Response to Intervention Implementation Flowchart

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

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Response to Intervention Implementation

Getting Started
Response to Intervention Implementation Flowchart

1—Getting Started

- Establish Buy-in
- Form Leadership Team
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- 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
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)
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

<table>
<thead>
<tr>
<th>Core Instruction</th>
<th>Current Status Best/OK/NI</th>
<th>Area to improve</th>
<th>Action and Target Date (√/when done)</th>
<th>Person Responsible</th>
<th>Action and Target Date (√/when done)</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum and critical components</td>
<td>K &amp; 1st: OK</td>
<td>K–2nd: Areas program doesn’t address 3rd: All</td>
<td>✓ 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.</td>
<td>Connie P. &amp; Brenda M.</td>
<td>✓ 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</td>
<td>Jenny W.</td>
</tr>
</tbody>
</table>

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Implementation
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2—Implementation

Implement Action Plan

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Implement Action Plan

- Student Assessment
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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
  - Protected reading instruction block
  - Common intervention time

- Differentiating instruction
## FIRST GRADE

### High Priority Items — Phonics Instruction

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Progresses <strong>systematically</strong> 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. 2-133]</td>
<td>Week _____</td>
</tr>
<tr>
<td></td>
<td>2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). (w) and (ss)</td>
<td>Week _____</td>
</tr>
</tbody>
</table>
**First Grade**

- 8:00-10:10 Protected Reading Instruction
- 10:15-11:15 Possible intervention time
- 11:15-11:45 Lunch and recess
- 11:45-1:00 Possible intervention time
- 1:00-1:15 1st Grade Planning Time (1:00-1:15)
- 1:15 Possible intervention time
- 1:45 Possible intervention time
- 2:00 Possible intervention time
- 2:15 DISMISSAL

**Second Grade**

- 8:00-10:10 Protected Reading Instruction
- 10:15-11:15 Possible intervention time
- 11:15-12:15 Lunch and recess
- 12:15-2:15 2nd Grade Planning Time (12:15-1:00)
- 2:15 Possible intervention time
- 2:30 DISMISSAL
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
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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
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