simmons, Ph. D.
Edward J. Kame'enui, Ph. D.
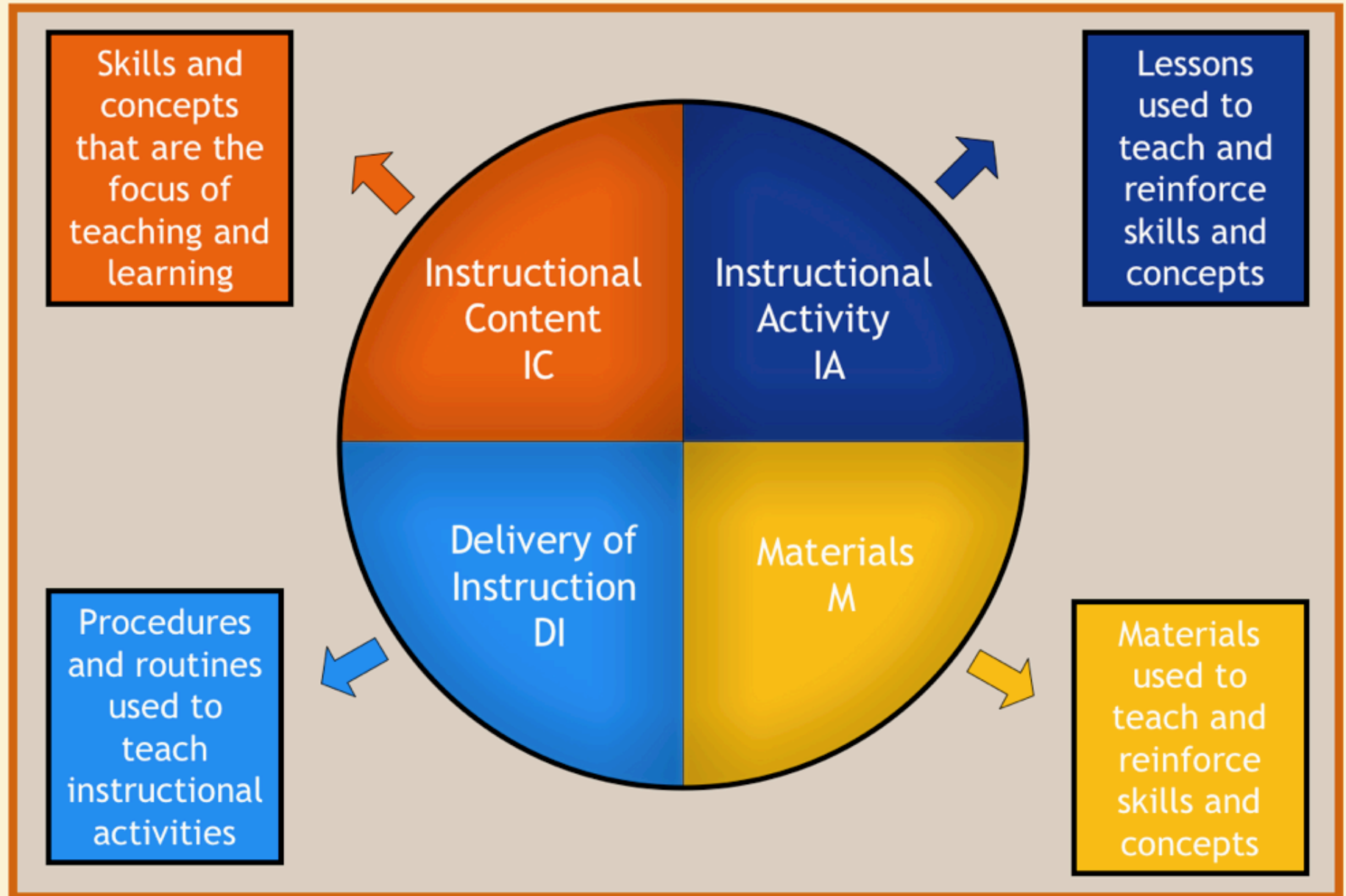
Reviewer Code/Name: _____   **FIRST GRADE**   *Critical Elements Analysis* 20

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. *(ss)* [NRP, pg. 2-132]			
● ○ ○	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). *(w)* and *(ss)*			

High Priority Items — Phonics Instruction

FIRST GRADE

	Ms. Juarez	Ms. Overton	Ms.Knox
8:00–8:45	8:00–10:10	8:00–10:10	8:00–8:45
9:00–10:30			9:00–10:30

SECOND GRADE

	Ms. Smith	Mr. Mackey	Ms. Reynolds
	8:00–9:30	8:00–11:15	8:00–8:30
			9:00–9:45
	10:30–11:10		10:15–11:15
			11:50–12:15

2ND GRADE PLANNING TIME (12:15–1:00)

1ST GRADE PLANNING TIME (1:00–1:45)

DISMISSAL

Time axis: 8:00, 8:15, 8:30, 8:45, 9:00, 9:15, 9:30, 9:45, 10:00, 10:15, 10:30, 10:45, 11:00, 11:15, 11:30, 11:45, 12:00, 12:15, 12:30, 12:45, 1:00, 1:15, 1:30, 1:45, 2:00, 2:15, 2:30, 2:45

	FIRST GRADE			SECOND GRADE		
	Ms. Juarez	Ms. Overton	Ms. Knox	Ms. Smith	Mr. Mackey	Ms. Reynolds

Time	First Grade	Second Grade
8:00 – 10:10	8:00–10:10 Protected Reading Instruction	8:00–10:10 Protected Reading Instruction
10:15 – 11:00	Possible intervention time	Possible intervention time
11:00 – 11:45	11:00–11:45 Lunch and recess	
11:30 – 12:15		11:30–12:15 Lunch and recess
12:00 – 12:45	Possible intervention time	
12:15 – 1:00		2ND GRADE PLANNING TIME (12:15–1:00)
1:00 – 1:45	1st GRADE PLANNING TIME (1:00–1:45)	
1:00 – 2:45		Possible intervention time
1:45 – 2:45	Possible intervention time	
2:45	DISMISSAL	DISMISSAL

Adaptation Categories

Skills and concepts that are the focus of teaching and learning

Lessons used to teach and reinforce skills and concepts

Instructional Content
IC

Instructional Activity
IA

Delivery of Instruction
DI

Materials
M

Procedures and routines used to teach instructional activities

Materials used to teach and reinforce skills and concepts
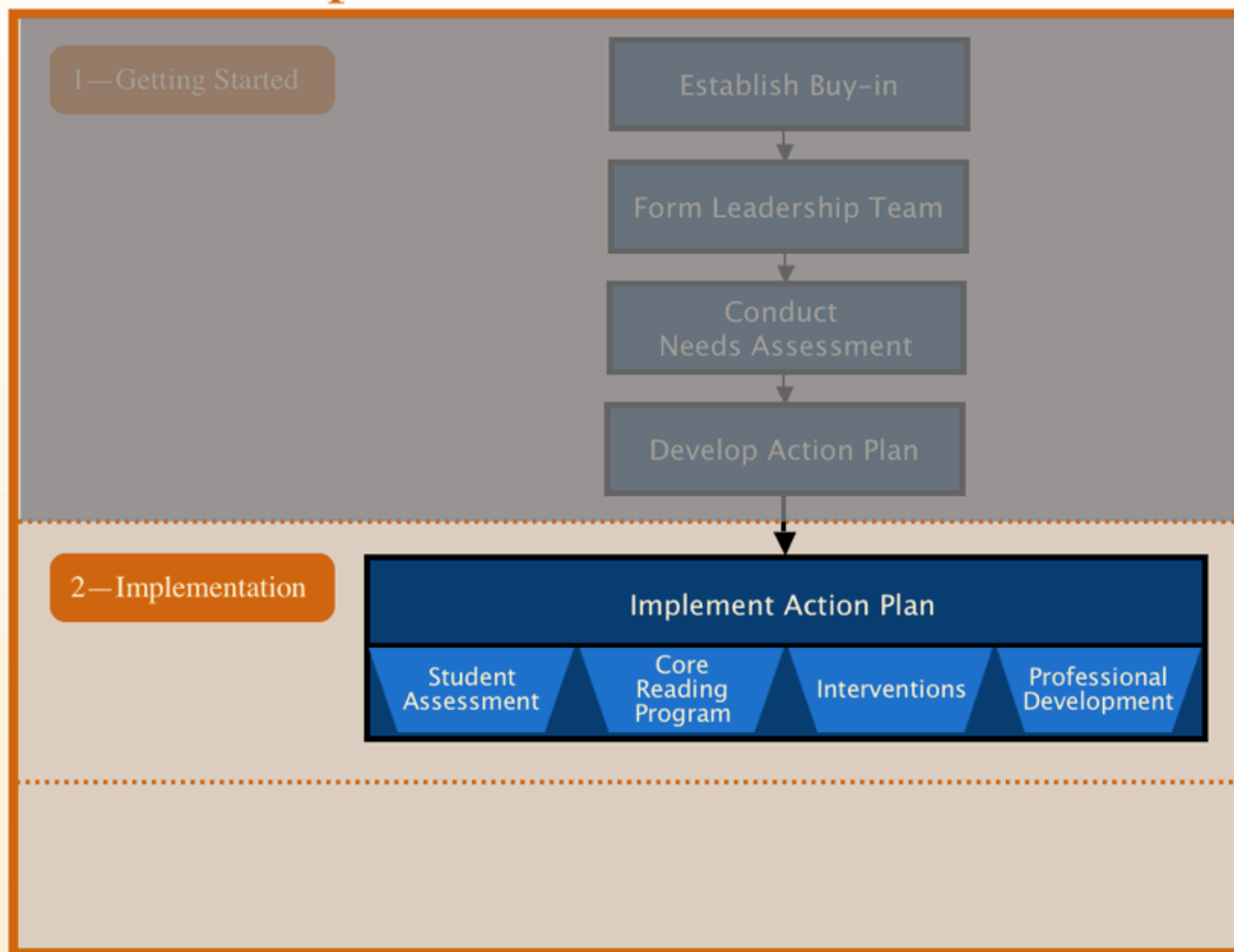
Implement Action Plan: Interventions

- Types of interventions
- Materials
- Entry/exit criteria
- Progress monitoring
- Features of effective instruction

Professional Development

GOALS: Strengthen knowledge of SBRR and the features of effective instruction

- Ongoing professional development in a variety of formats
- Quality PD providers

Spotlight ε-Tier

Response to Intervention Implementation Flowchart

Spotlight on Tier

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Core Reading Program

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Spotlight 3-Tier

Response to Intervention Implementation

Monitoring Implementation
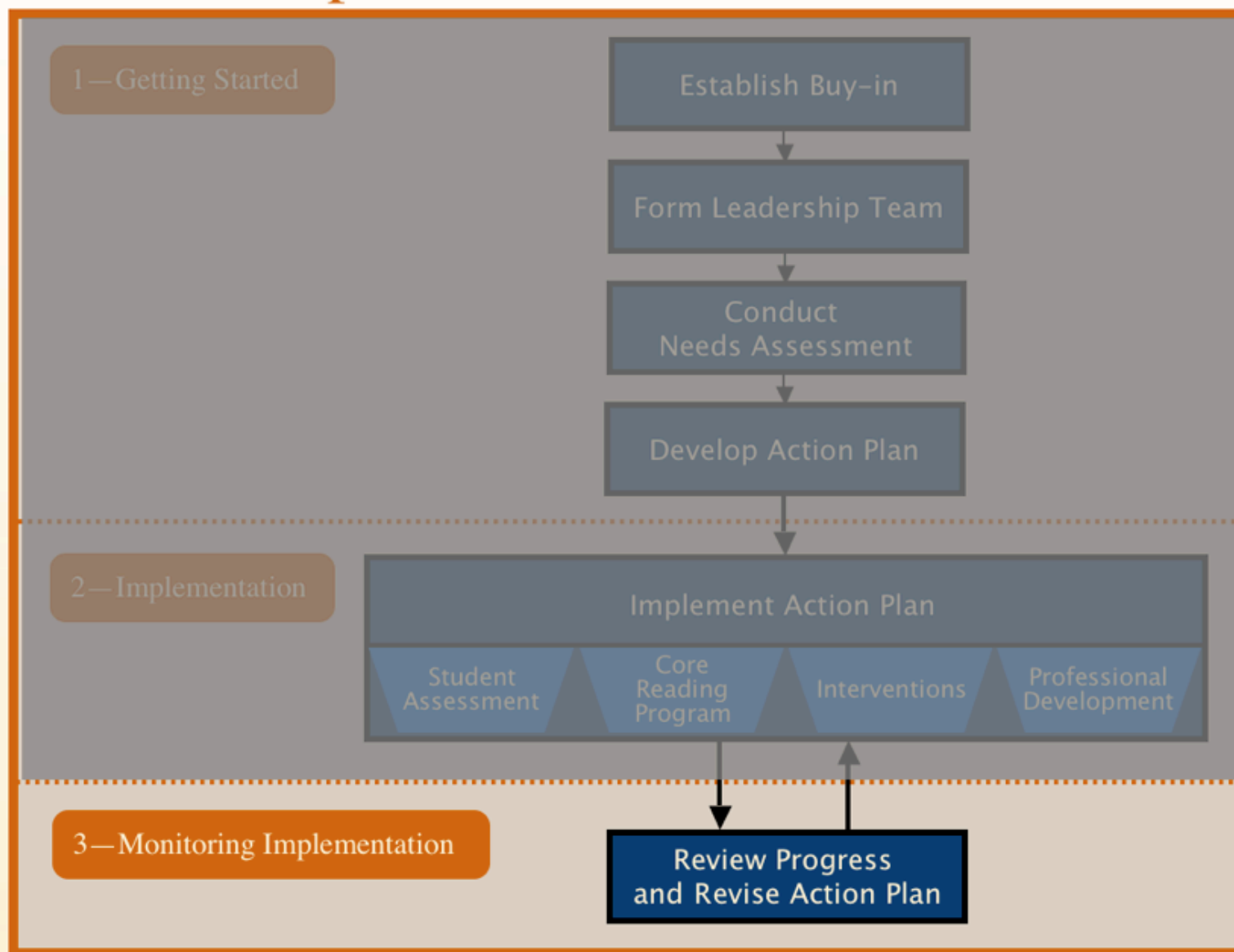
Response to Intervention
Implementation Flowchart

3—Monitoring Implementation

**Review Progress
and Revise Action Plan**

Review Progress and Revise Action Plan

- Revisit and revise Action Plan on an ongoing basis

- Meet twice a semester to review and revise

Response to Intervention Implementation Flowchart

Spotlight Tier

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Student Assessment | Core Reading Program | Interventions | Professional Development

3—Monitoring Implementation

Review Progress and Revise Action Plan

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