

Area of Implementation	Activities/Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Curriculum and Instruction</p> <p><i>The RtI model is a three-tiered system designed to meet the needs of ALL students. Curriculum based on the state standards and quality instruction are essential for student success.</i></p> <p><i>Tier I provides core instruction for all students using high quality, research-based curricula and instructional strategies that support the district's curriculum guidelines. Flexible grouping that targets specific skills is included so that the instructional goals of all students can be met.</i></p> <p><i>Tier II offers supplemental instruction designed to meet the needs of students not progressing as expected in Tier I.</i></p> <p><i>Tier III instruction includes more explicit instruction that is focused on a specific skill need, whether that be an accelerated need or a remedial need.</i></p>	<p>Pyramid of Interventions</p> <p>Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component</p> <p>(RtI Office)</p>	<p><input type="checkbox"/> School does not have a tiered pyramid of interventions.</p>	<p><input type="checkbox"/> School has some interventions available for students in need of additional academic and/or behavioral assistance.</p> <p><input type="checkbox"/> School has begun to document available interventions in a pyramid.</p>	<p><input type="checkbox"/> School has a formal, documented pyramid of interventions that includes reading, writing, math and behavioral interventions.</p> <p><input type="checkbox"/> School follows district approval process before using research-based interventions previously not approved by the district.</p> <p><input type="checkbox"/> School has multiple interventions available for students in need of additional academic and/or behavioral assistance.</p> <p><input type="checkbox"/> School utilizes multiple interventions from the pyramid.</p>	<p><input type="checkbox"/> School has a formal, documented pyramid of interventions that includes reading, writing, math and behavioral interventions.</p> <p><input type="checkbox"/> School follows district approval process before using research-based interventions previously not approved by the district.</p> <p><input type="checkbox"/> School has evaluated existing resources including available interventions and staff skill levels.</p> <p><input type="checkbox"/> A range of systemic interventions are used for students at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure.</p> <p><input type="checkbox"/> Reading interventions exist to address the five components of reading: phonemic awareness; fluency; decoding/phonics/word recognition; vocabulary; and comprehension.</p> <p><input type="checkbox"/> Math interventions exist to address the four essential domains: problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; and, reasoning ability.</p> <p><input type="checkbox"/> Interventions exist to address written expression, oral expression and listening comprehension.</p> <p><input type="checkbox"/> A range of systematic interventions are used for behavior, including appropriate re-direction for major as well as minor infractions.</p> <p><input type="checkbox"/> Interventions are identified for advanced students who need additional challenges.</p>

Area of Implementation	Activities/Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
Curriculum and Instruction (continued)	High Quality Standards Based Instruction at Tier I (Executive Directors)	<input type="checkbox"/> Differentiated instruction is not demonstrated in classrooms. <input type="checkbox"/> Rigor and relevance is not evident in classrooms. <input type="checkbox"/> Tier I instructional best practices are not evident in classrooms.	<input type="checkbox"/> Differentiated instruction is demonstrated in some classrooms. <input type="checkbox"/> Rigor and relevance is evident in some classrooms. <input type="checkbox"/> Research-based Tier I instructional best practices are evident in some classrooms.	<input type="checkbox"/> Differentiated instruction is demonstrated in most classrooms. <input type="checkbox"/> Rigor and relevance is expected and is evident in most classrooms throughout the school. <input type="checkbox"/> Research-based Tier I instructional best practices are used in most classrooms (McRel Strategies, Cornell Notetaking, IVF Summaries, etc.)	<input type="checkbox"/> Differentiated instruction is demonstrated in every classroom. <input type="checkbox"/> Rigor and relevance is present in every classroom. <input type="checkbox"/> Numerous research-based Tier I instructional best practices are present in every classroom. <input type="checkbox"/> Grade level or department teams work collaboratively to look at student work and align grading practices.
<i>Standard protocol interventions are intensive, short-term instructional interventions conducted with a small group of targeted students with similar needs using research-based materials to supplement the general education curriculum. School or grade level teams review student data and recommend standard protocol interventions outside the Problem Solving Team.</i>	Tier II Standard Protocol Interventions (Rtl Office)	<input type="checkbox"/> School does not utilize Tier II standard protocol interventions.	<input type="checkbox"/> School identifies some students for Tier II interventions outside the Problem Solving Team process.	<input type="checkbox"/> School has standard protocol for identifying most groups of students for Tier II interventions outside the Problem Solving Team process.	<input type="checkbox"/> School utilizes a standard protocol to provide Tier II interventions to all groups of students with similar needs, including gifted and talented students. <input type="checkbox"/> School has a systematic approach to providing Tier II interventions outside the Problem Solving Team process to any student with unique needs (e.g., new students). <input type="checkbox"/> A clear administrative process exists for Tier II standard protocol intervention scheduling. <input type="checkbox"/> Standard protocol interventions are progress monitored and students exit the intervention upon attaining benchmark goals.
	Fidelity of Use (Executive Directors and Rtl Office)	<input type="checkbox"/> Research-based interventions are not routinely used. When they are used, it is not with the appropriate frequency, intensity and duration.	<input type="checkbox"/> Research-based interventions are used but not with appropriate frequency, intensity and duration.	<input type="checkbox"/> Most research-based interventions are used with the appropriate frequency, intensity and duration.	<input type="checkbox"/> Research-based interventions are used with the appropriate frequency, intensity and duration. <input type="checkbox"/> The school has a process in place to periodically evaluate research-based interventions as to the integrity/fidelity of use. <input type="checkbox"/> Teachers follow intervention protocols consistent with specific research-based intervention(s).
	Instructional Scheduling (Executive Directors)	<input type="checkbox"/> School's master schedule is not flexible to meet the needs of students.	<input type="checkbox"/> School has made attempts to adjust the master schedule to meet the needs of Tier II and III interventions.	<input type="checkbox"/> School has identified staff, trained staff and specified schedules to deliver interventions. <input type="checkbox"/> School utilizes a flexible schedule to meet the needs of Tier II and Tier III students.	<input type="checkbox"/> School has identified staff, trained staff and specified schedules to deliver interventions. <input type="checkbox"/> Schedules exist that incorporate multiple interventions at Tier II and Tier III, including levels of challenge for advanced students. <input type="checkbox"/> School has flexible and creative uses of staffing across all roles to provide various interventions.

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Assessment & Use of Data</p> <p><i>A major feature of the Rtl Model is its use of data to drive decision making at the individual student, classroom and school levels.</i></p> <p><i>Reliable and ongoing information must be available to:</i></p> <ul style="list-style-type: none"> • <i>Identify academic and behavioral needs of individual students</i> • <i>Inform the problem-solving process</i> • <i>Design and modify instruction to meet student needs, and</i> • <i>Evaluate the effectiveness of instruction at different levels (e.g., classroom, school, and district).</i> 	<p>Universal Screening – Tier I (K – 3: DIBELS Grades 4 – 10 : CSAP, MAP; Literacy Assessments: DIBELS, TOWRE; CogAT)</p> <p>Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not utilize state or district-wide assessments for universal screening protocols.</p>	<p><input type="checkbox"/> School utilizes state or district-wide assessments for some universal screening, but standard protocols do not exist.</p>	<p><input type="checkbox"/> Universal screening assessments are utilized at the beginning of the year to identify at-risk students for intensive interventions (standard protocol).</p> <p><input type="checkbox"/> Results from universal screening along with school or classroom evaluations are utilized to screen students for Tier I intervention and evaluate ongoing classroom interventions and instruction.</p>	<p><input type="checkbox"/> Universal screening assessments are utilized at the beginning of the year to identify at-risk students for intensive interventions (standard protocol) as well as students who have reached benchmarks and need to be challenged.</p> <p><input type="checkbox"/> Results from universal screening along with school or classroom evaluations are used to inform initial classroom interventions and establish classroom progress monitoring needs and procedures.</p>
	<p>Data Dialogues</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not regularly review student data for instructional decisions.</p>	<p><input type="checkbox"/> School reviews some data; it is generally compiled and analyzed by a single individual and presented to teachers.</p>	<p><input type="checkbox"/> Grade level, department and/or goal teams meet regularly to review student and school data.</p> <p><input type="checkbox"/> Structured data conversations occur.</p>	<p><input type="checkbox"/> Grade level, department and/or goal teams meet regularly to review student and school data.</p> <p><input type="checkbox"/> Structured data conversations occur to inform curriculum decisions, instructional scheduling and student groupings school-wide.</p>
	<p>Progress Monitoring</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not regularly progress monitor interventions at any level (Tier I, Tier II, Tier III)</p>	<p><input type="checkbox"/> School utilizes approved progress monitoring tools to monitor some interventions in Tier I, Tier II and Tier III.</p>	<p><input type="checkbox"/> School utilizes approved progress monitoring tools to monitor interventions in Tier I, Tier II and Tier III.</p> <p><input type="checkbox"/> Designated staff are trained in progress monitoring data collection and data entry.</p> <p><input type="checkbox"/> School has a progress monitoring schedule for evaluating academic or behavioral intervention progress.</p> <p><input type="checkbox"/> All progress monitoring assessments are documented.</p> <p><input type="checkbox"/> Student data folders exist for all students in Tier II and Tier III interventions.</p>	<p><input type="checkbox"/> Progress monitoring is focused on specific skills that are deficient or advanced in Tier I, Tier II and Tier III.</p> <p><input type="checkbox"/> School has a progress monitoring schedule and data point requirements for evaluating academic or behavioral intervention progress and making decisions on intervention changes that meet or exceed district guidelines.</p> <p><input type="checkbox"/> All progress monitoring assessments are documented; trends and errors are analyzed.</p> <p><input type="checkbox"/> Students in Tier II and Tier III interventions monitor their progress through the use of data folders.</p>
	<p>Short-Cycle Diagnostic Assessments</p> <p>(Executive Directors)</p>	<p><input type="checkbox"/> School does not utilize short-cycle diagnostic assessments to assess targeted skills.</p>	<p><input type="checkbox"/> School utilizes some short-cycle diagnostic assessments to assess targeted skills.</p>	<p><input type="checkbox"/> School utilizes some short-cycle diagnostic assessments to assess targeted skills and uses the results to modify instruction or interventions.</p>	<p><input type="checkbox"/> School routinely evaluates the need for diagnostic instruments to assess targeted skills, and uses the results to modify instruction and interventions.</p>
	<p>Gap Analysis</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not utilize gap analysis for individual student intervention planning.</p>	<p><input type="checkbox"/> School has begun to look at gap analysis to assess student goals for Tier II and/or Tier III interventions.</p>	<p><input type="checkbox"/> School routinely utilizes gap analysis to assess student goals for Tier II and/or Tier III interventions.</p>	<p><input type="checkbox"/> School routinely includes gap analysis between benchmarks and achievement to assess interventions and instructional practices at all Tiers.</p>

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Problem Solving Process</p> <p><i>The Problem Solving process assists the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance.</i></p> <p><i>Team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs.</i></p> <p><i>The problem solving process includes a structure for analyzing the reasons for a student's academic or behavioral needs, planning and implementing interventions and evaluating the effectiveness of an intervention.</i></p>	<p>Membership and Team Meetings</p> <p>Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not have a Problem Solving Team.</p>	<p><input type="checkbox"/> Members of the Problem Solving Team are not consistent.</p> <p><input type="checkbox"/> School has identified a Problem Solving Team; however, the team does not meet on a regular basis.</p>	<p><input type="checkbox"/> School has a Problem Solving Team that meets on a regular basis.</p> <p><input type="checkbox"/> School has consistent core members of the Problem Solving Team.</p> <p><input type="checkbox"/> There is shared responsibility among general educators and specific program area specialists (e.g., SPED, GT, ESL, Title I, etc.).</p> <p><input type="checkbox"/> One core member of the Problem Solving Team is designated to coordinate the process. Coordinator supports the referring teacher throughout the process, and ensures that forms and data analysis are completed prior to the team meeting.</p>	<p><input type="checkbox"/> Problem Solving Team meets on a regular basis, every week or every other week.</p> <p><input type="checkbox"/> Consistent core members of the Problem Solving Team attend all meetings.</p> <p><input type="checkbox"/> There is shared responsibility among general educators and specific program area specialists (e.g., SPED, GT, ESL, Title I, etc.).</p> <p><input type="checkbox"/> In addition to the Coordinator, specific roles are assigned to the members of the Problem Solving Team (facilitator, time keeper, recorder, etc.).</p>
	<p>Protocols for referral to Problem Solving Team</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not utilize the Problem Solving Team model to identify and support individual student needs.</p>	<p><input type="checkbox"/> There is not a clearly defined process for student referral to the Problem Solving Team.</p> <p><input type="checkbox"/> Forms used to refer students to the Problem Solving Team are not the district standard forms.</p>	<p><input type="checkbox"/> Some protocols and processes exist to support the Problem Solving Team referral process.</p> <p><input type="checkbox"/> School utilizes standard district forms and the Rtl Learning Plan on EASy to document student referral to the Problem Solving Team.</p> <p><input type="checkbox"/> There is evidence that student data is used to support referral to the Problem Solving Team.</p>	<p><input type="checkbox"/> There is school-wide evidence that consistent protocols and processes are used for referrals to the Problem Solving Team.</p> <p><input type="checkbox"/> School utilizes standard district forms and the Rtl Learning Plan on EASy to document student referral to the Problem Solving Team.</p> <p><input type="checkbox"/> Tier I Grade Level, Department or Data Teams initiate referrals to the Problem Solving Team after reviewing student data.</p>

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
Problem Solving Process (con't)	Protocols for Problem Solving Team processes (Rtl Office)	<input type="checkbox"/> School does not utilize the Problem Solving Team model to identify and support individual student needs.	<input type="checkbox"/> There is not a clearly defined process for Problem Solving Team meeting and decision making. <input type="checkbox"/> Problem Solving Team meetings focus on eligibility and testing, not outcomes. <input type="checkbox"/> Some student data is reviewed by the Problem Solving Team; however, review processes are not consistent. <input type="checkbox"/> Gap analysis is not routinely used by the Problem Solving Team to assist in making determination about student services.	<input type="checkbox"/> There is a defined process for Problem Solving Team meetings and decision making which has been shared with school staff. <input type="checkbox"/> The focus of the Problem Solving Team is student outcomes, not eligibility (team's main purpose is not a special education referral). <input type="checkbox"/> There is evidence that student data is used to support instructional and behavioral intervention decisions by the team. <input type="checkbox"/> Gap analysis is used by the Problem Solving Team to assist in making determination about student services. <input type="checkbox"/> Movement of students between tiers and exit of students upon achievement of goals is evident in the Problem Solving Team process. <input type="checkbox"/> A process for referral for SLD determination beginning August 2009 has been defined.	<input type="checkbox"/> There is a documented, defined process for Problem Solving Team meetings and decision making which has been shared with school staff. <input type="checkbox"/> The focus of the Problem Solving Team is student outcomes, not eligibility (team's main purpose is not a special education referral). <input type="checkbox"/> The Problem Solving Team makes instructional and behavioral intervention decisions based on appropriate data reviewed by the team. <input type="checkbox"/> Gap analysis is used by the Problem Solving Team to assist in making determination about student services and monitoring student growth. <input type="checkbox"/> Review and follow-up of individual students reviewed by the Problem Solving Team is regularly scheduled. <input type="checkbox"/> Students exit from the Problem Solving Team process upon achievement of benchmark or goals and a process is in place for follow-up by classroom teachers to ensure students maintain benchmark performance. <input type="checkbox"/> Movement of students between tiers is evident in the Problem Solving Team process. <input type="checkbox"/> A consistent process for referral for SLD determination beginning August 2009 has been documented and shared with all staff.

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>School Climate & Culture (Non PBS sites)</p> <p><input type="checkbox"/> RESEARCH-BASED BEHAVIORAL PROGRAM(S) UTILIZED: _____</p> <p><input type="checkbox"/> SCHOOL IS NOT CURRENTLY UTILIZING ANY FORMAL BEHAVIORAL PROGRAM(S)</p> <p><i>A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. Positive school climate depends on four essential elements:</i></p> <ol style="list-style-type: none"> <i>1. Creating a caring school community.</i> <i>2. Teaching appropriate behavior and social problem-solving skills.</i> <i>3. Implementing positive behavior support (PBS) or a similar systematic strategy for achieving important social and learning outcomes while preventing problem behavior.</i> <i>4. Providing rigorous academic instruction.</i> 	<p>Positive School Climate</p> <p>Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School has no school-wide system to support behavioral aspects of student achievement and social competence.</p>	<p><input type="checkbox"/> School has some evidence of systems to support behavioral aspects of student achievement and social competence.</p>	<p><input type="checkbox"/> A formal behavioral program is implemented and functioning with involvement of most classrooms and a central organization/implementation structure.</p>	<p><input type="checkbox"/> A formal behavioral program has a school-wide focus involving all classrooms and non-classroom areas (lunchroom, hallways, restrooms, etc.) with school-wide organization and structure.</p>
	<p>Behavior Expectations Established and Taught</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not use a common language for recognizing and/or responding to behavior issues.</p> <p><input type="checkbox"/> School does not teach positive behaviors systematically.</p>	<p><input type="checkbox"/> School has a common language for acknowledging and responding to behavior, but utilization is sporadic.</p> <p><input type="checkbox"/> School posts behavior expectations, but does not systematically teach expected behaviors.</p>	<p><input type="checkbox"/> School utilizes a common language for acknowledging and responding to behavior in most instances.</p> <p><input type="checkbox"/> School posts behavior expectations and has a plan for teaching expected behaviors.</p>	<p><input type="checkbox"/> School routinely utilizes a common language for acknowledging and responding to behavior.</p> <p><input type="checkbox"/> School posts behavior expectations school-wide (hallways, library, lunchroom, as well as classrooms) and regularly teaches expected behaviors.</p>
	<p>Positive Acknowledgement System</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not have a positive acknowledgement system.</p>	<p><input type="checkbox"/> School has explored/discussed a positive acknowledgement system to support behaviors.</p>	<p><input type="checkbox"/> School has a positive acknowledgement system to support positive behaviors of students.</p>	<p><input type="checkbox"/> School has a positive acknowledgement system to support positive behaviors of students and staff.</p>
	<p>Use of Behavioral Data</p> <p>(Rtl Office)</p>	<p><input type="checkbox"/> School does not use data regarding behavior.</p>	<p><input type="checkbox"/> School utilizes Zangle to collect and report behavioral data. Review of behavioral data is sporadic.</p>	<p><input type="checkbox"/> School utilizes Zangle to collect and report behavioral data, and implements interventions based on that data.</p>	<p><input type="checkbox"/> School routinely reviews and analyzes behavioral data from Zangle, implements interventions based on that data and uses behavioral data to guide appropriate school-wide behavioral instruction.</p>

Area of Implementation	Activities/Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
<p>Leadership</p> <p><i>Leadership is critical for effective implementation and sustainability of Rtl. Rtl is a significant change, requiring administrators to prioritize resource allocation to support the effort, offer professional development to school staff and champion and monitor the significant systemic changes that need to occur to execute implementation with fidelity.</i></p>	<p>School-wide understanding and focus</p> <p>Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component (Executive Directors)</p>	<input type="checkbox"/> Little evidence of Rtl implementation.	<input type="checkbox"/> Rtl is centered around one or two individuals or departments for organization and implementation.	<input type="checkbox"/> Rtl is implemented and functioning with involvement of Principal/Asst Principal, SPED and regular education, GT, LRT, LTE, Counselor, Psychologist and/or Social Worker.	<input type="checkbox"/> Rtl has a school-wide general education focus involving all departments (Principal, APs, SPED, GT, LRT, LTE, Counselors, Psychologist and/or Social Worker). <input type="checkbox"/> All staff understands the school-wide Rtl process.
	<p>Professional Development (Executive Directors)</p>	<input type="checkbox"/> School staff has received little or no training in differentiated instruction and other research-based instructional strategies. <input type="checkbox"/> Some school staff has participated in Rtl training.	<input type="checkbox"/> School has participated in some staff development on differentiated instruction and other research-based instructional strategies used by the school. <input type="checkbox"/> Coordinator and key staff participate in district or regional level Rtl training and meetings. <input type="checkbox"/> Some staff have been trained in the SLD determination process.	<input type="checkbox"/> The majority of classroom teachers have been trained in differentiated instruction and other key research-based instructional strategies used by the school. <input type="checkbox"/> All staff has been trained in Rtl and the Problem Solving process; coordinator and key staff actively participate in ongoing training. <input type="checkbox"/> Most staff have been trained in the SLD determination process.	<input type="checkbox"/> All staff have been trained in differentiated instruction, research-based instructional strategies, Problem Solving and the SLD determination process. <input type="checkbox"/> Ongoing staff training is embedded; staff/team meetings include ongoing Rtl training components; key staff actively participate in district/regional training and meetings. <input type="checkbox"/> Staff is supported in their efforts for continued professional development.
	<p>School-wide planning and resource commitment (Executive Directors)</p>	<input type="checkbox"/> Rtl strategies and interventions are not included in the School Improvement Plan. <input type="checkbox"/> Components (Problem Solving Team, progress monitoring tools, data dialogues) non-existent or centered in one or two departments (SPED, counseling).	<input type="checkbox"/> Some Rtl strategies and interventions are included in the School Improvement Plan. <input type="checkbox"/> Components (Problem Solving Team, progress monitoring tools, data dialogues) have been discussed and implementation plans are in place.	<input type="checkbox"/> Rtl strategies and interventions are included in the School Improvement Plan. <input type="checkbox"/> Principal has identified individuals in the school to support the Rtl model including interventionists and coordinator. Resources have been committed to the process.	<input type="checkbox"/> Rtl strategies and tiered interventions are included in the School Improvement Plan and embedded in CQI/PLC processes. <input type="checkbox"/> Principal supports the Problem Solving Team process with personnel, time and resources.
	<p>Principal involvement (Executive Directors)</p>	<input type="checkbox"/> Principal has not participated in the Rtl training.	<input type="checkbox"/> Principal has participated in Rtl training but involvement in Rtl at the school level is minimal.	<input type="checkbox"/> Principal has participated in Rtl training and provides oversight of school level implementation <input type="checkbox"/> Principal oversees the Problem Solving Team process and intervention planning and scheduling. <input type="checkbox"/> Principal has been trained in the SLD determination process and understands its use.	<input type="checkbox"/> Principal participates on the Problem Solving Team on a regular basis. <input type="checkbox"/> Principal provides leadership to staff in the use of data for instructional decisions. <input type="checkbox"/> Principal regularly observes Tier II and Tier III interventions to ensure they are utilized with fidelity. <input type="checkbox"/> Principal acts as a guide and mentor to staff throughout the Rtl process. <input type="checkbox"/> Principal is trained in the SLD determination process and provides leadership for implementing new procedures effective August 2009.

Area of Implementation	Activities/ Components	Adoption Readiness (1)	Initial Implementation (2)	Best Practice (3)	Exemplar (4)
Family and Community Engagement <i>When families, schools and communities work together, children are more successful in school and schools improve. Parents and families are seen as key partners in all aspects of RtI. Effective partnership includes parents in sharing information, problem-solving and celebrating student successes.</i>	Information to school community Primary responsibility for 2008-09 school guidance and evaluation noted in (parentheses) for each Activity/Component (Executive Directors and RtI Office)	<input type="checkbox"/> School has not communicated the purpose of RtI to parents and the school community.	<input type="checkbox"/> School has provided information to parents on RtI when asked or when an academic or behavior concern arises.	<input type="checkbox"/> School has informed all parents about the RtI framework and what the process means for their student.	<input type="checkbox"/> School continually re-educates the school community about RtI and what the process means for students and the school community.
	Parent Involvement in Problem Solving Process (Executive Directors and RtI Office)	<input type="checkbox"/> Parents are not involved in the Problem Solving Team process for their child.	<input type="checkbox"/> School informs parents when their student is referred to the Problem Solving Team.	<input type="checkbox"/> School invites parents of students referred to the Problem Solving Team to the team meeting. <input type="checkbox"/> School has opportunities for parents to gain a stronger understanding of the RtI model and how they can support the process. <input type="checkbox"/> Parent attendance/participation at their student's Problem Solving Team meeting is 70 – 80%.	<input type="checkbox"/> Parents and families are seen as key partners in all aspects of RtI. <input type="checkbox"/> School has a documented method of informing parents about the RtI model. <input type="checkbox"/> Parent attendance/participation at their student's Problem Solving Team meeting meets or exceeds 80%. <input type="checkbox"/> School collaborates with parents in every phase of the Problem Solving Team process: provides written notification of meetings, encourages active participation at meetings, and provides follow-up and data on progress throughout Tier II and Tier III interventions.

Sources:

Response to Intervention: A Practitioner's Guide to Implementation, Colorado Department of Education, 2008.

Response to Intervention Evaluation Rubric, Colorado Department of Education website

Response to Intervention Comprehensive Evaluation Tool, Colorado Department of Education website

Indicators of RtI Implementation: Self-Assessment Tool, rev. 6/07, Exceptional Student Services Unit, Colorado Department of Education website