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October 28, 2009

Jerry A. Scarborough, Superintendent  
Suwannee County District Schools  
702 2<sup>nd</sup> Street NW  
Live Oak, FL 32064

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ORIGINAL: E. SIMPSON  
XC: JAS

Dear Mr. Scarborough:

I am writing both to thank you and your staff for submitting your district RtI Implementation Plan for voluntary review and to provide feedback on the plan to your team. More than one-half of the districts in Florida submitted their plans for voluntary review. It is clear from the contents of the plan that your district team put a great deal of time and effort into its development. Please convey our congratulations to them. We hope that the feedback we provided will further assist you and your team in the implementation of RtI in your district.

This summer, the statewide RtI Project conducted three-day Training of Trainers Institutes in five regional locations. We hope that these Institutes will prove helpful in supporting the professional development component of your district RtI Implementation Plan. Throughout the 2009-2010 school year, the Project will provide regular technical assistance and support to those individuals who will provide RtI training in your district.

We recognize that the implementation of RtI will require time and effort by district staff, the Florida Department of Education and statewide projects that are supporting district implementation. The time and effort will be reflected in the improved performance and success of all students in Florida

We look forward to future collaboration with you and your district team.

Sincerely,

George M. Batsche  
Co-Director, Institute for School Reform  
Statewide Problem-Solving/Response to Intervention Project  
University of South Florida

Attachment: District RtI Plan

cc Frances Haithcock  
Regional Executive Director  
Regional RtI Coordinator  
District RtI Coordinator

## District RtI Plan Review Form

District: Suwannee County Schools

Date Reviewed: July 30, 2009

<b>CONSENSUS DEVELOPMENT</b> The critical elements of this section include: has the district identified: stakeholders, the information that will be used to facilitate consensus, the strategies to disseminate that information and the personnel identified who will have responsibility for consensus development. The district might include consensus development for central district personnel and/or building personnel.		
Critical Element	Level	Comments/Suggestions
1. The plan identifies with whom consensus will be developed (e.g., central administrators, building staff)?	Clearly Identified	Very well done - excellent job of identifying and including both internal and external stakeholders, such as the media, business leaders, and state partners and civic organizations.
2. The plan identifies the specific information that will be provided to facilitate consensus (e.g., NCLB, IDEA, FLDOE, district/school data)	Clearly Identified	Plan includes all of the major components and provides a good description of how RtI will be the foundation for all initiatives.
3. The plan identifies that the district has developed the districts "rationale" for the implementation of PS/RtI and a district-wide definition of RtI.	Clearly Identified	Clearly establishes the rationale for and benefits of moving to RtI and that RtI will be the established way of working in this district.

CONSENSUS DEVELOPMENT		
Critical Element	Level	Comments/Suggestions
4. The plan specifies the personnel and resources allocated to support the implementation of RtI.	Clearly Identified	Primary district-level leadership is included in the DLT and their roles are explained. Further specification of roles relative to different positions might be helpful in promoting accountability for follow through with various tasks and responsibilities. Resources that will be needed are identified. A system for verifying resource commitment and investment would be desirable.
5. The plan specifies a timeline for the <i>initial</i> Consensus phase of implementation. Please note if the plan includes the continued need to address consensus development in other parts of the plan.	Clearly Identified	A plan and some aspects of a time line for building consensus are clearly articulated. Further detail regarding the timeline would be helpful. Strategies for attending to consensus over time are also provided, including the professional development plan for all stakeholders which should promote continuing attention to consensus building.
6. The plan specifies how the DBLT and or SBLTs will assess the development of Consensus (e.g., SAPSI, Beliefs Survey).	Clearly Identified	Use of the SAPSI and the Perceptions of RtI Skills on a regular basis will be helpful to the district and the schools.
<b>INFRASTRUCTURE DEVELOPMENT</b> The critical elements of this section include: the presence of the district personnel structure, technology/data base, and the critical components and supports for implementation of the problem-solving process.		
Critical Element	Level	Comments/Suggestion
1. The plan identifies a District Based Leadership Team to facilitate the implementation of RtI	Clearly Identified	Well done. The Superintendent and all vital department heads are included in the DLT.
2. The personnel on the	Partially Identified	Although general expectations and

DBLT are identified and their roles specified.		responsibilities are identified, further specificity with regard to individual roles might be helpful to promote communication to other district personnel as well as accountability.
3. The plan addresses how the DBLT will provide direct support and supervision to principals in the implementation of Rtl.	Clearly Identified	Comprehensive and detailed explanation is provided about oversight, financial support, personnel support, and intervention assistance.
4. The plan specifies how the district will create a "resource map" that identified Tiers 1, 2 and 3 instructional AND behavioral instruction/supports.	Clearly Identified	This is not in place in the district yet, but a plan is in place for how this will be accomplished. A mechanism for monitoring progress in this area would be helpful.
5. The plan specifies how the district will collect data to determine effective instruction/intervention at Tiers 1,2 and 3	Partially Identified	<p>Considerations:</p> <ol style="list-style-type: none"> <li>1. In the Progress Monitoring area, the FCAT is listed as a measure. This measure does not meet the criteria for progress monitoring (frequent, measures of small changes in student performance, efficient administration). FCAT should be used as an outcome measure and may be used to provide some baseline data.</li> <li>2. The district may want to consider developing a matrix that includes the Tier, the data to be examined to determine effectiveness at each Tier, the criteria for assessing that effectiveness, and the frequency of the necessary evaluations, some of which is included in places throughout this plan. Consolidation of this information would streamline this process.</li> </ol>
6. The plan identifies how the district will provide technology to display and interpret data.	Clearly Identified	Good details, well-defined.
7. The plan specifies that	Clearly Identified	Very good. Use of the statewide PS

the district will define a problem-solving process for the district		training for disseminating information to schools about problem solving is well-defined.
8. The plan specifies that the district will identify core components/definitions of Tiers 1,2, and 3	Clearly Identified	Very well-defined and detailed. Description of Rtl as the conceptual framework or blueprint from which all work will be done demonstrates the commitment of this district to the implementation of PS/Rtl.
9. The plan specifies that the district will address instruction/intervention fidelity/sufficiency.	Partially Identified	The district may want to provide greater detail relative to this issue for school teams to increase consistency throughout the district.
10. The plan specifies that the district will identify data collection procedures for screening, progress monitoring, formative and summative assessment for academic and behavior domains.	Partially Identified	The district is in the process of developing a system for behavior, but there is no specific information included regarding math.
11. The plan specifies that the district will develop decision rules to determine levels of student(s) response to intervention (e.g., positive, questionable, poor).	Not Addressed	This may be implied in parts of this plan, but it is not explicitly defined. The plan does discuss the use of progress monitoring to determine which students need intervention, but does not describe how PM data will be used to move students across the Tiers. Decision rules represent a very important aspect of this process and are important for ensuring consistency across schools.

**IMPLEMENTATION**

This section includes components for the district evaluation model, the professional development plan, integration into district instruction plans (e.g., K-12 reading) and communication/sustainability.

Critical Element	Level	Comments/Suggestions
1. The plan specifies how the district will evaluate the implementation of Rtl and the data that will be collected as part of the evaluation plan.	Partially Identified	The plan describes the use of monthly coordinator meetings and ongoing training for these coordinators based on data and needs assessments. A number of potential strategies for evaluating implementation are

		identified. However, since this aspect of the plan has not yet been initiated, important decisions about how to accomplish this have yet to be made. The district is encouraged to consider the use of some already existing instruments that have already been established as potential mechanisms for data collection.
2. The plan specifies how the district will support a multi-year professional development plan and how they will resource that plan.	Clearly Identified	Well done. A fairly comprehensive plan for professional development is described. The district professional development committee reviews data annually to prepare for the upcoming school year. This appears to be a particular strength of this plan.
3. The plan identifies how the district will modify its policies/procedures to incorporate the implementation of RtI, including inclusion in the K-12 Reading Plan, Student Progression Plan, District Improvement Plan and Differentiated Accountability Plan	Clearly Identified	Well done. The plan indicates that all district plans and initiatives are being revised to reflect the RtI model. It is noted that "RtI is not a separate program. It is designed as a way of work that will ultimately become 'business as usual.'" The professional development calendar, master school calendars, and all district plans reflect RtI implementation.
4. The plan specifies how the district will communicate RtI implementation to stakeholders such as parents and community agencies.	Clearly Identified	Excellent. Regular feedback sessions as well as other forms of communication are planned to inform all internal and external stakeholders.
5. The plan specifies how the district plans to address sustainability of RtI implementation to address such issues as new teacher orientation, attrition, staff movement within district.	Clearly Identified	The plan identifies positions, not people, as the means to ensure sustainability. It would be helpful to explicitly state that, while the many actions and strategies described earlier in the plan are intended to facilitate the implementation of RtI, most if not all of those strategies must be continued in order to ensure the sustainability of RtI. If it is to

		become the "way of work" for the district, implementation will in fact have to continue indefinitely.
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### **Overall Comments and Recommendations**

This is an exceptionally well-conceived plan with more than sufficient details in most areas and an emphasis on sustainability. Some additional specificity will increase its strength and utility. The district team will have a much easier time with the implementation of RtI because of this document. To facilitate communication, it would be helpful to reduce the use of acronyms (or spell them out initially) so that all stakeholders, particularly those external to the district, have a full understanding of every aspect of the plan.

Overall, this was a job well done!

**Response to Intervention Blueprints:  
Suwannee County Schools  
District Plan**

**Lead Authors**

**Cheryl Brinson, Director of Curriculum/Grants  
Tracy Crutchfield, School Psychologist  
Nancy Roberts, Director of Special Programs  
Elizabeth Simpson, Director of Student Services – ESE Designee  
Lila Udell, Director of Federal Programs**



## Response to Intervention: District Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the district level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

RATING SCALE		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

### Component 1: Consensus Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop an action plan to facilitate the sharing of information and the building of districtwide consensus to support Rtl.</b>		
<b>Step 1:</b> Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.	2 = Component fully implemented and in place.	Stakeholders have been identified. District team has been formed and meeting dates set.  The make-up of school level teams has been outlined. Teams shall include the following personnel as deemed appropriate. <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• School Psychologist</li> <li>• Guidance Counselor</li> <li>• Teachers</li> <li>• Nurse</li> <li>• Reading Coach – School</li> <li>• Math Coach – District</li> <li>• Curriculum Specialist – District</li> <li>• ESE Facilitative Coach</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 2: Provide information to internal and external stakeholders about Rtl.</b>		
<p><b>Step 1:</b> Provide information about Rtl practices. These include educational activities containing information on the following:</p> <ul style="list-style-type: none"> <li>• the definition of Rtl;</li> <li>• components of Rtl;</li> <li>• research on Rtl;</li> <li>• benefits of implementing Rtl;</li> <li>• barriers to implementing Rtl;</li> <li>• changes to be expected when implementing Rtl;</li> <li>• required commitments and resources needed to implement Rtl; and</li> <li>• examples of exemplars of Rtl implementation.</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Basic information has been shared with</p> <ul style="list-style-type: none"> <li>• All administrative staff (K-12)</li> <li>• School Board</li> <li>• Each K-5 school faculty</li> </ul> <p>All schools will receive ongoing professional development as related to RTI after School Psychologist/RTI Coordinators have been trained in August (Train the Trainers)</p> <p>Emphasis will be placed on taking our established way of work and moving forward with RTI from the Continuous Improvement Model</p> <p>Informational brochures will be printed and distributed to school sites and parents regarding the RTI process – Fall 2009</p> <p>All district and school site administrators are strongly encouraged to participate in the RTI training August 13<sup>th</sup> – NEFEC.</p> <p>School level teams will continue to participate in the statewide Rtl training. Should the membership of a leadership team change then the new member(s) will complete the Rtl Introductory Training course provided by the state.</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 2:</b> Establish the rationale for district adoption of RTI practices</p> <ul style="list-style-type: none"> <li>• Demonstrate how RTI systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and regulations.</li> <li>• Analyze and demonstrate how RTI systematically connects and is interdependent with existing district goals, mission, priorities and initiatives.</li> <li>• Make connections to the potential impact on district values and beliefs.</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The RTI way of work will be apparent in the District Strategic Plan, School Improvement Plans, Student Progression Plan, District Reading Plan, Performance Appraisal, and the scheduling of intervention times in the school day.</p> <p>Data disaggregation/analysis with district, school-level administration and instructional staff will be emphasized as well as the ESE LEA profile data.</p> <p>Begin asset mapping at the district and school level to determine instructional materials for each of the tiers.</p> <p>Consider data forums for district and school level administrators to continue working on consensus building and action planning.</p>
<p><b>Step 3:</b> Identify internal and external partners who have a vested interest in RTI.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<ul style="list-style-type: none"> <li>• Continuation of process for educating internal stakeholders: teachers and support staff, district staff, board members, superintendent, principals, students, parents, volunteers.</li> <li>• Consider parent and community liaisons as internal partners</li> <li>• Continue to develop and further collaborate with partners such as FDLRS, NEFEC, USF PBS and RTI, and FLARE</li> <li>• Superintendent and district staff will conduct ongoing informational sessions for</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		external stakeholders which may include media, business organizations, elected officials, civic organizations (Chamber of Commerce, Woman's Club, Ministerial Alliance, Kiwanis, local political associations)
<b>Step 4:</b> Develop a communication plan: <ul style="list-style-type: none"> <li>• identify who will provide the information;</li> <li>• how the information will be shared; and</li> <li>• when the information will be communicated.</li> </ul>	1 = Some evidence that work has started to implement and is ongoing.	See previous steps  When completing the above action items, ensure that participants understand the purpose for the meeting; make explicit links to prior knowledge and/or vocabulary. keep the presentation simple.
<b>Action 3: Examine and define district structures to support your Rtl initiative.</b>		
<b>Step 1:</b> Identify current district/central office leadership structures.	1 = Some evidence that work has started to implement and is ongoing.	All instructional and administrative departments are involved in the process. The district must model a team approach – we are all in this together and it truly affects us all. This united we stand group must include all central office positions that impact and/or support school sites and students.
<b>Step 2:</b> Identify roles and responsibilities of each administrator.	1 = Some evidence that work has started to implement and is ongoing.	Define roles/expectations of departments and individual staff within the departments.  Job descriptions and evaluations need to

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		be reflective of the "RTI way of work."
<p><b>Step 3:</b> Identify the current system(s) of accountability.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Decisions for curriculum and staff assignments are made by analyzing student data, legislative mandates, and financial data. Accountability and monitoring is ongoing and district/school site meeting times are set to provide this interaction. Accountability is monitored by documentation of professional development activities, master schedules, student schedules, and intervention packets.</p> <p>Schools need to be accountable for answering questions as to how decisions are made in allocating resources to students and they must demonstrate the effectiveness of the intervention designs utilized.</p>
<p><b>Step 4:</b> Define the leadership structures, roles and responsibilities of district/central office staff and systems of accountability needed to implement RtI; modify the current system as needed.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>District-wide implementation of RtI is the goal of the superintendent and instructional leadership team. At least annual review and revision of the five year District Strategic Plan will take place.</p>
<p><b>Step 5:</b> Identify funding sources that may be used to support RtI.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>District budget including federal and state grants, i.e., FEFP, IDEA, FDLRS, Title I, II, III, Title VI, Educational Foundation and others may offer financial support to our RTI efforts.</p> <p>It is the ongoing challenge of the district level instructional staff to look at current funding sources and opportunities to comingle or braid funds to meet the targets and goals of</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		this initiative.
<b>Step 6:</b> Define the decisions to be made at the district level versus the building level (e.g., resource reallocation, purchasing materials.)	1 = Some evidence that work has started to implement and is ongoing.	District level input will be provided to schools in regards to supporting research based intervention programs. Building level decisions for implementation will be made in conjunction with the school's School Psychologist/RTI Coordinator.
<b>Action 4: Build consensus and support from internal and external stakeholders.</b>		
<b>Step 1:</b> Discuss the resources and commitments necessary to build consensus.	1 = Some evidence that work has started to implement and is ongoing.	Ongoing education of stakeholders  Time must be allotted for professional development within the school teams. These efforts will be coordinated and facilitated by the district School Psychologists/ RTI Trainers.
<b>Step 2:</b> Identify the level of agreement or consensus needed to proceed with Rtl.	1 = Some evidence that work has started to implement and is ongoing.	District mandate for implementation based on federal and state legislation to be included in presentations to stakeholders. Some level of consensus building has occurred and analysis of team level understanding has been undertaken via the SAPSI.
<b>Step 3:</b> Obtain consensus from district/central office administration, internal and external stakeholders.	1 = Some evidence that work has started to implement and is ongoing.	Consensus will be determined through meetings and by the agreement of all stakeholders to support one another in this effort.
<b>Step 4:</b> Document agreements in writing.	1 = Some evidence that work has started to implement and is ongoing.	Implementation of Rtl is included in district and school level plans ( District Strategic Plan, School Improvement Plans, Student Progression Plan, District Reading Plan, Performance Appraisal ,DOP Plan etc.

## Component 2: District Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Form a District Leadership Team.</b>		
<b>Step 1:</b> Form a district leadership team that is representative of district departments or programs (e.g., administration, general education, special education, English language learners evaluation and accountability).	2 = Component fully implemented and in place.	Superintendent Director of Curriculum Director of Special Programs Director of Federal Programs Director of Student Services Human Resources Director/PD School Psychologist
<b>Step 2:</b> Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).	2 = Component fully implemented and in place.	Weekly meetings are scheduled for the above mentioned participants. Meetings include discussion of status of district initiatives which impact the schools and district leadership. Roles of the team members include oversight of school teams, financial support for interventions and ongoing TA and support for the school based teams.
<b>Action 2: Identify the roles that District/Central Administration will play in implementing Rtl.</b>		
<b>Step 1:</b> Define the role(s) of district/central office administrators in implementing Rtl.	2 = Component fully implemented and in place	Roles of the team members include oversight of school teams, financial support for interventions and support personnel as needed, and technical assistance. ESE Resource Teachers participate in intervention assistance teams when invited.
<b>Step 2:</b> Define the role of those who will supervise principals during implementation of Rtl.	1 = Some evidence that work has started to implement and is ongoing.	Superintendent defines the role of the principals in Rtl implementation. The Superintendent is the primary supervisor of principals and provides for their evaluation.

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 3:</b> Define the role of the building principal in implementing Rtl.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The building principal is the instructional leader in charge of making sure that Rtl is implemented with fidelity at the school level.</p> <p>A connection to the standards from the National Association of Secondary School Principals and the National Association of Elementary Principals and other professional groups to the RTI initiative needs to be made for the school level administrators.</p>
<p><b>Step 4:</b> Define the role of central office support staff in supporting the implementation of Rtl.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Finance; Student Services; Human Resources; Curriculum; Federal Programs; Special Programs; all provide support services as needed to implement the Rtl.</p>
<p><b>Action 3: Develop and complete a district-level needs assessment.</b></p>		
<p><b>Step 1:</b> Analyze the district's instructional initiatives or frameworks that support universal instruction.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>A core academic program is in place with variations at individual schools. Many schools utilize CHAMP's as a core behavioral program. These efforts are continuing to expand across the district. Champ's Bus program is scheduled for the Transportation Department in August 2009.</p> <p>Mapping of universal instructional materials/programs needs to be completed at each school site.</p>
<p><b>Step 2:</b> Analyze the district's instructional initiatives or frameworks that support strategic instruction (Tier II).</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Academic initiatives are being implemented at all schools. The District provides behavioral support services from internal resources and contracted employees. BIP's are developed</p>



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>as needed. The District provides programs to help meet the behavioral/instructional needs of targeted students in Tier II. These programs and services need continual evaluation for effectiveness.</p> <p>Behavioral supports in the schools also include mental health resources provided from Meridian, CDS, and AMH Counseling.</p> <p>The key is for personnel to understand that Rtl is not an add-on; it is the conceptual framework or blueprint from which all work is being done in the district.</p> <p>Mapping of Tier II resources needs to be completed at each school site.</p>
<p><b>Step 3:</b> Analyze the district's instructional initiatives or frameworks that support intensive instruction (Tier III).</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Tier III interventions for reading and behavior are taking place but can be further developed.</p> <p>Additional support needs to be provided for review of data for on-going progress monitoring for targeting and modifying interventions.</p> <p>Mapping of Tier III resources needs to be completed at each school site.</p>
<p><b>Step 4:</b> Analyze the resources and support structures available to support the implementation of Rtl.</p>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>Review resource maps after completion. Determine gaps.</p> <ul style="list-style-type: none"> <li>• Increased rigor</li> <li>• Improved resources and knowledge as appropriate for differentiation</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 5:</b> Conduct a gap analysis and develop an action plan to address identified needs.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Review the results of the SAPSI survey. Review school and district level data as it relates to discipline, attendance, student lack of achievement.</p> <p>Develop system of progress monitoring for behavior/discipline in each of the schools. Consider a technology option for discipline referrals for improved data analysis options.</p> <p>Upon further implementation, re-administer the Perception of RtI skills survey and compile results to adjust action plan.</p>
<p><b>Action 4: Discuss and make decisions about the necessary components of RtI across universal, strategic and intensive instruction.</b></p>		
<p><b>Step 1:</b> Discuss and make decisions about universal instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in universal instruction?</li> <li>• What does universal instruction look like at the elementary, middle school and high school levels?</li> <li>• Is there an instructional framework that articulates essential elements of effective instruction for all students?</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>District adopted core curriculum with teachers trained for implementation. All students have access to instruction in the core curriculum for a specified amount of time each day.</p> <ul style="list-style-type: none"> <li>• FRI strategies in all courses</li> <li>• Six components of reading within the reading block</li> <li>• Differentiated instruction within the reading block</li> <li>• Essential questions that reflect the Big Ideas of the standards</li> <li>• Curriculum calendars</li> <li>• Classroom libraries/interactive word walls/print rich environments</li> <li>• Scaffolded instruction-</li> <li>• Authentic student work/assessment</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• Small group instructional area</li> <li>• F.A.I.R. for progress monitoring</li> <li>• Universal expectations should be defined and posted in classrooms and around campus</li> <li>• Teachers and staff need to teach and model expectations through practice, role play, examples and non-examples.</li> <li>• Expectations are highlighted and rewarded by all staff in all settings throughout the day.</li> <li>• During progress monitoring meetings, data should be analyzed to determine if universal expectations are being met by 80% of population.</li> </ul> <p>Systematic social skills training implemented in primary grades</p>
<p><b>Step 2:</b> Discuss and make decisions about strategic instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in strategic instruction?</li> <li>• What does strategic instruction look like in a school?</li> <li>• Will the district use a standard treatment protocol or a diagnostic-prescriptive process for strategic instruction?</li> <li>• Can buildings select their own interventions or will they be asked to use a standard set of supplemental interventions?</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Strategic instruction is based on progress monitoring and diagnostic assessment results.</p> <p>Based on individual results, strategic instruction is provided in a small group setting with students of similar instructional needs. A standard treatment and/or diagnostic prescriptive protocol is utilized.</p> <p>Schools are provided access to websites and printed materials outlining research based interventions.</p> <p>Intervention log (documentation) – days and</p>



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>minutes must be kept. At least monthly progress monitoring must take place to determine intervention success.</p> <p>Functional behavioral assessment and positive behavior intervention plan developed</p>
<p><b>Step 3:</b> Discuss and make decisions about intensive instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in intensive instruction?</li> <li>• What does intensive instruction look like in a school?</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Intensive Instruction will be provided by staff trained to use the materials and/or curriculum. It will include not only new materials and/or curriculum, but will be additional time during the day set aside to work with students in small groups or one-on-one as needed.</p> <ul style="list-style-type: none"> <li>• Intervention documentation-days and minutes</li> <li>• Research/evidence-based instruction</li> <li>• Diagnostic-prescriptive approach</li> <li>• Skill-specific instruction based on individual student need</li> <li>• Functional behavioral assessment and positive behavior intervention plan developed</li> </ul> <p>At least bi-weekly progress monitoring</p>
<p><b>Step 4:</b> Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> <li>• What screening measures will be given in the district?</li> <li>• What diagnostic assessments will be used in the district?</li> <li>• What progress monitoring assessments will be used in the district?</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The schools will use FCAT, Think Link, FAIR, AR, and AM for progress monitoring and diagnostics.</p> <p>Internal writing probes will be utilized for progress monitoring of written language skills.</p> <p>Evaluate whether district assessments are in fact being used at the sites to drive instructional decision making.</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.</b>		
<p><b>Step 1:</b> Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade levels.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Universal is the district grade level/subject area core curriculum in which all students are exposed and expected to master at grade level. Students who do not master with 70 or above the benchmarks are provided strategic instruction. Intensive instruction is provided to those students who have not mastered benchmarks following universal and strategic instruction.</p>
<p><b>Step 2:</b> Examine data to determine the percentage of students that fall into each tier based on the identified criteria. Identify the desired percentage of students that should fall into each tier (e.g. Do we want 85% of all students meeting proficiency in core? Do we want to see only 5% of all students needing intensive instruction?)</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The district goal is to utilize and examine data to determine the percentage of students that fall into each tier based on the identified criteria. The goal is to meet the established Rtl criteria of 80% universal, 15% strategic, and 5% intensive.</p>
<p><b>Step 3:</b> Conduct a gap analysis for each tier. Compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.</p>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>The district goal is to begin working to conduct a gap analysis for each tier to compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.</p>
<p><b>Step 4:</b> Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).</p>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>The district goal is to analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 6: Identify an evaluation plan and data collection system.</b>		
<p><b>Step 1:</b> Develop a district-wide evaluation process to assess:</p> <ul style="list-style-type: none"> <li>• the extent to which site teams are implementing the features of RtI;</li> <li>• the impact of RtI on student outcomes; and</li> <li>• the effectiveness of various programs/practices used for strategic and intensive instruction.</li> </ul>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>The district goal is to develop a district-wide evaluation process to assess:</p> <ul style="list-style-type: none"> <li>• the extent to which site teams are implementing the features of RtI;</li> <li>• the impact of RtI on student outcomes; and the effectiveness of various programs/practices used for strategic and intensive instruction.</li> </ul> <p>The district is considering utilizing the below mentioned items for this evaluation.</p> <ul style="list-style-type: none"> <li>• Master schedule including additional time for Tier 2/Tier 3</li> <li>• Assessment decision tree/standard protocol for placement</li> <li>• Documentation of RtI team meetings</li> <li>• Identification of students/tracking info</li> <li>• Intervention logs</li> <li>• Professional development log reflecting intervention professional development</li> <li>• Classroom walkthroughs/observations insuring fidelity of implementation</li> </ul>
<p><b>Step 2:</b> Determine the data management system that will be used to assist in maintaining and summarizing tiered data.</p>	<p>2 = Component fully implemented and in place.</p>	<p>District utilizes data management that is provided by a variety of progress monitoring tools such as Data Star, AR, A&lt;, and ThinkLink .</p>
<p><b>Step 3:</b> Assess the need of the district and school sites in the use of technology for</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The district generates a variety of data accessible at teacher level through the district</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
gathering and using data for Rtl.		<p>network. Data star, AR, and AM all have report generation capabilities for teachers. FAIR will also provide immediate feedback to teachers on student progress.</p> <p>Currently there is no data management system for behavior.</p>
<p><b>Step 4:</b> Based upon the results of the technology needs assessment, establish and provide the necessary technological tools to facilitate the gathering and use of Rtl data.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>All data gathering tools are computer based.</p>
<p><b>Step 5:</b> Provide training on the use of the technology tools as needed.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Professional development will be provided in how to use the specific data gathering tools.</p> <p>Training will also be provided by school psychologist/RTI Coordinators for the purpose of using technology and graphing data.</p>
<p><b>Action 7: Develop an action plan to guide the implementation of Rtl.</b></p>		
<p><b>Step 1:</b> Integrate Rtl with school improvement plans and other district initiatives.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>All plans are being revised to include Rtl model.</p> <p>For example, the 2009-2010 School Improvement Plan template incorporates and integrates Rtl and FCIM.</p> <p>Rtl is not an a separate program. It is designed as a way of work that will ultimately become "business as usual."</p>
<p><b>Step 2:</b> Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents)</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The district is in the process of designing and implementing professional development across personnel.</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
and across content domains.		
<b>Step 3:</b> Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.	1 = Some evidence that work has started to implement and is ongoing.	The district will work to plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan. School psychologists/RTI Coordinators will be trained as trainers in August. They will then work closely with school based teams.
<b>Step 4:</b> Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).	1 = Some evidence that work has started to implement and is ongoing.	The district plan for where to go for information and whom to call with concerns is listed below. <ul style="list-style-type: none"> <li>• Rtl Problem Solving Team (school-based)</li> <li>• Rtl Coordinator(district)</li> <li>• Rtl Problem Solving Team (Student Services – District Level)</li> </ul>
<b>Step 5:</b> Identify a plan to develop strong, well-trained school-based problem-solving teams that can provide 'on-the-ground' support for teachers, students and parents.	1 = Some evidence that work has started to implement and is ongoing.	School psychologists trained in August of 2009 as trainers. They will come back and train teams at each school site.  Two of four elementary school-based teams currently attending 2 <sup>nd</sup> year of state-wide training.
<b>Step 6:</b> Determine how Rtl data will be used in evaluations for students suspected of having a disability and communicate this information to building staff.	1 = Some evidence that work has started to implement and is ongoing.	The district uses intervention data in conjunction with evaluations of strengths and weaknesses for determining ESE eligibility.  School psychologists will summarize RTI data coupled with individual evaluations when determining a student's response to interventions.



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 7:</b> Develop a systemic and thoughtful communication plan and schedule to follow as RtI is implemented; identify the nature, amount and frequency of information needed by various stakeholders.</p>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>The district is in the planning stages of developing a systemic and thoughtful communication plan and schedule to follow as RtI is implemented. The district will identify the nature, amount and frequency of information needed by various stakeholders.</p>
<p><b>Step 8:</b> Define which decisions will be made at the district level and those to be made at the building level during the implementation of RtI.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The district has begun the process of defining which decisions will be made at the district level and those to be made at the building level during the implementation of RtI.</p> <p>School/District Team decisions related to</p> <ul style="list-style-type: none"> <li>• Procedures</li> <li>• Process</li> </ul> <p>School decisions related to</p> <ul style="list-style-type: none"> <li>• Interventions/supplemental materials</li> <li>• Personnel</li> <li>• Scheduling</li> </ul>

### Component 3: District Level Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.</b>		
<p><b>Step 1:</b> Specify, in writing, procedures for robust implementation of Rtl.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Forms and procedures to support the Rtl process are already in use.</p> <p>Further procedures still need to be developed.</p> <p>The fidelity of implementation will be dependent upon the quality of ongoing training and support provided to the schools.</p> <p>Provide continuity and alignment through monthly coordinator meetings. Support principals through administrative meetings. Continue ongoing data trainings for coordinators.</p>
<p><b>Step 2:</b> Define, develop and provide district professional development tailored to staff needs and experiences.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>The district professional development committee gathers information annually as to the training needs of staff. This information will be reviewed and action plans developed as appropriate each year.</p> <p>All CMS's initiatives are tied to Rtl. All district professional development should support the Rtl process.</p>
<p><b>Step 3:</b> Develop a plan to build capacity at the district and school building levels.</p>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Elementary school Rtl teams have participated in state provided training opportunities. A district team will attend the train the trainer regional institute during the</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		summer of 2009. The district training team will then develop a district RtI training plan during the 2009-2010 school year.
<b>Step 4:</b> Identify meeting times and structures for monthly RtI support meetings.	1 = Some evidence that work has started to implement and is ongoing.	Additional school site RtI training will take place during the 2009-10 school year. Teams will plan for monthly meetings to include the district RtI Coordinator. A calendar will be developed by the school in conjunction with the district RTI Coordinator
<b>Step 5:</b> Include a plan to address the ongoing dissemination and sharing of implementation progress and outcome data.	1 = Some evidence that work has started to implement and is ongoing.	School administrator will meet with district staff to review progress monitoring data targeting at risk students. Schools will share information relative to the RTI process in their school at that time.
<b>Step 6:</b> Develop a plan to address attrition or succession of staff.	0 = No evidence available or no work has been done to start implementation.	It is the goal of the district to provide continual support to the schools in the RtI teams so that they will also work on building the skills of other team members.  Important to identify positions, not people, who will be involved in the RtI.
<b>Action 2: Implement the RtI professional development plan.</b>		
<b>Step 1:</b> Identify a district/central training team.	2 = Component fully implemented and in place.	The district RtI training team shall include: <ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Three School Psychologist/RTI Coordinators</li> </ul>
<b>Step 2:</b> Provide the district training team with sufficient time and resources to plan, develop, adopt and/or adapt RtI professional development for the district.	1 = Some evidence that work has started to implement and is ongoing.	The District Leadership Team will meet and determine professional development needs as outline by school staff and develop a plan for providing that support .

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 3:</b> Train building level teams.	1 = Some evidence that work has started to implement and is ongoing.	The district calendar reflects professional development days that will enable district RtI trainers to assist in school level trainings and development.
<b>Step 4:</b> Have each building level team develop an implementation plan that includes an evaluation component.	0 = No evidence available or no work has been done to start implementation.	School level teams will work in conjunction with the district training team to develop an implementation plan that includes an evaluation component.
<b>Step 5:</b> Resources are delivered as planned by central office administration (e.g., professional development, personnel, funding) to support the implementation of RtI.	1 = Some evidence that work has started to implement and is ongoing.	The district has allocated personnel to assist with RtI training and implementation. Funds have been allocated to purchase intervention programs and materials. Funds are available for targeted professional development. Two additional school psychologists have been hired to assist with RtI coordination.
<b>Action 3: Implement the evaluation and data analysis plan for RtI implementation.</b>		
<b>Step 1:</b> Data management systems and technology are implemented that allow the progress monitoring of district, school, classroom and individual student progress.	1 = Some evidence that work has started to implement and is ongoing.	The district utilizes databases such a Data Star, Think Link AR and AM and soon FAIR. Data books and intervention logs are kept at the class level.
<b>Step 2:</b> Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their impact on student achievement.	1 = Some evidence that work has started to implement and is ongoing.	Documentation logs and data books may serve this purpose.  Self assessment tool available at <a href="http://www.swoserrc.org/">www.swoserrc.org/</a>
<b>Step 3:</b> Collect evaluation data for each building; aggregate these data up to the district level.	1 = Some evidence that work has started to implement and is ongoing.	The district utilizes databases such a Data Star, Think Link AR and AM, and soon FAIR. Data books and intervention logs are kept at the class level.

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 4: Maintain the implementation of Rtl.</b>		
<p><b>Step 1:</b> Schedule regular meetings for the district leadership team to:</p> <ul style="list-style-type: none"> <li>• review progress of sites;</li> <li>• review evaluation data;</li> <li>• manage project resources;</li> <li>• troubleshoot any issues that arise; and</li> <li>• adjust implementation plans as needed based upon the evaluation information.</li> </ul>	<p>1 = Some evidence that work has started to implement and is ongoing.</p>	<p>Specific to district assessment windows the Rtl leadership team will discuss at least monthly the Rtl implementation</p> <ul style="list-style-type: none"> <li>• review progress of sites;</li> <li>• review evaluation data;</li> <li>• manage project resources;</li> <li>• troubleshoot any issues that arise; and</li> <li>• adjust implementation plans as needed based upon the evaluation information.</li> </ul>
<p><b>Step 2:</b> Implement the communication plan as designed.</p>	<p>0 = No evidence available or no work has been done to start implementation.</p>	<p>The district is in the planning stages of developing a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented. The district will identify the nature, amount and frequency of information needed by various stakeholders.</p> <p>The team realizes it is important to provide regular feedback at board of education meetings, parent, and community meetings and to all instructional staff.</p>