

RTI PLC

**February 16, 2018**

# AGENDA

**Welcome**

**Solution Tree Share Out**

**Resource & Interventions Guide**

**Break**

**It's All about Time: Schedules**

**Professional Development Publications**

**Raffle & Closure**



# WELCOME

## Directions:

1. Write your name, role and why you are here.
2. Crumple the paper into a snowball.
3. Throw them until we say freeze
4. Pick up a “Snowball”.
5. Go back to your seat
6. Each person shares, when your snowball is read stand up.



[illegible]

# RTI RESOURCE GUIDE: WHAT ARE WE USING?

[Florida Center for Reading Research \(FCRR\)](#)

[What Works Clearinghouse](#)

[EdReports.org](#)



# PROFESSIONAL DEVELOPMENT PUBLICATIONS: OUR FAVORITES

## 4 Categories:

- RTI Frameworks
- RTI Interventions and Strategies
- Assessments
- RTI Resource Websites
  - [NYS Response to Intervention Technical Assistance Center \(TAC\)](#)
  - [OCM BOCES Professional eBook Library](#)



BREAK

RESTROOMS

STRETCH



COFFEE

SNACKS

# SCHEDULES: IT'S ALL ABOUT TIME!

**Overview**

**Things to consider**

**Example schedules**

**Break out groups**

**Whole Group Share**





# INITIAL PLANNING STAGE

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



# THINGS TO CONSIDER

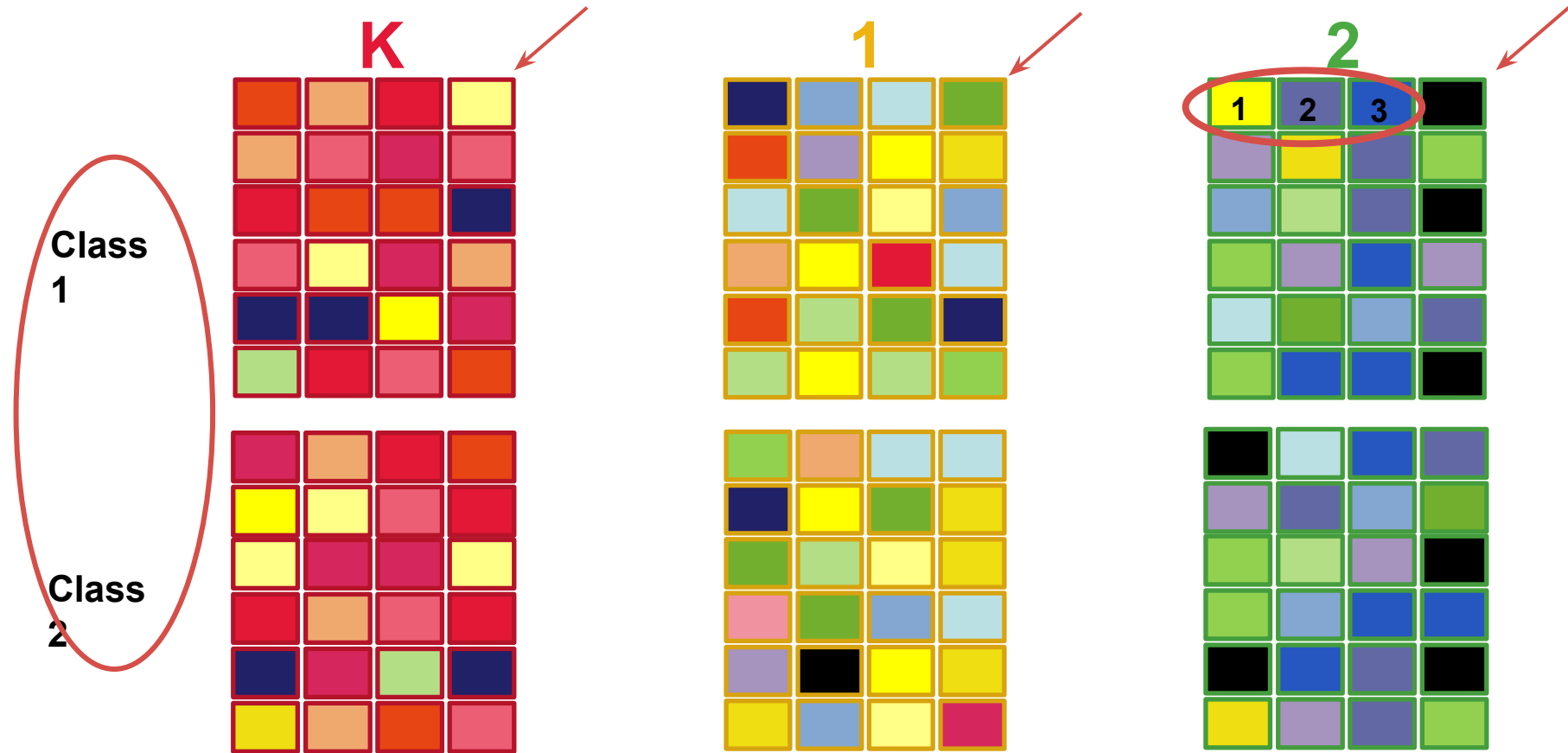
- **People, places, time, activities**
- **What needs to be scheduled?**
  - Instructional blocks
  - Interventions
  - Progress monitoring
- **Structure**
  - Within classroom
  - Within grade
  - Across grades

# MORE THINGS TO CONSIDER

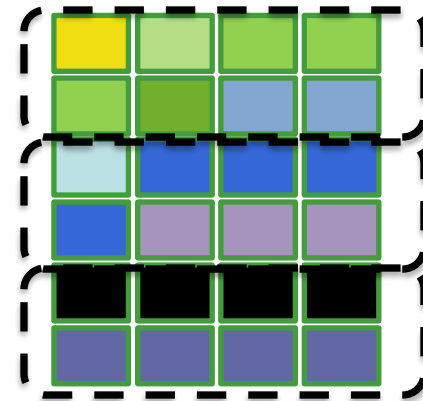
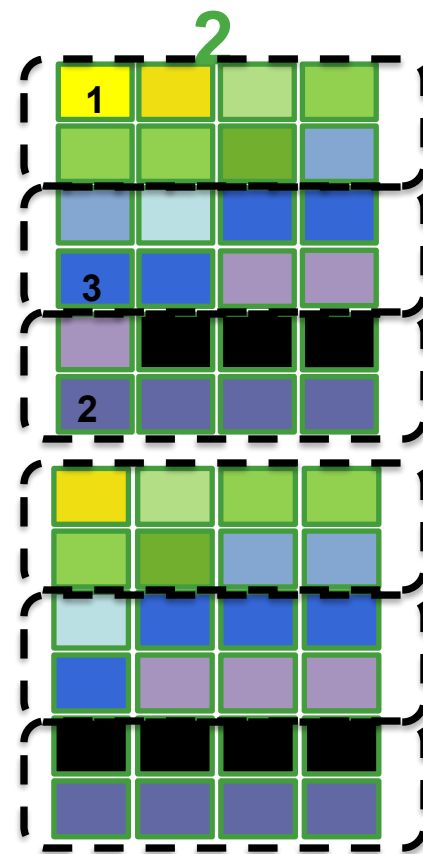
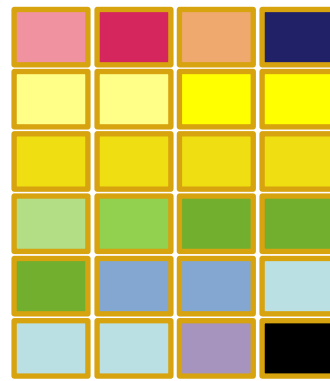
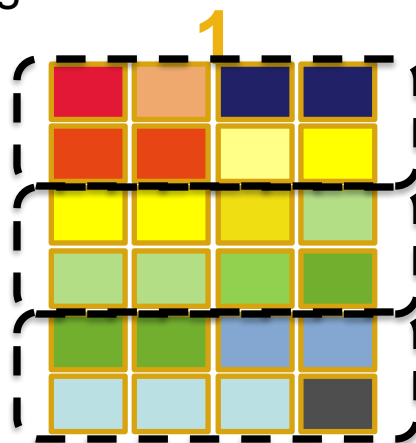
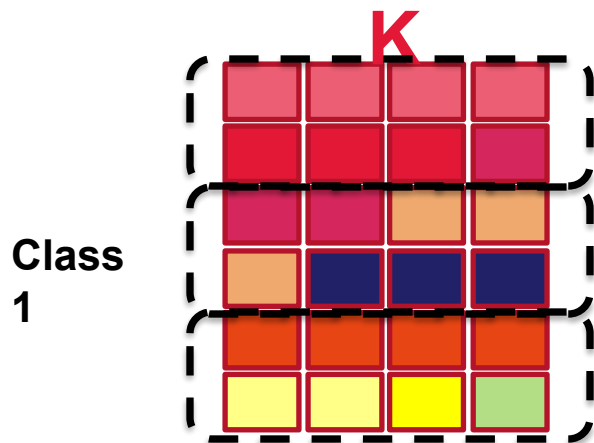
- Schedules should allow for maximum use of resources in the core classes (for example, flexible grouping) and for daily, tiered intervention time.
- There should be visible changes in the structure
  - Organization of teams among staff
  - Providing teams with collaboration time
    - Universal screening
    - Objective rules for judging responsiveness
- Class lists are balanced to provide opportunities for optimal use of differentiated instruction strategies and reflect proportional balance of student needs



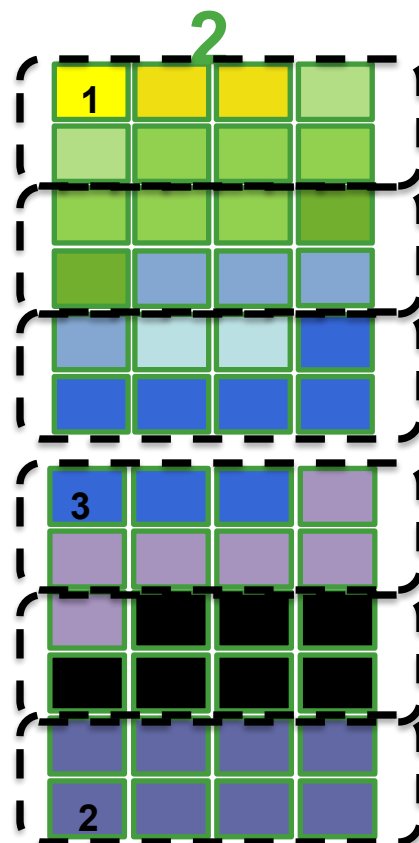
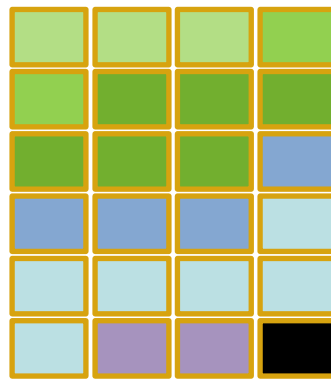
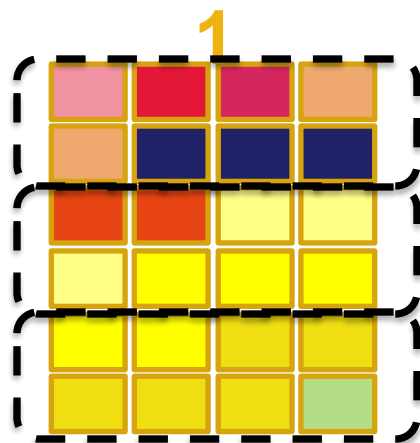
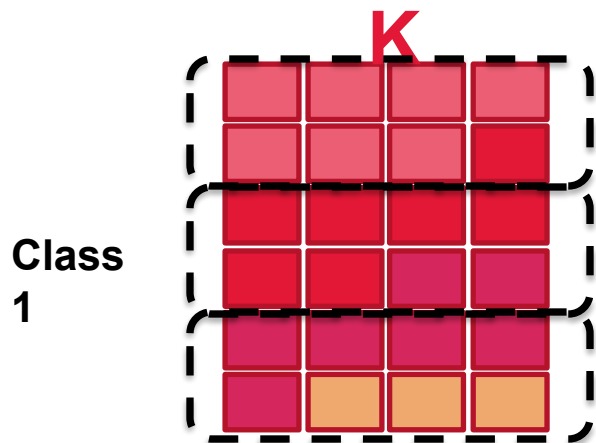
# Individual Classrooms Have Diverse Student Needs



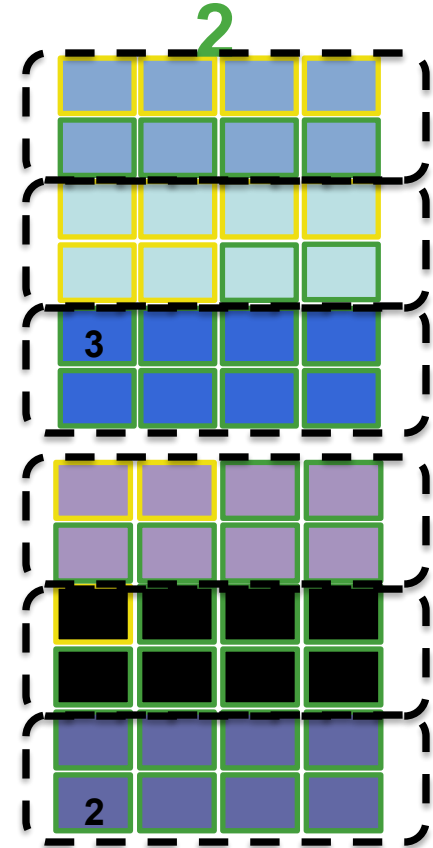
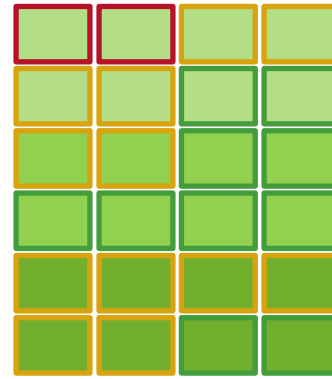
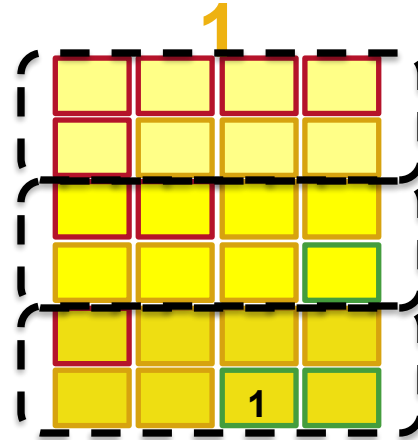
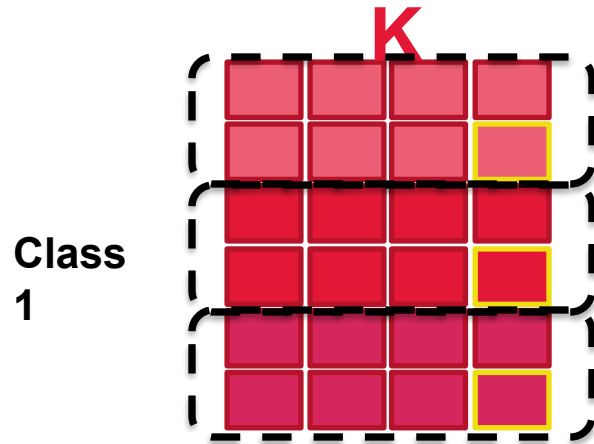
# Classroom-Level Grouping Narrows the Range of Needs to Be Addressed During Instruction and Practice



# Grade-Level Grouping Further Narrows the Range of Needs To Be Addressed During Instruction & Practice



# Grouping Across Multiple Grades Allows for Even Tighter Groups with Similar Needs



# ACROSS GRADES - ELEMENTARY EXAMPLE

	<b>Classroom Teachers</b>	<b>Support Persons</b>	<b>Maximum Number of Groups</b>
K & 1	K teachers- Ms. H, Ms. S  1 <sup>st</sup> grade- Mrs. G, Ms. G, Ms. S	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers	9
2 & 3	2 <sup>nd</sup> grade- Mrs. B, Mrs. D, Mrs. D, Ms. P  3 <sup>rd</sup> grade- Mr. L, Mrs. M, Mr. Pr	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers 1 Special Education Teacher 1 Librarian	13
4 & 5	4th grade- Mrs. B, Ms. G, Mrs. S  5 <sup>th</sup> grade- Ms. H, Mrs. L	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers 1 Special Education Teacher 1 Librarian	11



**Intervention Schedule Grade K & 1 (Days 1-4 ) 9:20-9:50**

<b>Activity:</b> <b>Road/Ladders</b>	<b>Activity:</b>	<b>Activity:</b>	<b>Activity:</b> <b>Project Read</b>	<b>Activity:</b> <b>Project Read</b>	<b>Activity:</b> <b>Project Read</b>
<b>Teacher: Ms. S</b>	<b>Teacher: Ms. C</b>	<b>Teacher: Ms. P</b>	<b>Teacher: Ms. G</b>	<b>Teacher: Ms. S</b>	<b>Teacher: Ms. W</b>
<b>Group: Benchmark K</b>	<b>Group: Benchmark 1</b>	<b>Group: Benchmark 1</b>	<b>Group: Strategic 1</b>	<b>Group: Strategic 1</b>	<b>Group: Intensive 1</b>
Karmyn     Jacqueline Nicholas     Dale Mauricette     Brendan Samantha     Prince Zack     Dillon Durrell     Megan Jonathan     Abby Alexis     Chayla	Lauren     Austin Madeline     Amya Joshua     David Anthony     Alvaro Misha     Darryl Carson     Ariana Makenna     Camden Tia     Julian	Rachel     Rinesa Brooke     Nicole Antonio     Jacob Dominick     Samantha Victoria     Nadia Cole     Matthew Michael     Jose Chanise     Jalen	Matthew     Samantha Tyler     Rachael Christopher     Michael Mariarae     Makayla	Fabian     Madison Michael     Argyle Kenneth     Shelby Emalee     Zeliana Tyler	Jared     Jonathan Logan     Kevin Elvyn
<b>Activity:</b> <b>Ladders to Literacy</b>	<b>Activity: FCRR/ Scott Foresman</b>		<b>Activity:</b> <b>Project Read</b>	<b>Activity:</b> <b>Scott Foresman</b>	<b>Activity:</b> <b>Project Read</b>
<b>Teacher: Ms. H</b>	<b>Teacher: Ms. I</b>		<b>Teacher: Ms. U</b>	<b>Teacher: Ms. F</b>	<b>Teacher: Ms. M</b>
<b>Group: Strategic K</b>	<b>Group: Intensive K/1</b>		<b>Group: Intensive 1</b>	<b>Group: Intensive 1</b>	<b>Group: Intensive 1</b>
Ojibway     Amy Tyshawyn     Logan Raihan     John Mateo     Kelvin Christian     Ethan	Jan     Nathaniel Artrim     Morgan Shannon     Diana Alex     Faina Ashlynn     Lorenzo		Kayla     Obiazi Tearra     Brian Christian	Noah     Nadeline Miles	Jordan     Isabella Gwendeline     Aaron Melody     Kevin

# SECONDARY LEVEL EXAMPLE

Content	Teachers	Support Persons	Maximum # of Groups
ELA	6 ELA teachers	2 Reading Specialists 1 ESL Teacher 2 Special Ed Teachers 1 Librarian	12
Math	7 Math Teachers	1 Math Specialist 2 Special Ed Teachers	10
Science	5 Science Teachers	1 Special Ed Teacher 2 Teaching Assistants	8
Social Studies	5 Social Studies Teachers	2 Special Ed Teachers 1 Teaching Assistant	8
Other Support	1 Health Teacher 5 Special Area Teachers	1 School Psychologist 3 School Counselors 1 School Home Liaison	11

# SAMPLE SECONDARY SCHEDULE

Activity:	Activity:	Activity:	Activity: Accelerated Math	Activity: Accelerated Math
Teacher: Mrs. H	Teacher: Mr. K	Teacher: Ms. S	Teacher: Mrs. L	Teacher: Mr. T
Group: Benchmark Algebra	Group: Benchmark Geometry	Group: Benchmark Algebra 2/Trig	Group: Strategic Algebra	Group: Strategic Geometry
Rachel Matthew Samantha Kenney John Jared Chris Zack Tia Nicole Tyler Shelby Kevin Jared Michael Logan Anna	Abby Darryl Cole Brooke Tyler Kayla Noah Ariana Makenna Amy Diana Miles Jordan Nadine Kevin Tim Carson Camden	Chris Tyshawn Alex Faith Lorenzo Megan Prince Nick David Shelby Elvyn Jared Brian Aaron Tearra Gwen Ashley Ethan	John Brooke Samantha Vicki Cole Michael Julian Tracy Scott	Terry Adam Steven Sarah Sharon Karen Philip Tori Trevor Olivia
Activity: Peer Tutoring	Activity: Accelerated Math	Activity: Cognitive Tutor Geometry	Activity: Cognitive Tutor Algebra	Activity:
Teacher: Mrs. K	Teacher: Ms. C	Teacher: Ms. B	Teacher: Mr. R	Teacher:
Group: Strategic Algebra 2/Trig	Group: Intensive Algebra	Group: Intensive Geometry	Group: Intensive Algebra 2/Trig	Group:
Emily Nathaniel Jaquan Isabella Melody Morgan Shane Tyshawn Mateo	Barry Christian Delia Aaron Darryl	Rachael Jacksen Terrance Joseph Malik Kimberly	Nadine Jeremiah Ralph Judy Renee Jeff	

# TERMS TO KNOW

**WIN**-What I Need

**Flex**-flexible class times and varied student groupings.

**Enhancement Period**-Clubs, Enrichment, band, Interventions are offered on a rotating schedule.

**I/E Period**-Intervention/ Enrichment Period

**FOCUS Period**-Intervention, Enrichment, and Advisory

**CICO**-Check In Check Out

**SGI**-Small Group Intervention

**SEL**-Social Emotional Learning

# BREAK OUT SESSION

## **Review various types of schedules:**

- 1-Tape a copy of your schedule to the tri-fold board
- 2-Use the checklist as a guide to examine the schedules
- 3-Jot down things you notice, wonder, and want to try
- 4-Discuss your findings
- 5-Move to the next tri-fold (10 minutes at each)



# REFLECTION

It is All About Time-Schedule Reflection

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Next Steps:



# GROUP REFLECTION

It is All About Time-Schedule Reflection

+	-	▲

Next Steps:

1-Share with your district team members or with your card group.

2-As a small group, decide on one item/takeaway to share with the entire group.



# WHOLE GROUP SHARE OUT

Each group will share one takeaway with the whole group.





# RAFFLE & CLOSURE



# REFERENCES

All Things PLC

National Center on Response to Intervention

NYS RTI TAC

It's About Time

Solution Tree

[www.rti4success.org](http://www.rti4success.org)

NYSrti.org