

School-wide Assessment Tool for an RtI Model

Core Principle of RtI	School Improvement Framework	Indicators of Core Principle	Evidence	Level of Implementation 5 – Established 3 – Emerging 1 – Not in Place
<p>I. We can effectively teach all children</p> <p>It is possible to effectively teach all children by selecting appropriate systems and processes based upon the identification of curricular, instructional and environmental conditions that impact learning.</p>	<p>Strand I: Standard 3: Benchmark B: Key Characteristic 2:</p> <p>Strand II: Standard 2: Benchmark A: Key Characteristic 1:</p> <p>Strand I: Standard 1: Benchmark A: Key Characteristic 3:</p> <p>Strand II: Standard 2: Benchmark A: Key Characteristic 2:</p> <p>Strand I: Standard 2: Benchmark A: Key Characteristic 2:</p> <p>Strand II: Standard 3: Benchmark A: Key Characteristics 1,2,3,4,5:</p> <p>Strand III: Standard 2: Benchmark B: Key Characteristic 1:</p> <p>Strand IV: Standard 1: Benchmark B: Key Characteristic 2:</p>	<p>A. The building has committed to an ongoing, collaborative, and data-based decision-making model to ensure that all children learn as articulated in NCLB</p> <p>B. The core curriculum is delivered to all students by all teachers in the general education setting and monitored for integrity of implementation</p> <p>C. The building assures that the written core curriculum is aligned across content and grade levels and can be articulated by all instructional personnel</p> <p>D. Classroom instructional practices are planned, differentiated, and accommodated to meet the needs of all learners</p> <p>E. Positive Behavior Support (PBS) strategies are incorporated at the building, classroom and individual student levels to support an effective environment conducive to learning</p> <p>F. The building uses a system to allocate resources necessary for all children to learn. (i.e. equipment time, space and personnel)</p> <p>G. Professional development is provided to ensure that instructional personnel have the necessary skills to implement the core curriculum and research based instructional/behavioral interventions</p> <p>H. Parents and families are actively involved in student learning and progress</p>	<p>Teaching for Learning Assessment Data Reporting & Use Informs Curriculum and Instruction</p> <p>Teaching for Learning Instruction Planning Content Appropriateness</p> <p>Teaching for Learning Curriculum Aligned, Reviewed & Monitored Articulated Design</p> <p>Teaching for Learning Instruction Planning Developmental Appropriateness</p> <p>Leadership Shared Leadership School Culture & Climate Learning Focused</p> <p>Leadership Operational & Resource Management Resource Allocation</p> <p>Personnel & Professional Learning Professional Learning Content & Pedagogy Uses Best-Practices</p> <p>School & Community Relations Parent/Family Involvement Engagement Extended learning Opportunities</p>	