

Tennessee Tiered Supports Center

RTI²-A + RTI²-B District Model of Demonstration: 2022-2023 Groundbreakers Award Program Guide

Timeline for Application			
Invitation to Apply Sent	Application Window	Application Review Window	Notification of Award
July 10 th - 14 th	July 10 th - August 4 th	August	September 1 st

Groundbreakers Award Criteria
<p>The District has:</p> <ul style="list-style-type: none">● signed an agreement of collaboration;● held a district leadership team meeting;● identified a district coordinator;● completed the <i>District Capacity Assessment-Tennessee bi-annually</i>;● developed a district implementation plan;● identified a school cohort;● attended the overview training● attended Tier I training;● received four district coordinator coaching sessions from Tennessee-TSC;● received four district leadership team coaching sessions from Tennessee-TSC;● received two coaching sessions for the completion of the School Implementation Fidelity Assessment; and● held and co-facilitated a school team-lead meeting.

Application Process

Once Tennessee Tiered Supports Center (Tennessee TSC) determines that a partnering district meets the criteria listed above, Tennessee TSC will invite the District Leadership Team to apply for the Groundbreakers Award by sharing evidence of *breaking new ground* towards RTI²-A + RTI²-B implementation. Specifically, districts will need to provide evidence in two parts. Part 1 includes evidence of progress towards their one-year RTI²-A + RTI²-B District Implementation Plan goals. Part 2 includes district responses to additional reflective questions.

Part 1: RTI²-A + RTI²-B District Implementation Plan: One-Year Goals

- Describe evidence of progress toward the goal:
 - What action steps were implemented?
 - What problems occurred and what solutions were implemented?
 - What measurable outcome(s) indicate that progress was made?
 - Provide documentation of the progress through a measurable outcome (e.g., academic and behavior data, attendance data, intervention plans, resource maps).
 - Explain how the artifact demonstrates progress towards the goal.
- If progress was not made by the district, then respond to the following questions:
 - Describe barriers that prevented progress towards the goal.
 - What kept your district from being able to make progress?
 - What are your plans for this goal?

Part 2: Additional Reflective Questions

- Discuss areas to celebrate for your District Leadership Team and school leadership teams in their initial stages of implementing RTI²-A+RTI²-B.
- Discuss areas your district and schools need to continue to grow to support the implementation of RTI²-A+RTI²-B.
- Share any district or school-level examples that exhibit initial buy-in from your district and/or school-level personnel with implementing RTI²-A+RTI²-B.

Award Decision Process

- Responses and paperwork submitted to Tennessee TSC will be collected via an online application.
- Applications will be reviewed by the regional Tennessee TSC sites using a Groundbreakers Award decision rubric.
- Groundbreakers Award recipients will be notified by the Tennessee TSC Recognition Committee.

Application Criteria Definitions and Abbreviations

Agreement of Collaboration – The Tennessee TSC agreement of collaboration provides an overview of the district partnership with the Tennessee TSC, is signed by the superintendent/director of schools, and submitted to Tennessee TSC.

District Leadership Team (DLT) – A District Leadership Team roster that includes members with academic and behavior expertise has been completed and submitted to Tennessee TSC.

District Coordinator Identified – The district has named a District Coordinator on their District Leadership Team Roster.

Bi-annual (Fall & Spring) completion of The District Capacity Assessment—Tennessee – The District Leadership Team completed an initial DCAT between Summer 2022 and December 2022, and an end of year DCAT between May 1, 2023, and June 30, 2023.

Developed District Implementation Plan – The District Leadership Team developed a District Implementation Plan that outlines one-year goals based on DCAT data.

Overview Training – The District Leadership Team attended the Overview Training with their identified School Cohort.

Tier I Training – The District Leadership Team attended the Tier 1 Training with their identified School Cohort.

Coaching Sessions Provided to District Coordinator – The District Coordinator participated in four events that included coaching from Tennessee TSC.

Coaching Sessions Provided to District Leadership Team – The District Leadership Team met with Tennessee TSC consultant(s) to co-facilitate a meeting focused on RTI²-A + RTI²-B alignment goals.

Coaching Session Provided for the Completion for the School Implementation Fidelity Assessment – The District Coordinator attended two coaching sessions provided by Tennessee TSC in preparation for facilitating future School Implementation Fidelity Assessments.

School Team-Lead Meeting Held – A School Team-Lead from each of the cohort schools participated in at least one School Team-Lead meeting per year.

School Team-Lead Meeting Co-Facilitated –The District Coordinator co-facilitated a School Team-Lead meeting in coordination with Tennessee TSC.

Additional Definitions and Abbreviations

District Capacity Assessment—Tennessee (DCAT) is an assessment that evaluates district level infrastructures that support school-level implementation of RTI² + RTI²-B.

District Coordinator (DC) is the individual that coordinates work with Tennessee TSC and the District Leadership Team, and supports school leadership teams as they implement RTI²-A + RTI²-B.

District Implementation Plan (DIP) is an action plan driven by implementation data and a 4-step problem solving process that is used to achieve one-year goals established by the District Leadership Team.

Overview Training is a training that provides foundational knowledge needed to align and implement RTI²-A + RTI²-B and is attended by the school cohort.

School Cohort is a group of schools identified by the District Coordinator to participate in training and begin the work of aligning and implementing RTI²-A and RTI²-B within the district.

School Team-Lead is the representative from each school who provides RTI²-A + RTI²-B implementation guidance, direction, and leadership to the School Leadership Team.

Tier I Training is a training that covers systems, processes, and procedures needed to provide aligned, universal support to all students through RTI²-A + RTI²-B.