

STUDENT NEEDS

- Academic skills
- Academic performance
- Positive behavior

SYSTEM NEEDS

- Academic achievement
- Responsive instruction
- Safe, civil learning environment

PARENT NEEDS

- Student academic success
- Supportive learning environment

PHILOSOPHICAL FRAMEWORK

- RtI is a framework for the identification and remediation of learning gaps in ALL students in reading, writing, math, and behavior.
- Once identified, RtI organizes interventions, targeted to the identified needs, through a three tiered model:
Tier 1 – Universal;
Tier 2 – Strategic; and
Tier 3 – Intensive.
- The RtI intervention structure is predicated on frequent progress monitoring through formative data, individual student time series analysis graphs, and the classroom teacher’s ability to deliver quality differentiated instruction.

STAKEHOLDERS

- District 11 Administration
- School-based teachers and administrators
- Students
- Parents

PROCESSES/INPUTS

Common Direction

- SIPs include RtI
- System-wide articulation of IEPs, ILPs, RtI, CQI, assessments

Instruction

- Regression formula dropped due to increased instructional capacity at schools
- District approved list of interventions, by tiers, for reading, writing, spelling, math
- High quality differentiated instruction
- Staff development in interventions, instructional strategies, & implementing/ managing differentiated instruction

Data

- AIMSweb articulated with Alpine Achievement System
- SWIS system available to all schools
- AIMSweb data correlated to CSAP data

School-based System

- Principal leadership
- RtI Leadership/Problem-solving team in each building
- RtI implementation on two levels: 1) student monitoring and interventions; 2) policies and procedures
- Phased PBS implementation

Support Services

- RtI and PBS coaches
- Training for Ad. Building staff

Measurement Tools

- AIMSweb - Time Series Analysis Graphs & other data SWIS - graphs and data
- RtI Observation checklist
- Staff Development logs
- Case studies/ random sample
- CSAPs
- Case studies/ random sample
- CSAPs

Outputs

- AIMSweb articulated with Alpine
 - SWIS system available to schools
 - RtI aligned with ILPs and DIBELS
 - Progress monitoring instrument/s designated for secondary
 - Schools trained in AIMSweb, SWIS (8/06, 12/06, 8/07)
 - PBS pilot schools trained (6/06)
- All schools have RtI included in SIP and have an RtI team

Outcomes

- Curriculum and Instruction with RtI including models for student achievement in ESL, G/T, content areas, and SPED.
- At least 50% of teachers at Pilot schools, 25% of teachers at Phase I, and 10% of teachers at Phase II schools regularly utilize TSAGs to drive instruction and behavior support
- At least 50% of teachers in pilot schools are able to demonstrate effective differentiated instruction.
- RtI teams at each building engage in a self-assessment/improvement process
- RtI teams at each building receive feedback and support from RtI Coaches, PBS Coaches, facilitators, Executive Directors, curriculum and instruction staff
- Student achievement at RtI pilot schools, in all sub groups, demonstrate smaller achievement gaps, as compared to peers at RtI phase schools, than prior to RtI
- Staff and parents believe students receive improved services compared to pre-RtI