Response to Intervention (RtI) Implementation Rubrics: Introductory Information
Colorado Department of Education

Objectives

1. **Context of RtI**
2. Development and purpose
3. How to use the tools
4. Gather feedback
**Anger Management**

**Problem Solving**

**RtI Continuum of Support for ALL**

**Attendance**

**Adult Relationships**

**Social Skills**

**Cooperative Skills**

**Peer Interaction**

**Label behaviors, not people!**

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**Intensive Level**
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and Diagnostic Assessment.

**Targeted Level**
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

**Universal Level**
ALL students receive research-based, high-quality general education that incorporates ongoing universal screening, progress monitoring, and preventive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
RtI Continuum of Support for ALL

Label behaviors, not people!

Building Shared Language
Leadership includes creating a clear vision & commitment, inspiring growth, promoting systemic changes, committing resources, and supporting problem-solving.

A Curriculum is an organized plan designed to meet or exceed state standards, and Instruction is designed to ensure all students master these goals.

The Problem-Solving Process involves creating a collaborative culture in which the PS model is used. The PS model is a 4-step model used to solve identified concerns at the universal and individual student levels.

Family and Community Partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.

A Positive School Climate is an environment that is proactive, safe, and culturally responsive.

Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior.
Objectives

1. Context of RtI
2. Development and purpose
3. How to use the tools
4. Gather feedback

CDE Cross Unit Team
Process for Rubric Development

Winter and Spring 2010:
- Assigned components to writing teams and each team wrote drafts for the rubrics
- Developed guidelines and definitions for 6 components, and definitions for rubric growth stages
- Symposium for Systems Change to gather initial feedback

Summer 2010:
- Incorporated feedback from symposium into rubrics
- Each team reviewed component from school-level and classroom-level with lead person
CDE Cross Unit Team
Process for Rubric Development

Fall 2010:
- Met with each component team to develop district-level and classroom-level rubric
- Incorporating updates into guidebook
- Ensuring “fidelity with flexibility” in rubrics

Winter 2011 to end of school year:
- Sharing rubrics with 8 districts from Symposium with plan for support from CDE and for gathering feedback
- Jan 2011: Sharing school-level with rest of state
- Update/refine rubrics during the Summer 2011

What is Fidelity of Implementation
- The extent to which an intervention or approach (RtI) is implemented as it was intended or designed.
- How RtI is being implemented in a classroom, school, district, or state.

(Coleman, 2009)
Fidelity with Flexibility

- Circumstances, conditions, and needs vary from site to site so the implementation of any approach would also vary.
- How can we take this into account when we design fidelity measures?

(Coleman, 2009)

Why Flexibility

- Respects professionals
- Honors context and circumstance
- Facilitates adaptive innovations
- Develops ownership
- Integrates practice within context
- Builds sustainability

(Coleman, 2009)
Balancing Fidelity and Flexibility

- Being descriptive vs. prescriptive
- Identifying key anchors of practice
- Setting goals that allow for multiple pathways
- Recognizing natural flex points

(Coleman, 2009)

Purposes of Tools

1. An informational resource (blueprint, roadmap).
Purposes of Tools

2. Way to measure implementation
   - How close is your site to the Optimizing stage?

3. Reflect on practice and assist with action-planning
   - Where to go next
   - What to focus on
A closer look at the School-Level

RII IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

The RII Implementation Rubric is a set of rubrics that serve as an overview of implementation for Response to Intervention (RTI) and as a guide for school and district-level leaders. Each rubric describes what RTI looks like across the 6 components of RII, i.e., problem solving, curriculum & instruction, assessment, leadership, family & community partnering, and school climate, and across 4 growth stages (i.e., emerging, developing, operationalizing, optimizing).

The purpose of the rubric is to:
1. serve as an informational resource (i.e., blueprint, roadmap of RII implementation)
2. measure fidelity of RII implementation
3. assist with planning for an action plan or school improvement plan

Growth stages:
- Emerging: The goal of this stage is to build consensus and buy-in for RII Implementation.
- Developing: This stage involves designing the infrastructure to implement RII.
- Operationalizing: During this stage, the school implements the structures that were designed during the developing stage and seeks to build efficiency and fidelity.
- Optimizing: Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each component has a list of anchors and guiding questions on the far left column. For the sake of consistency, each component has the same number, and each component:
- Structure: the pieces of an RII model that are static and do not necessarily change (e.g., structure of a team).
- Process: the pieces of an RII model that are fluid and involve interactions among the structures.
- Professional Development: The skills taught to staff and how the skills are monitored and used.

Directions:
1. Determine if you’re going to focus on component, several, or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site.
4. Once you have completed steps 1–3, you need to identify the level of implementation.
5. Identify desired level of implementation.
6. Compute the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Leadership</th>
<th>Problem Solving</th>
<th>Curriculum and Instruction</th>
<th>Assessment</th>
<th>Positive School Climate</th>
<th>Family and Community Partnering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emerging</td>
<td>Developing</td>
<td>Operationalizing</td>
<td>Optimizing</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions:
1. Remove arrows from envelope.
2. Place the correct arrow (definition) pointing at the correct area on the template.
A closer look at the School-Level

**Anchors & Guiding Questions**

Pieces developed and put in place that are static (*teams, curriculum, etc*)

The moving parts (overlaps and interacts with Structures), *(guidelines to receive interventions, use of px-solving, etc)*

Skills taught and structure of PD
### Assessment Rubric

#### Anchors and Guiding Questions

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are the 4 purposes of assessments understood and used by the staff?</td>
</tr>
<tr>
<td>2. How is a decision-making protocol created for the staff?</td>
</tr>
</tbody>
</table>

#### Professional Development (PD):

| 6. How is PD provided to support an effective, sustainable student-centered assessment system? |

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#### A closer look at the School-Level

**Assessment**

Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. A complete assessment system within PDI includes procedures to: (1) screen students for identifying those at risk; (2) use diagnostic assessments to determine factors contributing to student risk; (3) use formative assessments (progress monitoring) to monitor the effect of instruction; and (4) use summative assessments to measure outcome-based decisions about mastery of skills and standards.

**Implementation Rubric: School-Level**

<table>
<thead>
<tr>
<th>Anchors and Guiding Questions</th>
<th>Emerging</th>
<th>Developing</th>
<th>Building Infrastructure</th>
<th>Optimizing</th>
<th>Sustaining Consistency</th>
<th>Optimizing</th>
<th>Innovating and Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are the 4 purposes of assessments understood and used by the staff?</td>
<td>collaboratively reflect on how current assessments and their reliability and validity</td>
<td>School leadership issues a decision-making protocol that includes:</td>
<td>School leadership issues a decision-making protocol for:</td>
<td>Staff engage in assessments and follow the guidelines of the assessment. Assessments are:</td>
<td>collaboratively and systematically evaluate and adjust their assessment practice in an effort to have accurate and reliable data that informs instruction. Staff evaluate assessment tools for their content validity, evidence, and other rigorous and developmentally appropriate tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How is a decision-making protocol created for the staff?</td>
<td>School leadership outlines a decision-making protocol that includes:</td>
<td>when to assess students;</td>
<td>School leadership outlines a decision-making protocol for:</td>
<td>School leadership and staff regularly evaluate the adherence to and effectiveness of their decision-making protocol. They receive the protocol in an effort to define and use it to improve their instructional practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How is the data manager and assessed?</td>
<td>School leadership has established a data management system for tracking and reporting both student achievement and behavior. School leadership outlines a decision-making protocol for:</td>
<td>the frequency of progress monitoring;</td>
<td>School leadership outlines a decision-making protocol for:</td>
<td>When the parameters of the protocol are used appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Emerging: Establishing Consensus

- Building consensus for implementation and an understanding of why schools may choose to implement RtI.
  - Includes taking stock of current practices and knowing what it takes to implement (skills, time, resources, etc).

- What is RtI? Do we need a change in practices?
- I don’t understand why we have to do things differently.
- What types of processes are currently in place that are working?
- This sounds like another thing that will come and go. Just ride it out.

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial discussions on RtI</td>
<td>All staff understand what RtI is</td>
</tr>
</tbody>
</table>
Developing: Building Infrastructure

**Capacity** for implementation is developed by creating support structures and systems to implement RtI.

- Assessment tools are selected, teams are created, alignment with other teams is examined, master schedule, etc.
- *Figuring out the “what and the how”*

- We understand the triangle, but how do you do it?
- What interventions and assessments are schools using?
- How do students move into different tiers?
- We are trying to figure out who can do this.

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few structures developed and in place</td>
<td>All structures in place and understood</td>
</tr>
</tbody>
</table>
Operationalizing: Gaining Consistency

- Sites implement previously-agreed upon structures and work to build **consistency**.
- Focus on implementation and getting everyone on the same page. Minor adjustments are made to the process (e.g., forms are updated, changes to schedules, learning new interventions, moving PLC times, etc)

- Using data is changing the way we approach problem-solving.
- We’re problem-solving, but we’re not consistent.
- We need to do another training on [insert RtI piece].
- We realize that our universal tier is not meeting 80% of our students’ needs; it’s not just about interventions.

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff is inconsistent with process</td>
<td>Staff uses all processes; complete fidelity</td>
</tr>
</tbody>
</table>

Operationalizing

RtI IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

<table>
<thead>
<tr>
<th>Anchors and Guiding Questions</th>
<th>Emerging*: Establishing Consensus</th>
<th>Developing: Building Infrastructure</th>
<th>Operationalizing: Gaining Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures:</td>
<td>Staff collaboratively learn the 4 assessment purposes within an RtI framework and understand the need for various types of assessments: (1) universal screening &amp; benchmarking (2) diagnostic/prescriptive assessment (3) formative evaluation (progress monitoring) (4) summative evaluation (outcome)</td>
<td>School leadership and/or staff collaboratively reflect on their current assessments and their relevance. They select measures for the 4 assessment purposes/types for all content areas and for academic, social/emotional, and behavioral skills. Selected tools are: - reliable, valid, accessible - culturally, linguistically, and developmentally appropriate</td>
<td>Staff engages in assessments with fidelity and uses: - screenings to identify students who are at risk 3-4 times/year - diagnostics to pinpoint why a student is at-risk - formative assessments to monitor growth - summative assessments to determine outcomes</td>
</tr>
</tbody>
</table>
Optimizing: Innovating & Sustaining

- RtI implementation is **embedded** into daily routine and is integrated throughout the site. Changes to the model or process are made when data indicates a need to do so.
  - Are we effective as a school? As a grade-level?

- What does our data tell us?
- We’ve been doing this for awhile, but we have more work to do.
- We have some growth here, but how can we get more growth?
- We seek ways to adapt and adjust our teaching methods each year as our student population changes.
- We continually reflect on our practices through the use of data and inquiry.

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice is the “norm”</td>
<td>Making adjustments based on data to be more effective</td>
</tr>
</tbody>
</table>

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Optimizing

**ASSESSMENT**
Assessment is the ongoing process of educators to (1) screen students monitoring to monitor the effects

**Anchors and Guiding Questions**
Structures:
1. How are the 4 purposes of assessments understood and used by the staff?

**Optimizing: Innovating and Sustaining**
School leadership and/or staff collaboratively and systematically evaluate and adjust their assessment practices in an effort to have accurate and useful data that informs instruction. Staff evaluates assessment tools for their continued value, usefulness, and cultural, linguistic, and developmental appropriateness.
First/Last Turn

1. Read the remainder of the Assessment Rubric individually and highlights 2 items that are noteworthy to you.
2. In turn share one of your items but do not comment on it.
3. Group members comment- in round-robin fashion- about the item (without cross-talk).
4. The initial person who named the item share his or her thinking about the item and takes the last turn, making the final comments.
5. Repeat the pattern around the table (everyone should have a turn as the “initial person”).

Objectives

1. Context of RtI
2. Development and purpose
3. How to use them
4. Gather feedback
Purposes of Tools

- Way to measure implementation
- Reflect on practice and assist with action-planning

The Review Process
Evaluating your site's systems and practices in order to plan for next steps with RtI implementation. Includes an open discussion and analysis, with collaboration and input from multiple stakeholders.
Food for thought...

Page 10 in guidebook:
- You can be in two different growth stages across components or within a component.
- You don’t have to read each component each time.
- Discuss the information as a group/team.
- These are not direct guides or a “how to”.
- If two cells describe your site, consider how you will reflect this. (Highlight the sentence in each square that best describes your site, select the one to the left, etc.)

Summary Sheet

RII IMPLEMENTATION RUBRIC: SCHOOL-LEVEL

<table>
<thead>
<tr>
<th>Component</th>
<th>12-10-10</th>
<th>5-23-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td><img src="image" alt="Leadership Status" /></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td><img src="image" alt="Problem Solving Status" /></td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td></td>
<td><img src="image" alt="Curriculum and Instruction Status" /></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td><img src="image" alt="Assessment Status" /></td>
</tr>
<tr>
<td>Positive School Climate</td>
<td></td>
<td><img src="image" alt="Positive School Climate Status" /></td>
</tr>
<tr>
<td>Family and Community</td>
<td></td>
<td><img src="image" alt="Family and Community Status" /></td>
</tr>
</tbody>
</table>

Scoring Summary: Place an X along the continuum to indicate your site’s level of implementation. Date when you reviewed the rubric and use a different color for each date reviewed.
Additional Items

- Guidebook
- Classroom-Level
- District-Level

Guidebook

TABLE OF CONTENTS:

- Introduction and Purpose
- Structure of the RtI Implementation Rubrics
- Use of the RtI Implementation Rubrics
  - Using the Implementation Rubrics as a Measure of Fidelity
  - Using the Implementation Rubrics for Planning and School Improvement
- The Review Process
- Frequently Asked Question
District-Level

LEADERSHIP
Leadership refers to the activities of leaders, and includes:
- creating a clear vision and commitment to the RIIT process
- inspiring, facilitating, and monitoring growth & improvement, along with holding high standards for everyone
- producing the essential components of RIIT & the significant systematic changes needed to implement RIIT with fidelity
- committing resources, time, & energy to building capacity & sustaining the momentum needed for change
- supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships

<table>
<thead>
<tr>
<th>Key Anchors and Guiding Questions</th>
<th>Emerging/Establishing Consensus</th>
<th>Developing/Building Infrastructure</th>
<th>Operating/Operating/Gaining Consistency</th>
<th>Optimizing/Innovating and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures:</td>
<td>District personnel discuss the need for a change in practices. An understanding of RIIT’s rationale, definition, and general education purpose is understood.</td>
<td>A district leadership team and/or coordinator is formed that is responsible for scaling up RIIT. Duties include, but are not limited to:</td>
<td>Leadership team meets on a regular basis and works through the action plan or goals of district-level RIIT implementation. Team works with stakeholders, schools, and families to achieve goals.</td>
<td>Leadership team continually refining RIIT implementation as it analyzes data from students, families, and schools on the models effectiveness.</td>
</tr>
<tr>
<td></td>
<td>District administrators understand the need for RIIT and understand it in a 3-5 year implementation process.</td>
<td>District administrators, faculty, and families draft a vision statement for RIIT implementation. The district commits to a three-tiered model for academics, behavior, and social-emotional support for all students.</td>
<td>District administrators and faculty share the vision statement, align district policies with the RIIT vision to support student success, implement and support RIIT district-wide.</td>
<td>Administrators, faculty, and board actively participate in a systemic, culturally-responsive RIIT model. Data on its effectiveness is regularly analyzed to improve RIIT implementation and effectiveness.</td>
</tr>
<tr>
<td>Processes and Procedures:</td>
<td>District stakeholders and departments examine current roles and responsibilities.</td>
<td>Leadership team facilitates or creates jobs to support RIIT implementation.</td>
<td>Leadership team and district stakeholders work with schools to embed and sustain the process.</td>
<td>New roles and job duties are first established and part of the routine.</td>
</tr>
</tbody>
</table>

Classroom-Level

FIDELITY OF IMPLEMENTATION TOOLS: CLASSROOM-LEVEL RUBRIC

This rubric is designed to serve as a general blueprint of what RIIT looks like at the classroom-level. All 4 components of RIIT (assessment, problem-solving, curriculum & instruction, and school climate) are described across the 4 fidelity phases (emerging, developing, operating, and optimizing). Each row or column can be used to gain an understanding of the major pieces of RIIT at the classroom-level.

Components and Factors | Emerging/Establishing Consensus | Developing/Building Infrastructure | Operating/Operating/Gaining Consistency | Optimizing/Innovating and Sustaining |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership:</td>
<td>Each teacher understands that RIIT is a 3-5 year process of implementation; understands why RIIT is being implemented, and commits to the implementation process.</td>
<td>Each teacher is aware of an overview to give input or to provide feedback to leadership as a preparer for implementation.</td>
<td>Each teacher collects data on implementation to provide feedback to leadership. Each teacher or grade-level team communicates with leadership or has a clear process for feedback.</td>
<td>Each teacher reflects on implementation and works collaboratively with leadership to refine and improve the RIIT system and the implementation process.</td>
</tr>
<tr>
<td>Problem-Solving:</td>
<td>Each teacher has a solid understanding of the RIIT model and why it is best practice. Each teacher reflects on how they have intentionally learned and connected to a few problems are defined within a problem-solving model.</td>
<td>Each teacher has agreed to participate on a PD team(s) to problem-solve for individual students and for grade-level/content. Each teacher/development team has representation on a team for school-level problem-solving.</td>
<td>Each teacher regularly meets with colleagues to examine data for individual students and for groups of students. Teacher teams meet with individual RIIT teams to identify effectiveness of universal instruction.</td>
<td>Teachers collect data and provide feedback to school teams on the effectiveness of the problem-solving process and of instructional interventions.</td>
</tr>
</tbody>
</table>

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Connecting the Dots…

Colorado Academic Standards
Colorado English Language Proficiency...
RtI/PBIS
Unified Improvement Planning
New Summative, Formative & Interim...
School & District Improvement
Gifted Education
Prepared Graduate Competencies
Special Education
Unified Improvement Planning

Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to put specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two:

- Required reports: At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/schoolPerformanceIndex.asp), including (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summary, and (4) Post Secondary Readiness data.
- Suggested data sources. Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Local Demographic Data</th>
<th>School Processors Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local outcomes and interim assessments</td>
<td>Student characteristics, including poverty, language proficiency, ELL, migrant status</td>
<td>Comprehensive evaluations of the school, e.g., SST</td>
</tr>
<tr>
<td>Student work samples</td>
<td>School mobility rates</td>
<td>Instruction (time and consistency among grade levels)</td>
</tr>
<tr>
<td>Classroom environments (type and frequency)</td>
<td>Staff characteristics (e.g., experience, attendance, turnover)</td>
<td>Student academic interventions available to students</td>
</tr>
<tr>
<td>Student work samples</td>
<td>School organization, structure, and leadership</td>
<td>School and district data source(s)</td>
</tr>
<tr>
<td>Classroom environments (type and frequency)</td>
<td>Staff characteristics (e.g., experience, attendance, turnover)</td>
<td>Professional development structure</td>
</tr>
</tbody>
</table>

Step Two: Analyze Trends in the Data and Identify Priority Needs
After analyzing the data, the team should look for trends and identify priority needs. This involves identifying both positive and negative trends in each of the key performance indicators (e.g., academic achievement, academic growth, on-time graduation, and secondary readiness). The summary provided in Part II, Table 1, on page 46, will provide some class on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggested above) should

Data Narrative for School

Section IV: Action Plan(s)

This section focuses on the "plant" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, which you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section II, although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have been determined by the state and may be found on the CDE website at www.sde.ca.gov/curriculum/operatingGuidelines/operatingGuidelines.html. Each marker and labeled sub-marker goal may be used as a school's annual performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified in the need for additional attention in section II (data analysis and trend analysis). Finally, the major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

<table>
<thead>
<tr>
<th>Measure/ Metrics</th>
<th>2009-10 Target</th>
<th>2010-12 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AYP/ K</td>
<td>88% of all students and of such disaggregated group will be tested and above OR will show a 10% improvement in percent of students scoring proficient.</td>
<td>94% of all students and of such disaggregated group will be tested and above OR will show a 10% improvement in percent of students scoring proficient.</td>
</tr>
</tbody>
</table>
Family & Community Partnership

- Read the first row together.
  - What data or information do you have that can help you determine your growth stage on this question?
  - What actions or steps do you need next to move “to the right”?

- Continue through this component as a team. Use the “Notecatcher” to write down your thoughts.

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**Action Planning Worksheet**

Questions: Based on your data analysis in Section II, what are the next steps that you will address through your action plans and how will you identify a major improvement strategy? For each major improvement strategy identified in Section II, articulate the next steps that you will address through your action plans.

<table>
<thead>
<tr>
<th>Description of Action Steps to Implement the Major Improvement Strategy</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Resources (Personnel, Funding, State, Federal)</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Not required for state or federal requirements. Completion of the “Key Personnel” column is optional for schools.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (own at least one):
- School Plan under State Accountability
- Title I or School Improvement Grant
- Title I or Schoolwide or Targeted Assistance Plan Requirements
- School Improvement Grant

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Root Cause(s) Addressed

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Discussion

- How do you envision using this?
- What are some ways to introduce this to your school/site?
- Who needs to be involved?
- Timelines?
- Any potential barriers?

Objectives

1. Context of RtI
2. Development and purpose
3. How to use the tools
4. Gather feedback
Information we would like

- Initial Data Collection form
  - Social validity—is it user friendly
  - Validity of rubric—does it capture RtI
  - General comments
- Follow-up Data Collection form
  - Social validity—did you use it
  - Validity of rubric—did it capture your practices
  - Amount of use
  - General comments

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For more resources:
www.cde.state.co.us/rti