

# School-wide Assessment Tool for an RtI Model

Core Principle of RtI	School Improvement Framework	Indicators of Core Principle	Evidence	Level of Implementation		
<b>IV. Use a problem-solving model to make decision within a multi-tier model</b>  To design instructional strategies and monitor instructional effectiveness, an effective problem-solving process enlists a circular pattern that begins with defining and analyzing the problem. Once this occurs, a plan is developed and implemented with continuous evaluation of the effectiveness of the plan.	Strand III: Personnel & Professional Learning Standard 2: Benchmark A: Key Characteristic 1: Staff Collaboratively Analyze Student Work  Strand III: Personnel & Professional Learning Standard 2: Benchmark A: Key Characteristic 1: Staff Collaboratively Analyze Student Work	<b>A.</b> The building utilizes a problem-solving model to design and evaluate effectiveness of instruction at each tier. The problem-solving model includes a continuous process to: (A) Define problem, (B) Analyze the data, (C) Develop a plan, and (D) Evaluate  <b>B.</b> The building supports use of the problem-solving model by: <ul style="list-style-type: none"> <li>• Training all staff in the problem-solving model</li> <li>• Identifying a team with appropriate expertise and stakeholder representation at each level (school, grade, individual) to implement the problem-solving model</li> <li>• Monitoring the integrity and effectiveness of the problem-solving team</li> </ul> <b>C.</b> Problem-solving teams use a variety of data (e.g. CBM, functional behavior assessments, standardized, informal) to ensure alignment between instructional/behavioral need and intervention  <b>D.</b> A process exists to guide the problem-solving team in determining when a student should be evaluation for a suspected disability		5	3	1
				5	3	1
				5	3	1
				5	3	1

Level of Implementation  
 5 – Established  
 3 – Emerging  
 1 – Not in Place