

## Pasco-Self-Assessment of Problem Solving Implementation (P-SAPSI)

School:	Year of Implementation	Date of Completion

### INSTRUCTIONS

The members of your RtI School Based Leadership Team should complete this needs assessment as a group. We ask that **all** members of the team participate in this process. Each group member will receive a copy of the needs assessment; however, only one form should be returned to the PS/RtI Coach. We recommend for the PS/RtI Coach to work with your team to facilitate completion of the P-SAPSI. We also recommend that the same person serve as the recorder for the final version. This needs assessment should be completed up to twice per school year to help you and the RtI School Based Leadership Team monitor activities for implementation of PS/RtI in your school.

The items on the P-SAPSI are meant to assess the degree to which districts implementing the PS/RtI model are (1) achieving and maintaining consensus among key stakeholders, (2) creating and maintaining the infrastructure necessary to support implementation, and (3) implementing practices and procedures consistent with the framework.

Members of the team should not be discouraged if your building has not achieved many of the criteria listed under the Consensus, Infrastructure, and Implementation domains. This instrument is intended to help your team identify needs at your school for which action plans can be developed. Whenever possible, data should be collected and/or reviewed to determine if evidence exists that suggests that a given activity is occurring.



**PASCO-SAPSI: CONSENSUS BUILDING**

**Directions:** In responding to each item below, please use the following response scales:

Implementation Status		Level of Priority for Next Steps of Implementation	
<u>1.</u>	Not Yet	<u>HP</u>	High Priority for Next Steps of Implementation
<u>2.</u>	Just Started	<u>MP</u>	Moderate Priority for Next Steps of Implementation
<u>3.</u>	Substantial Progress/Evidence	<u>LP</u>	Low Priority for Next Steps of Implementation
<u>4.</u>	Well Established/Maintaining		

For each item below, please write the corresponding number (1, 2, 3, 4) that best represents your Leadership Team’s response in the column labeled “Level of Implementation Status”. In the column labeled “Implementation Priority”, please indicate level of priority for next steps of implementation.

<u>CONSENSUS BUILDING</u>	Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
1. A School-Based Leadership Team (SBLT) is established and represents the roles of an administrator, content specialists, support staff, general, and special education teachers.						
2. The SBLT embraces a shared vision that PS/RtI is an “every education initiative” and this initiative will result in more efficient, effective and equitable outcomes for <u>ALL</u> students.						
3. The SBLT establishes a rationale for the adoption of PS/RtI practices and demonstrates how PS/RtI connects to ESEA, IDEA and is interdependent with existing district goals, priorities, and initiatives.						
4. The SBLT shares information about PS/RtI practices including the definition, guiding principles, components, research, benefits, barriers, and the expected changes when implementing the framework.						

<b><u>CONSENSUS BUILDING</u></b>	<b>Implementation Status (1-4)</b>			<b>Implementation Priority (HP, MP, LP)</b>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
5. *Consensus related to PS/RtI is established within the SBLT.						
6. The SBLT is intentional about how it promotes consensus by providing opportunities for dialogue and feedback, embedded professional development, planning and alignment of efforts, commitment, and initiatives.						
7. School-wide foundational beliefs and core values necessary for the implementation of PS/RtI are identified and shared with staff.						
8. The SBLT establishes high expectations and ensures stakeholders understand and act upon the foundational beliefs and core values. Stakeholders in the school and the community identify the culture of the building as one of inclusion and high achievement for all students.						
9. The SBLT is intentional about ensuring everyone on the staff understands the school-wide priorities and teachers can name the top priorities.						
10. The mission, vision, core values, goals, and strategic plans are revisited regularly.						

**NOTES:**

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**PASCO-SAPSI: INFRASTRUCTURE & IMPLEMENTATION**

**Directions:** In responding to each item below, please use the following response scales:

Implementation Status		Level of Priority for Next Steps of Implementation	
<u>1.</u>	Not Yet	<u>HP</u>	High Priority for Next Steps of Implementation
<u>2.</u>	Just Started	<u>MP</u>	Moderate Priority for Next Steps of Implementation
<u>3.</u>	Substantial Progress/Evidence	<u>LP</u>	Low Priority for Next Steps of Implementation
<u>4.</u>	Well Established/Maintaining		

For each item below, please write the corresponding number (1, 2, 3, 4) that best represents your Leadership Team’s response in the column labeled “Level of Implementation Status”. In the column labeled “Implementation Priority”, please indicate level of priority.

<u>INFRASTRUCTURE AND IMPLEMENTATION</u>	Level of Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
<i>Efficient Use of Resources</i>						
11. The established SBLT has well-defined roles (e.g., facilitator, note-taker, time keeper...).						
12. Data are used to conduct needs assessment. Needs and barriers are prioritized.						
13. There is a focused school improvement/action plan that is aligned with school-wide priorities. The plan has goals that are prioritized, supported, implemented and monitored.						
14. There is alignment between the school-wide priorities and the necessary support structures (e.g., resources, professional development and commitments).						
15. Professional development is closely aligned with school-wide priorities and goals. The focus is on practices and instructional strategies rather than programs.						
16. The SBLT optimizes the use of resources (e.g., budget, staff, schedule, meetings, etc.) and works relentlessly to ensure that all students learn at high levels.						
17. The schedule is optimized to provide flexibility, adequate time for planning, instruction, practice, collaborations, and coordination of services.						
18. There is careful and purposeful use of the problem-solving framework to integrate school improvement efforts and to strengthen classroom instruction (curriculum, instruction, assessment).						

<b><u>INFRASTRUCTURE AND IMPLEMENTATION</u></b>	<b>Level of Implementation Status (1-4)</b>			<b>Implementation Priority (HP, MP, LP)</b>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<i>Comprehensive Data System</i>						
19. A data system is used to maintain, display, summarize, and report data on school, department, grade and student performance.						
20. Common assessments aligned to the standards are developed, administered and collected.						
a. Common assessments are administered several times per year						
b. Common assessments are administered to all students at or around the same time						
c. Common assessments results are used in problem-solving meetings						
21. Benchmark assessment data are available to staff, in a timely manner, and results are used for continuous improvement.						
22. School-wide data and benchmark assessments are used to evaluate the effectiveness of core academic systems (i.e., overall and subgroups) and to modify plans accordingly.						
23. Data sources are used to identify students for whom core instruction is insufficient and need academic supplemental/targeted interventions to get back on track.						
24. Data are used to group students for group interventions in ways that optimize learning and maximize resources.						
25. Data sources are used to evaluate the effectiveness of Tier II academic intervention systems. Students for whom supplemental/targeted interventions are insufficient are identified in a timely manner.						
26. Diagnostic data are used to inform instructional practices for at-risk students.						
27. More frequent progress monitoring data are collected and used to evaluate RtI for students receiving Tier II/Tier III levels of support and to make changes as necessary (e.g., move, fade, re-group, intensify).						

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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<i>Meeting Structures/Use of Problem Solving Framework</i>						
28. The SBLT meets regularly –at least monthly- to discuss consensus, infrastructure and implementation issues.						
29. The SBLT gathers input from parents and students, as appropriate.						
30. The SBLT meets to evaluate Tier I effectiveness. Results are used for continuous improvement (e.g., reducing and/or eliminating barriers, creating an infrastructure to accomplish desired outcomes, organizing resources in direct proportion to needs).						
31. The SBLT analyzes the instructional feedback data and uses the data to determine professional learning needs. Feedback data are shared with the staff. The staff helps develop additional professional development and coaching strategies.						
32. Teachers have sufficient and protected time for grade-level/team/department planning and collaboration. Teachers meet regularly to share best practices, analyze evidence of student progress and proficiency, and continuously improve instruction.						
33. Grade-level/team/departments work effectively and regularly design, observe, reflect, and evaluate Tier I and II instructional practices (Lesson Study).						
34. Grade-level/Dept level teams have identified facilitators who are trained in problem-solving/strategic planning.						
35. School/Grade/Team/Dept. meetings utilize problem-solving (4-step problem-solving and strategic planning).						
a. Teams engage in collaborative problem-solving for Tier I academic systems in order to promote continuous improvement.						
b. Teams engage in collaborative problem-solving for Tier II academic systems to identify common problems and solutions.						
c. Teams engage in collaborative problem-solving for Tier III academic and behavior concerns.						

<b><u>INFRASTRUCTURE AND IMPLEMENTATION</u></b>	<b>Level of Implementation Status (1-4)</b>			<b>Implementation Priority (HP, MP, LP)</b>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b><i>High Quality Instruction and Intervention</i></b>						
36. The school staff has identified essential learning standards, big ideas, bodies of knowledge and dispositions.						
37. Grade-levels/Depts utilize district/local curriculum maps, pacing guides, and test specification.						
38. Processes ensure that curriculum is articulated across grade levels.						
39. Lessons follow a Gradual Release of Responsibility Model:						
a. A clear “think aloud”, explicit modeling, heavily guided practice or other form of clear mini-lesson; examples and step-by-step processes are thoughtfully planned and tightly delivered.						
b. The teacher regularly checks for understanding during guided practice so that students transition to independent practice when they are ready.						
c. Students have ample, successful opportunities for active learning so that they get to practice the aim independently. The YOU activity should be at the same difficulty level as the WE activity so that complexity doesn’t increase while support decreases. The teacher moves around the classroom constantly during independent practice to assess mastery and provide individual help.						
40. There is evidence of differentiated instruction to better meet the needs of diverse learners. All students have access to a rigorous curriculum and instruction is differentiated to meet the needs of both struggling and advanced students.						
41. Lessons are interactive and make maximum and effective use of time.						
42. The school master schedule has time allotted for students to receive additional/supplemental <b>academic</b> instruction with fidelity.						
43. The special and the general education academic programs are integrated.						

44. Fidelity of implementation is measured and documented.						
a. Tier I						
b. Tier II						
c. Tier III						

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