

Operationalizing RTI

Aligning PLCs, Scheduling, & Student Growth

A working guide for reflecting on, planning, and adapting the RTI model for your own building

Callie Sanchez | Danielle Renfroe | Joe Herrington — Fulbright Junior High, Bentonville Schools

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1 The Mindset Shift

Reframe the intervention block not as a scheduling problem to solve once, but as a culture to build continuously. Focus on GROWTH, close loopholes for wasted time, and share the load through PLCs.

| *"It's hard to break habits; change will require a system reboot."*

 **What mindset shift around intervention is needed in your current environment?**

 **Whose buy-in do you need most to make a mindset shift like this stick (teachers, counselors, families, students)?**

 **How are you protecting intervention time within your current infrastructure?**

 **What would you need to “take off the plate” for your staff to be successful?**

2 The Rebrand: "Target Time" and the Five Zones

Rather than one generic intervention period, Fulbright organized Target Time into five zones so every student — from Tier III to advanced — has a clear, appropriately sized destination.

Zone	Purpose / Minimum Seat Count
Zone 1	Tier III: Pre-selected and placed in weekly sessions — Small Group (SMG)
Zone 2	Pathway: Pre-selected and placed weekly for IXL and/or iReady -- ≤20
Zone 3	Tier II: Teacher-placed and/or student-selected — 12 students
Zone 4	Extension: Lessons that dive deeper, challenge learners, and build future skill sets — 20 students
Zone 5	Study Hall: Work completion, make-up, group work — 28 students

3 Designing for the Growth of all Students

Extension isn't an afterthought at Fulbright — it has its own WHO, WHAT, and HELP structure so advanced students are equally well served.

WHO	Students tagged via ATLAS data, students with advanced scores, and students who express interest
WHAT	Atlas items, ACT/SAT practice, vertical standards tasks, real-world challenges & simulations
HELP	Media specialist, instructional coach, PLC-designed tasks, AI tools (e.g., Brisk) for scaffolding

 Does your intervention block currently plan anything comparable for students who are already proficient or advanced? If not, what's stopping you?

4 Guardrails: Athletics, Clubs, & Organizations

Fulbright drew clear, defensible lines so that competing priorities (sports, clubs) never quietly override intervention.

Athletics

- In-season only, once per week maximum
- Students flagged for failing cannot be placed there
- No new skills introduced for students not attending; no punishment in play

Clubs & Organizations

- Competitive school organizations: once per week, can replace Zone 4 or Zone 5
- Student-led clubs: 1–2 times per month
- Students flagged for failing cannot be placed there either

5 The Weekly Machinery: Tags & Timeline

Monday	Unplaced students assigned; students check the system and self-sign-up if not already placed
Tuesday	ELA + Math teachers place students for next week
Wednesday	Science + History place
Thursday	"All Others" place
Friday	Extension placements finalized for next week
Monday (repeat)	Admin runs a report to check sessions and follows up with teachers for accountability

 Reflect on this timeline. Would this be feasible for your staff? What changes, if any, would need to be made?

 What visual system (tags, colors, codes) would help your staff place students quickly and consistently?

 What norms would you need to establish with your staff to create a consistently productive environment?

6 PLC in Practice

Each week, PLCs review skills and needs, assign themselves to run sessions, and place students directly — turning the intervention block into a live extension of PLC work rather than a separate task.

Weekly PLC routine

- Review skills, needs, and possible extensions
- Assign themselves to run specific sessions
- Place students directly into those sessions

 **What data do your PLCs already review weekly that could feed directly into intervention placement?**

7 Data Ownership & Backwards Design for Sessions

Fulbright gives every teacher an ATLAS data profile per student (summative and interim scores by strand). Students and teachers fill this out to map progress.

 **How are you currently involving students in ownership of their data and knowledge of what it represents?**

8 Defining "Spotlight" Students

Fulbright's Spotlight criteria combine a data trigger with a placement gap, and they explicitly leave room for teacher judgment to add or remove students.

Data trigger	Bottom quartile / stalled growth OR flagged for Extension
Placement gap	Not currently served in Zone 1/Tier III OR an Advanced class

Reasons a teacher might override the list

- Teacher observations show the student needs support
 - If “Will” rather than “Skill” is a factor
 - A score or pattern indicates mastery despite scores
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9 Did it Work?

The building tracked overall proficiency shifts as well as strand-level movement within Spotlight groups—proof that a well-targeted grouping can move a specific skill area more than the building average.

-  **How can your school mimic these processes to create similar data results? What would you adjust?**

 -  **What areas of academic improvement are your focus, and what are realistic goals for the school year?**
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10 Limitations to Plan For

- Fulbright was candid about the tradeoffs — worth naming honestly before you sell this to your own staff.
- Electives can get de-prioritized when core intervention needs dominate scheduling
 - Teachers may perceive the added structure as "another prep"
 - Struggling students often need help in multiple subjects at once, creating real overlap and competition for the same seats
-  **Which of these three limitations is most likely to surface at your school first, and who will you need on your side to manage it?**
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★ Your Action Plan

Before you leave this session, turn today's notes into three concrete commitments.

Three ideas I'm taking back to my building

One conversation I need to have — and with whom

One piece of data I want to pull before I do anything else

My realistic first step and timeline

Questions for Callie, Danielle, or Joe
