

South Dakota Response to Intervention Action Plan

DISTRICT NAME _____

SCHOOL NAME _____

CONSENSUS AND COMMITMENT: When Rtl is implemented in a school, the success of the project is dependent on staff commitment to the process. Schools must be willing to restructure how they look at scheduling, staffing, financing, and time. A good rule of thumb is to ensure that at least 80% of school staff is committed to implementation of the Rtl process with fidelity.

QUESTION 1: What consensus building tools and/or procedures has your school adopted to manage change in your building?

NARRATIVE:

QUESTION 2: What procedures is your staff willing to change in order to ensure the fidelity of implementation?

NARRATIVE:

UNIVERSAL SCREENING: The South Dakota model for Rtl requires that all children be universally screened. Schools are required to use an approved screener.

QUESTION 1: What does your school use as a universal screener?

NARRATIVE:

QUESTION 2: Who administers the screener to students?

NARRATIVE:

QUESTION 3: How often and when are students benchmarked?

NARRATIVE:

QUESTION 4: How was staff trained to administer the assessment with fidelity, when were they trained, and who facilitated the training?

NARRATIVE:

QUESTION 5: What plan does your school have in place to train new staff?

NARRATIVE:

QUESTION 6: How do you monitor the fidelity of administration for your screener?

NARRATIVE:

DATA-DRIVEN DECISION MAKING: In order for screening results to aid in increased student achievement, the data must be evaluated and used to drive instruction.

QUESTION 1: How soon after benchmark screenings do you analyze the assessment results?

NARRATIVE:

QUESTION 2: Outline the process that is followed during data analysis.

NARRATIVE:

QUESTION 3: Who facilitates the data interpretation in your school?

NARRATIVE:

QUESTION 4: Which teachers are involved in the data interpretation?

NARRATIVE:

QUESTION 5: If all teachers are not involved in the data interpretation, how is the data shared with staff?

NARRATIVE:

PROGRESS MONITORING: Students who do not achieve benchmark during the universal screening periods should be placed in tiered interventions and progress monitored to determine the effectiveness of the interventions.

QUESTION 1: How often are strategic students' progress monitored?

NARRATIVE:

QUESTION 2: Who administers the progress monitoring to students receiving strategic instruction?

NARRATIVE:

QUESTION 3: How often are intensive students progresses monitored?

NARRATIVE:

QUESTION 4: Who administers the progress monitoring to students receiving intensive instruction?

NARRATIVE:

QUESTION 5: What is the process used to determine placement in an intervention group?

NARRATIVE:

INSTRUCTION: In order for intervention strategies to be efficient and effective, they must be scientifically based and used with fidelity.

QUESTION 1: What are the SBRR (Scientifically Based Reading Research) instructional tools used by your instructional staff?

NARRATIVE:

QUESTION 2: How many minutes of uninterrupted reading instruction are delivered to students each day?

NARRATIVE:

QUESTION 3: How often and for how many minutes do strategic students receive interventions?

NARRATIVE:

QUESTION 4: How often and for how many minutes do intensive students receive interventions?

NARRATIVE:

QUESTION 5: When and how do teachers analyze progress monitoring data?

NARRATIVE:

QUESTION 6: Are instructional decisions concerning interventions being made by teachers independently or are they being made by the problem solving team?

NARRATIVE:

PROFESSIONAL DEVELOPMENT: Successful implementation of RtI depends on the ability of general and special educators to use RtI reliably and validly. The reliability and validity with which RtI is implemented will be determined to a great extent by the quality of both the pre-service and in-service professional development models used to translate research to practice.

QUESTION 1: Identify the training or professional development that staff have attended in which the RtI process was promoted.

NARRATIVE:

QUESTION 2: How will professional development be determined based on concerns within the process?

NARRATIVE:

QUESTION 3: What is your process for ongoing professional development for new staff?

NARRATIVE:

COGNITIVE COACHING: Cognitive Coaching is a powerful approach to enhancing performance and building learning organizations. Through the use of this approach coaches develop skills in order to help mediate thinking. These skills should be utilized during formal sessions with classroom teachers, and building/leadership team meetings with the intentions of effectively focusing on the tools necessary to help teachers generate new possibilities, increase instructional flexibility, and focus on outcomes, not problems. (Costa and Garmston). Based on the work of Joyce and Showers (Third Edition, Association for Supervision and Curriculum Development, 2002), the percent of participants who demonstrate knowledge and new skills in a training setting, and who use new skills in the classroom increases from 5% use in the classroom with only "Practice and Feedback," to 95% using 'Coaching.'"

QUESTION 1: Have you developed a formal schedule to utilize your trained cognitive coach?

NARRATIVE:

QUESTION 2: How many staff have been through the eight days of training in Cognitive Coaching?

NARRATIVE:

QUESTION 3: List your trained Cognitive Coaches. (Name, position, date of training, trainer)

NARRATIVE:

QUESTION 4: How many *formal* sessions has your trained CC conducted?

NARRATIVE:

LEADERSHIP: The purpose of a leadership team is to promote RtI and oversee the RtI process. The team should be no larger than 8 members, and should include a building administrator, cognitive coach, grade-level representatives, and specialists. The team should formally meet at least monthly. The agenda for a problem solving team meeting may be centered on individual student data or general process issues of RtI. Both types of meetings need to be conducted efficiently using the problem-solving model: identify the problem, recognize the cause, develop a solution, and monitor for success.

QUESTION 1: What material/PD did you provide for your staff to be effective members of the leadership team?

NARRATIVE:

QUESTION 2: List your leadership team members (Name, position)

NARRATIVE:

QUESTION 3: What are the dates established for your formal team meetings for this school year (2010-2011)?

NARRATIVE:

QUESTION 4: What format do you use for reporting back meeting items to your constituents?

NARRATIVE:

Assurance Statement: Rtl Leadership/Problem-Solving Team Member

Each identified team member must print off and sign this page, and submit to Alicia Schoenhard, 800 Governors Drive, Pierre, SD 57501

As an *Rtl Leadership/Problem-Solving Team Member* for _____ *School*, I assure the following:

- The information in this document was presented and discussed with the school Rtl Leadership/Problem-Solving Team on _____(date); and
- shared with corresponding teachers concerning their individual classroom data.
- To my knowledge, the data shared within this document is known to be accurate and true.

Team Member Name - Printed

Team Member Signature

Date

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