

Response to Intervention Support System (RISS) Year Two Action Plan (August 2010-July 2011)

Priority Area 1, Objective 1.A. (*Goal 1. Rider A*) Support and train special educators, parents, CDS staff, school administrators, and regular classroom teachers in two western Maine pilot RSU's in the development of effective Response to Intervention (RTI) systems, and disseminate RTI tools, processes, and models.

Strategy 1.A.1.: Increase the number of effective RTI systems in the two pilot site RSU's.

Objectives:

- 1.1.1. Support classroom-level interventions in literacy and mathematics.
- 1.1.2. Support schools in fully implementing RTI.
- 1.1.3. Support districts in fully implementing RTI including connecting PBIS work in RSU 10 with work in academics.

Strategy 1.A.2.: Increase the number of schools in the pilot RSU's using a continuous improvement model to implement and sustain Rtl systems over time.

Objectives:

- 1.2.1. Implement the RISS Collaborative Review protocol to inform school RTI evaluation and planning.

Strategy 1.A.3. Increase opportunities for collaborative work and learning among special educators, CDS staffs, administrators, and other educators in the two pilot RSU's.

Objectives:

- 1.3.1. Continue the RISS Design Team.
- 1.3.2. Identify collaborative professional development activities and coordinate professional development opportunities.

Strategy 1.A.4.: Increase the information available on effective school and district RTI implementation.

Objectives:

- 1.4.1. Develop models of effective RTI implementation at the school and district levels.
- 1.4.2. Disseminate RTI tools, processes, and models in appropriate modalities for audience and purpose to other Western Maine Partnership districts and statewide through the RISS web site, Department of Education and professional organization publications, and Maine professional education organizations and associations, including MADSEC, the Maine Principals Association, Maine School Management Association, regional district partnerships (the Maine Content Literacy Project and the other regional members of the Partnership of Partnerships).

Strategy 1.A.1.: Increase the number of effective RTI systems in the two pilot RSU's.

Objective 1.1.1. Support classroom-level interventions in literacy and math.

Deliverables	Tasks	Completion Date
Web-based core program/intervention framework in reading.	<ol style="list-style-type: none"> 1. Complete the interactive web-based core program/intervention framework for reading with K-8 literacy specialists in both RSU's. 2. Pilot the reading framework in schools in both RSU's. 3. Refine the framework. 	July 31, 2011
Web-based core program/intervention framework in mathematics.	<ol style="list-style-type: none"> 4. Convene K-8 mathematics specialists in the two RSU's to identify core program skills, universal screening tools, grade level benchmarks, teaching strategies, and progress monitoring assessments in mathematics in grades K-12. 5. Create a RISS mathematics portal to support mathematics specialists and guide core program/intervention development. 6. Complete the interactive web-based core program/intervention framework for mathematics. 	July 31, 2011
Tools, processes, and list of events.	<ol style="list-style-type: none"> 7. Train teachers and principals to use the steps of the classroom intervention cycle (reflected in the web framework design). 	July 31, 2011

Objective 1.1.2. Support schools in fully implementing RTI.

Deliverables	Tasks	Completion Date
List of events. Tools and processes.	<ol style="list-style-type: none"> 1. Support the continued development of school RTI Leadership Teams. 2. Work with principals and school RTI Leadership Teams to develop standard protocols and decision rules in a majority of the schools in the two RSU's. 3. Train teachers in the use of the protocols and decision rules. 	Ongoing

Objective 1.1.3. Support districts in fully implementing RTI.

Deliverables	Tasks	Completion Date
Guidelines; list of events.	<ol style="list-style-type: none"> 1. Work with district RTI Leadership Teams to identify district-wide standard protocols and decision rules, including: <ol style="list-style-type: none"> a. Student movement across tiers; b. Parent participation and involvement; c. Levels of staff and team responsibility. d. RTI as a pre-referral system. 	July 31, 2011
Tools and processes; list of events.	<ol style="list-style-type: none"> 2. Work with district RTI Leadership Teams to map assets supporting RTI. 3. Work with district RTI Leadership Teams and district A-Teams to create RTI resource development plans in each RSU. 	March 31, 2011
Support provided.	<ol style="list-style-type: none"> 4. Continue professional development and support in PBIS development in RSU 38 and connect RSU 10 PBIS work to academics. 	July 31, 2011

Strategy 1.A.2.: Increase the number of schools in the pilot RSU’s using a continuous improvement model to implement and sustain RtI systems over time.

Objectives:1.2.1. Implement the RISS Collaborative Review protocol to inform school RTI evaluation and planning.

Deliverables	Tasks	Completion Date
Collaborative Review Protocol; School-level needs assessment data.	<ol style="list-style-type: none"> 1. Support schools in the two pilot RSU’s in meeting the documentation requirements for the Collaborative Review process, including: <ol style="list-style-type: none"> a. Yearly use of the RISS teacher survey. b. Yearly use of the RISS school needs assessment. c. School-level data collection to evaluate RTI effectiveness. 2. Provide opportunities for schools to use the Collaborative Review process at three points during the school year. 	June 30, 2011

Strategy 1.A.3. Increase opportunities for collaborative work and learning among special educators, CDS staffs, and other educators in the two pilot RSU’s.

Objective 1.3.1.: Continue the RISS Design Team.

Deliverables	Tasks	Completion Date
Meeting schedule; minutes	<ol style="list-style-type: none"> 1. Establish the 2010-11 Design Team meeting schedule and agendas (August, October, December, February, April, June). 	Ongoing

Objective 1.3.2.: Identify collaborative professional development activities and coordinate professional development opportunities.

Deliverables	Tasks	Completion Date
List/calendar of collaborative professional development events and opportunities.	<ol style="list-style-type: none"> 1. Convene at least 2 of the following RTI implementation study/task groups (estimated at 3 half-day sessions per group) composed of regular classroom teachers, special educators, administrators and CDS directors within the two pilot RSU’s and across the Western Maine Partnership region as appropriate to the topic: <ol style="list-style-type: none"> a. Middle/high school RTI design . b. Student involvement in setting learning goals. c. Parent involvement and participation in RTI. 	July 31, 2011
List of events	<ol style="list-style-type: none"> 2. Provide continued support to the “seamless system” study group, including: <ol style="list-style-type: none"> a. Cross-agency/school /family visits. b. Regular “common language” meetings among pre-Kindergarten, pre-school, Kindergarten, and CDS staff. 	July 31, 2011

Strategy 1.A.4.: Increase the information available on effective school and district RTI implementation.

Objective: 1.4.1. Develop models of effective RTI system implementation.

Deliverables	Tasks	Completion Date
Year 2 Evaluation Plan; required Department of Education reports.	<ol style="list-style-type: none"> 1. Execute contract with third party evaluator. 2. Develop evaluation plan. 3. Complete activities necessary for objective third-party evaluation. 4. Prepare and submit required Department of Education reports. 	Ongoing
Web site postings; models	<ol style="list-style-type: none"> 5. Translate RISS project activities, tools, and processes into model(s) of effective RTI system implementation (see all deliverables). 6. Post tested tools and processes on the RISS web site as soon as they become available throughout the year. 	July 31, 2011

Objective 1.4.2. Disseminate RTI tools, processes, and models in appropriate modalities for audience and purpose to other Western Maine Partnership districts and statewide through the RISS web site, Department of Education and professional organization publications, and Maine professional education organizations and associations, including MADSEC, the Maine Principals Association, Maine School Management Association, regional district partnerships (the Maine Content Literacy Project and the other regional members of the Partnership of Partnerships).

Deliverables	Tasks	Completion Date
List of events.	<ol style="list-style-type: none"> 1. Develop cooperative relationships with organizations and associations with a stake in effective RTI implementation, including: <ol style="list-style-type: none"> a. The Maine Content Literacy Project to identify effective ways to disseminate RTI tools and processes in western Maine participating districts and statewide. b. The professional education organizations represented in the Maine Department of Education’s RTI Leadership Team (MADSEC, MPA, MSMA, MPF, MEA). c. The Partnership of Partnerships. 2. Disseminate RISS tools, processes, and models. 	July 31, 2011