

“SERVING DIVERSE LEARNERS” FOR THE GOOD OF ALL LEARNERS

DIVERSIFIED LEARNERS IMPLEMENTATION PLAN

This format supports the RTI tier philosophy to clearly articulate what specific data a school is using to track progress within each strand to drive instruction and monitor program growth. The intentional questions are designed to define each strand and help the school to evaluate effectiveness in all three tiers. The suggested student population percentages are included as a guide for a school to ensure their programs are addressing specific student populations and evidence may vary from school to school depending on local student population.

Tier 1 (80% student population)

Tier 2 (15% student population)

Tier 3 (5% student population)

School Name:

School Year:

Members of the Development Team:

School Mission Statement:

WHOLE CHILD SUPPORT GRID: SUPPORTING WHOLE CHILD DEVELOPMENT AND MEETING THE NEEDS OF ALL CHILDREN

TIERS OF SUPPORT		
Tier One: Systems for promoting healthy development in preventing problems <i>What facilities, stakeholders, programs, and services can you name that help ALL children learn and flourish?</i>	Tier Two: Systems of early intervention <i>What facilities, stakeholders, programs, and services can you name that address early-after-onset interventions? Sometimes referred to as selective or targeted interventions.</i>	Tier Three: Systems for treatment of severe/chronic problems <i>What facilities, stakeholders, programs, and services can you name that are geared toward students' chronic and severe needs? Sometimes</i>

		<i>these are referred to as “treatment” or “indicated” interventions, perhaps involving partnership with community or agency</i>
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INSTRUCTIONAL SUPPORT: To enhance student learning		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
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<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in the classroom? 2. What are the clear areas of growth in your school in terms of service provisions occurring in the classroom? 3. Generally, what content area receives the most attention? The least? What action does this call you to? 4. What data is used to determine which students receive tier two and tier three supports? 5. What is a goal that could be implemented in the current school year that would positively impact student learning? 		

SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORT: To respond to school and personal crises		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
•	•	•
<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in social, emotional, and behavioral support? 2. What are the clear areas of growth in your school in terms of service provisions occurring in social, emotional, and behavioral support? 3. What is a goal that could be implemented in the current school year that would positively impact student learning? 4. What data is used to determine which students receive tier two and tier three supports? 		

CRISIS ASSISTANCE AND PREVENTION: to respond to school and personal crises		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
•	•	•
<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in crisis assistance and prevention? 2. What are the clear areas of growth in your school in terms of service provisions occurring in crisis assistance and prevention? 3. What is a goal that could be implemented in the current school year that would positively impact student learning? 		

HOME INVOLVEMENT IN SCHOOLING: To strengthen families and home - school connections		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
•	•	•
<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in home involvement in schooling? 2. What are the clear areas of growth in your school in terms of service provisions occurring in home involvement in schooling? 3. What is a goal that could be implemented in the current school year that would positively impact student learning? 		

COMMUNITY OUTREACH AND VOLUNTEERS: To develop greater community involvement and support enhancing use of volunteers		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
•	•	•
<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in community outreach and volunteers? 2. What are the clear areas of growth in your school in terms of service provisions occurring in community outreach and volunteers? 3. What is a goal that could be implemented in the current school year that would positively impact student learning? 		

FACULTY AND STAFF DEVELOPMENT: To facilitate student and family access to effective services and special assistance as needed		
Tier One: Systems for promoting healthy development in preventing problems	Tier Two: Systems of early intervention	Tier Three: Systems for treatment of severe/chronic problems
•	•	•
<ol style="list-style-type: none"> 1. What are the clear areas of strength in your school in terms of service provisions occurring in faculty and staff development? 2. What are the clear areas of growth in your school in terms of service provisions occurring in faculty and staff development? 3. What is a goal that could be implemented in the current school year that would positively impact student learning? 4. What data is used to support decisions behind professional development? 		