

## PS/RtI Year 3 Expectations

### 1. School Based Leadership Teams (SBLT)/Additional Teams

1. Representative SBLT is maintained (Every Ed included, at least two general education teachers with one specific to target grades)
2. Roles of team members are defined and updated (e.g., facilitator, recorder, time keeper, etc.)
3. Professional development and coaching supports are provided to new SBLT members
4. Team and meeting norms are reviewed at least once
5. Regular monthly meetings are scheduled
6. Areas of focus and goals for PS/RtI leadership meetings are developed (determine what the team should know, understand, do relative to PS/RtI, creating a guided plan for sequence of meetings, agendas, and action plans)
7. Administration independently facilitates SBLT meetings with support; visibly supports the team and actively communicates and demonstrates the value and importance of the process
8. As part of the team's gradual release of responsibility, targeted grades will have two trained facilitators that will independently facilitate grade-level meetings (e.g., prepare Tier I, Tier II and relevant Tier III data, facilitate each step of problem solving, etc.)
9. Grade level teams, departments, committees, and instructional teams continue developing as Professional Learning Communities (PLCs) aligned and connected with RtI
10. SBITs meet and engage in problem-solving to address the needs of individual students; this team includes general education and special education representation.

### 2. Consensus/Compelling Why's Are Established

1. School-wide needs are identified/updated based on new data
2. Continue developing faculty awareness of academic and behavioral needs
3. Administration will coordinate and provide presentations providing the rationale for PS/RtI with entire staff. Presentations to communicate Tier I & II data continue, separate meetings occur to discuss academic and behavior data; framework is expanded to additional grade levels/departments when appropriate
4. Connections with existing systems and initiatives are made; integrate new trainings/initiatives into PS/RtI framework (maintain the focus on RtI activities rather than moving to the "next new thing")
5. Continue aligning mission statement, core values/school wide beliefs
6. Continue promoting and deepening the rationale for school-wide focus (including PS/RtI) with staff through small and large group presentations throughout the year
7. Promote consensus and the rationale for Tier III problem solving and intensive intervention supports for a small amount of high risk students

8. Teams will be able to identify the school's top priorities and understand the rationale for the priorities
9. Opportunities to communicate data in vertical meetings will be provided (including receiving and exit meetings at the beginning and end of the year)

**3. General PS/RtI Knowledge**

1. Within SBLT and targeted grade level teams, big ideas of RtI are understood and can be fluently communicated (e.g., four steps of problem-solving, definition of RtI, school improvement initiative, all students can learn, core principles)
2. Big ideas of RtI are communicated to other stakeholders through small and large group presentations throughout the year
3. Problem-solving modules are provided by the SBLT to instructional staff.

**4. Problem-Solving is Used as a Way of Work**

1. Time is designated for team(s) to discuss Tier I/II/III issues (based on data) for multiple grade levels/academic areas
2. Students are identified for Tier II and Tier III problem-solving based upon level of student risk (i.e. Data Referrals)
3. Problem solving occurs at least once after each benchmark assessment period. Analysis of data indicates the focus of problem-solving (i.e., Tier I/II)
  - i. Problem ID
  - ii. Problem analysis
  - iii. Instruction/intervention development
  - iv. Response to instruction/intervention
4. Problem-solving occurs for at-risk groups of and individual students more frequently
5. Teams will maintain appropriate documentation of each step of problem-solving including fidelity of instructional practices and student outcomes at Tiers I, II and III

**5. Infrastructure**

1. Resource inventories are drafted for multiple academic/content/behavior areas across multiple grade-levels that include:
  - i. Assessment
  - ii. Instruction
  - iii. Problem-solving
  - iv. Professional Development
2. By the end of the year,
  - i. Assessment
    1. Screening/Benchmarking: Schools will have selected multiple common assessments that link to desired outcomes, and an agreed schedule of administration for selected grade levels

2. Progress-Monitoring: Schools will identify tools to progress monitor groups and individual student performance. Tier II and Tier III data might be either more frequent and/or skill specific.
  3. Diagnostic: Data are collected to confirm/disconfirm research-based hypotheses with an ultimate goal of informing instruction
  4. Treatment Fidelity: Teams will be responsible for identifying multiple methods of collection instruction/intervention fidelity information. Fidelity data will be used to evaluate the effectiveness of response to intervention/instruction.
- ii. By the end of the year schools will use Tier I/II/III materials, human resources, instructional routines, and schedules to ensure a guaranteed and viable core instruction for the selected grade levels
  - iii. Problem-Solving:
    1. Schools will select meeting structures in which Tier I/II/III discussions will occur, identify assessments to utilize during meetings, and who will facilitate
    2. Schools will maintain documentation to ensure problem-solving fidelity
  - iv. Professional Development:
    1. The team will update a professional development matrix/plan matched to the school's top priorities.

## 6. Professional Development (PD)

3. SBLT members attend scheduled PD sessions
4. SBLT members complete skill assessments and practice during PD sessions
5. SBLT members complete homework
6. School-based administration attends all PD sessions
7. New SBLT members will receive supplemental PD supports as needed

## 7. Evaluation

1. Overall RtI Implementation
  - v. P-SAPSI
  - vi. Behavior evaluations (required if PBS training has been completed)
    1. Benchmarks of Quality
    2. PBS Implementation Checklists
2. Problem Solving
  - vii. Problem-Solving Rubric
3. Available optional assessments
  - i. Benchmarks for Advanced Tiers (BAT) - behavior
  - ii. PLC Continuum (from Learning by Doing) - problem solving