DOINGWHATWORKS

District Implementation Tracking Plan
Tigard-Tualatin School District/Oregon RTI Project

Topic: Response to Intervention in Primary Grade Reading

Practice: RtI Implementation

The Oregon RTI Project uses this tracking plan with districts preparing to implement a RtI approach. The plans focus on key systems requirements, initial and ongoing staff development and support, special education policies and procedures, and district capacity to monitor implementation. The plan addresses seven objectives of RtI implementation, including leadership and professional development, teaming, screening and progress monitoring, and fidelity.

DOINGWHATWORKS

OrRTI District Implementation Tracking Plan   District:

District Implementation Tracking Plan

District Name:

Contact Person Name, Phone, and E-mail:

District Leadership Team Members:

As part of the OrRTI Guided Development Project, participating districts are required to develop a plan related to the Fall 2010 implementation of a Response to Intervention approach to the identification of learning disabilities. Plans will focus on key systems requirements, initial and on-going staff development and support, special education policies and procedures, and district capacity to monitor implementation. Final payment of the OrRTI grant is contingent upon an approved EBIS/RTI Handbook and District Implementation Tracking Plan.

 September 2010 is the latest possible start dates of RTI implementation; some districts may be prepared to proceed at a faster pace and implement RTI at an earlier dates.

Please send the Implementation Tracking Plan to Christie Rivas via email at the following email address by APRIL 14th.

Christie Rivas
crivas@ttsd.k12.or.us
503-431-4005
Tigard-Tualatin School District
6960 SW Sandburg St.
Tigard, OR 97223

OrRTI District Implementation Tracking Plan   District:

Objective #1: *Leadership and Professional Development* **RTI leadership team members and administrators possess a deep understanding of the rationale for moving to a multi-tiered instructional approach, including using RTI for LD identification, and are confident enough in this understanding to engage in expert dialogue about the topic. Please provide evidence, including book studies, conference attendance, and other professional development.**			
Key Activities Required to Meet Objective #1	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
RTI leadership team meeting schedule:			**dates**
RTI leadership team members reports to school board			**dates**
Principals report to staff			**dates**
RTI Leadership Team trains district staff: Team meetings RTI overview Reading Protocol Decision Rules Assessment LD eligibility			**dates**
RTI Leadership Team completes Needs Assessment document			**dates**
RTI leadership team develops prioritized			**dates and goals:**

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goals and action steps			
RTI leadership team plans trainings based on goals		**dates**	

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Objective #2: *Research-based Core Reading and Interventions* **Multi-tiered approach to reading instruction in place, including:** • **Research-based core reading program, time expectations and grade levels (attaching reading protocol is sufficient)** • **Research-based reading interventions, time expectations, tier, and grade level (attaching reading protocol is sufficient)**			
Key Activities Required to Meet Objective #2	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
Research-based core program implemented			dates
On-going Core program training			dates
Research-based interventions implemented			dates
Intervention trainings			dates
Protocol developed			handbook
Protocol trained			dates
On-going training in the core program			dates
On-going training in interventions			dates
Protocol revised when needed			dates and handbook

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Objective #3: Teaming Schools have Effective Support Teams (EST) in place, including: • Clearly defined roles, responsibilities, and procedures explained in district RTI handbook • Ongoing training and support for school teams in team roles and expectations			
Key Activities Required to Meet Objective #3	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
Tier one meetings timeline scheduled			dates and handbook
Trainings of Tier one meetings (schoolwide data analysis)			dates
Tier 2 meetings timeline scheduled			dates and handbook
Trainings of Tier 2 meetings • Identifying students • Determining interventions • Intensifying interventions			dates
Tier 3 meetings trainings • Problem solving			dates
On-going trainings in tiers			dates

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Objective #4: Screening & Progress Monitoring Systematic approaches to data collection and analysis are in place at each elementary school, with the following clearly identified:
- **Data management plan (who, when, how)**
- **List universal screening for academics and behavior, including tools, frequency and grade levels**
- **List progress monitoring tool, including measures and frequency by tier and grade level**
- **District adopted "decision rules" for interpretation of data**

Key Activities Required to Meet Objective #4	Targeted Completion Dates for Each Activity	Person(s) Responsible	Evidence
Schedule of Benchmark testing			dates & handbook
Data entry into data system			
Schedule of Progress Monitoring Testing by tier			handbook

Data entry into data system
   Who will enter data?
   When will data be entered?
   How will data be entered?			

Decision Rules developed:			handbook
Decision rules trained			dates
Decision rules implemented consistently			

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Objective #5: Learning Disability Procedures District policies and procedures are written to clearly define parameters for implementation of an RTI approach to the identification of learning disabilities.			
Key Activities Required to Meet Objective #5	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
District LD policy Developed:			Attach policy
District LD reports developed:			Attach report
Training on district LD policy:			dates
Training on LD reports:			dates
LD report review and feedback			
RTI used solely for LD/identification			

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Objective #6: *Professional Development Calendar* A comprehensive calendar is developed that identifies the overall district plan for initial training and ongoing training/support related to EST and RTI during the 2009-2010 and 2010-2011 school years.			
Key Activities Required to Meet Objective #6	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
RTI Professional Development Calendar			calendar

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Objective #7: *Fidelity of Implementation* Districts will collect data related to student performance in reading and LD identification rates in order to document effects of the change in practice. Data collection will occur, at a minimum, spring 2007 (baseline), June 2009, and December 2009. Additionally, districts will identify ongoing activities and tools to measure fidelity in the following areas: core reading, reading interventions, assessment, use of decision rules, and LD evaluation/identification processes.			
Key Activities Required to Meet Objective #7	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
Fall'09 baseline data submitted			Fall data sent to OrRTI
June '11 data submitted:			
December '11 data submitted:			
Core reading fidelity measure:			
Reading interventions fidelity measures:			
Use of decision rules fidelity measure:			
LD eval/identification process fidelity measure			

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**Objective #8: Budget** **Districts provide written budgets to document how OrRTI grant funds were spent.**			
Key Activities Required to Meet Objective #8	**Targeted Completion Dates for Each Activity**	**Person(s) Responsible**	**Evidence**
Core program materials and training			Attach budget
Intervention materials and training:			Attach budget
Assessment materials and training			Attach budget
Professional development activities			Attach budget