

## Response to Intervention: Duval District Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the district level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

RATING SCALE		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

### Component 1: Consensus Building

Step	Implementa tion Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop an action plan to facilitate the sharing of information and the building of districtwide consensus to support Rtl.</b>		
<b>Step 1:</b> Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.	Implementation rating: 1	District-identified Rtl Team composed of representation from: <ul style="list-style-type: none"> <li>Exceptional Education/Student Services (Intervention and School Psychology)</li> <li>Guidance</li> <li>ESOL</li> <li>Alternative Education and Behavioral Support</li> <li>Instructional Research and Accountability</li> <li>Content Areas – Math, Reading</li> <li>Title I</li> <li>Schultz Center</li> <li>Cluster Administrators</li> </ul> Other stakeholders invited: <ul style="list-style-type: none"> <li>Duval Teachers United</li> <li>University of North Florida College of Ed.</li> </ul> Other internal and external stakeholders have been identified for future training/information

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>sessions:</p> <p>INTERNAL</p> <ul style="list-style-type: none"> <li>• School Board</li> <li>• Administrative Leadership Team</li> <li>• Schultz Center</li> <li>• Principals</li> <li>• Assistant Principals</li> <li>• Counselors</li> <li>• Instructional Coaches</li> <li>• Teachers</li> <li>• Paraprofessionals</li> <li>• Media Specialists</li> <li>• District Departments</li> </ul> <p>EXTERNAL</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• District Advisory Council</li> <li>• County Council of PTA</li> <li>• Medical Community</li> <li>• Other groups as identified</li> </ul> <p>Steps taken by District Rtl Team to build consensus:</p> <ul style="list-style-type: none"> <li>• Attended statewide trainings</li> <li>• Taken online course</li> <li>• Scheduled ongoing meetings for planning</li> <li>• Have begun training with principals</li> <li>• Surveyed principals; will survey school based leadership teams with same survey</li> </ul> <p>The District Action Plan is under development and will be complete by June 30, 2009.</p>
<b>Action 2: Provide information to internal and external stakeholders about Rtl.</b>		
<p><b>Step 1:</b> Provide information about Rtl practices. These include educational activities containing</p>	<p>Implementation Rating: 1</p>	<p>Develop training components for the various stakeholder groups identified above to include:</p> <ul style="list-style-type: none"> <li>• General overview of Rtl: definitions, research, and components</li> <li>• Connections between current practices and Rtl components, required commitments, new practices, and resources needed to implement Rtl</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p>information on the following:</p> <ul style="list-style-type: none"> <li>• the definition of RtI;</li> <li>• components of RtI;</li> <li>• research on RtI;</li> <li>• benefits of implementing RtI;</li> <li>• barriers to implementing RtI;</li> <li>• changes to be expected when implementing RtI;</li> <li>• required commitments and resources needed to implement RtI; and</li> <li>• examples of exemplars of RtI implementation.</li> </ul>		<ul style="list-style-type: none"> <li>• Tier 1 components <ul style="list-style-type: none"> <li>○ Core curriculum/ academic instruction and school-wide behavior support</li> <li>○ Review of school-wide assessment data</li> <li>○ Evidence based instructional practices</li> <li>○ Differentiation within classroom</li> <li>○ Problem-solving process</li> </ul> </li> <li>• Tier 2 components <ul style="list-style-type: none"> <li>○ Scheduling practices to provide additional instructional time for targeted groups</li> <li>○ District identified intervention resources</li> <li>○ Implementation fidelity</li> <li>○ Progress monitoring specific to implemented interventions</li> <li>○ Use of appropriate assessments</li> <li>○ Problem-solving process</li> </ul> </li> <li>• Tier 3 components <ul style="list-style-type: none"> <li>○ Scheduling practices to provide additional instructional time for targeted individual students</li> <li>○ District identified intervention resources</li> <li>○ Implementation fidelity</li> <li>○ Progress monitoring specific to implemented interventions</li> <li>○ Use of appropriate assessments</li> <li>○ Problem-solving process</li> </ul> </li> </ul>
<p><b>Step 2:</b> Establish the rationale for district adoption of RtI practices</p> <ul style="list-style-type: none"> <li>• Demonstrate how RtI systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and</li> </ul>	<p>Implementation Rating: 1</p>	<p>Stakeholders will understand how RtI systematically connects to</p> <ul style="list-style-type: none"> <li>• the Elementary and Secondary Education Act (ESEA), No Child Left Behind Act (NCLB), and Individuals with Disabilities Education Act (IDEA),</li> <li>• other federal and state statutes and regulations,</li> <li>• and is interdependent with existing district goals, mission, priorities and initiatives, and</li> <li>• district values and beliefs.</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p>regulations.</p> <ul style="list-style-type: none"> <li>• Analyze and demonstrate how RtI systematically connects and is interdependent with existing district goals, mission, priorities and initiatives.</li> <li>• Make connections to the potential impact on district values and beliefs.</li> </ul>		
<p><b>Step 3:</b> Identify internal and external partners who have a vested interest in RtI.</p>	<p>Implementation Rating: 2</p>	<p>INTERNAL</p> <ul style="list-style-type: none"> <li>• School Board</li> <li>• Administrative Leadership Team</li> <li>• Schultz Center</li> <li>• Principals</li> <li>• Assistant Principals</li> <li>• Counselors</li> <li>• Instructional Coaches</li> <li>• Teachers</li> <li>• Paraprofessionals</li> <li>• Media Specialists</li> <li>• District Departments</li> </ul> <p>EXTERNAL</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• District Advisory Council</li> <li>• County Council of PTA</li> <li>• Medical Community</li> <li>• Local colleges and universities</li> <li>• Other groups as identified</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 4:</b> Develop a communication plan:</p> <ul style="list-style-type: none"> <li>• identify who will provide the information;</li> <li>• how the information will be shared; and</li> <li>• when the information will be communicated.</li> </ul>	<p>Implementation Rating: 1</p>	<p>INTERNAL</p> <ul style="list-style-type: none"> <li>• <b>School Board</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009 at a BOE Workshop</li> </ul> </li> <li>• <b>Administrative Leadership Team</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009 at a regularly scheduled meeting</li> </ul> </li> <li>• <b>Schultz Center</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009</li> </ul> </li> <li>• <b>Principals</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: monthly at Principal Meetings</li> </ul> </li> <li>• <b>Assistant Principals</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: at a regularly scheduled meetings during 2009-10</li> </ul> </li> <li>• <b>Counselors</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: at regularly scheduled meetings during 2009-10</li> </ul> </li> <li>• <b>Instructional/Reading/Math Coaches</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• website)/ online courses available</li> <li>• When: at regularly scheduled meetings during 2009-10</li> <li>• <b>Teachers</b> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> <li>• When: ongoing</li> </ul> </li> <li>• <b>Paraprofessionals</b> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> <li>• When: ongoing</li> </ul> </li> <li>• <b>Media Specialists</b> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> <li>• When: ongoing</li> </ul> </li> <li>• <b>District Departments</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified RtI Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009</li> </ul> </li> </ul> <p>EXTERNAL</p> <ul style="list-style-type: none"> <li>• <b>Parents</b> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: Parent meetings and school communications/ website available</li> <li>• When: ongoing throughout 2009-10</li> </ul> </li> <li>• <b>District Advisory Council</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified RtI Team</li> <li>• How: via collaboratively developed power point and handouts /online courses available /website available</li> <li>• When: during the 2009-10 school year</li> </ul> </li> <li>• <b>County Council of PTA</b> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified RtI Team</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• How: via collaboratively developed power point and handouts/ website available</li> <li>• When: during the 2009-10 school year</li> <li>• <b>Medical Community</b></li> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts / website available</li> <li>• When: during the 2009-10 school year</li> <li>• <b>Other groups as identified</b></li> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts / website available</li> <li>• When: during the 2009-10 school year</li> </ul>
<b>Action 3: Examine and define district structures to support your Rtl initiative.</b>		
<b>Step 1:</b> Identify current district/central office leadership structures.	Implementation Rating:	See Appendix A <b>Need district org. chart.</b>
<b>Step 2:</b> Identify roles and responsibilities of each administrator.	Implementation Rating:	<p><b>Administrative Leadership Team will:</b></p> <ul style="list-style-type: none"> <li>• Ensure the support for and implementation of Rtl</li> </ul> <p><b>Academic Services</b> will provide support to district and schools through its departments: EE/SS, ESOL, Alternative Education Behavior Supports, Title programs, Guidance, Research and Instructional Accountability, and subject area curriculum departments:</p> <ul style="list-style-type: none"> <li>• provide data collection resources and tools</li> </ul> <p><b>Schultz Center for Teaching and Leadership will:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with district to prepare building staff to analyze data collected</li> <li>• Work collaboratively with the district to prepare building staff to evaluate the effectiveness of core academic and behavior programs</li> <li>• Work collaboratively with the district to prepare building staff to make school-wide changes and decisions</li> </ul> <p><b>Building based staff will:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to analyze data collected</li> <li>• Work collaboratively to evaluate the effectiveness of core academic and behavior</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>programs</li> <li>• Work collaboratively to make school-wide changes and decisions</li> </ul>
<p><b>Step 3:</b> Identify the current system(s) of accountability.</p>	<p>Implementation Rating: 0</p>	<p><b>Superintendent</b> will direct the Cluster Staff and Building Staff to implement and monitor RtI and provide the necessary resources to do so,  <b>Cluster Staff</b> will provide monitoring/oversight to ensure implementation of RtI procedures,  <b>District Academic Services</b> will provide evidence-based guidance and resources to ensure support for implementation of RtI  <b>Schultz Center</b> will provide professional development opportunities to support the implementation of RtI  <b>Building Administrators</b> will adopt RtI as a component of the School Improvement Plan and provide monitoring, oversight and encouragement to ensure implementation within their schools.  <b>Teachers and staff</b> will implement RtI procedures in their classrooms</p>
<p><b>Step 4:</b> Define the leadership structures, roles and responsibilities of district/central office staff and systems of accountability needed to implement RtI; modify the current system as needed.</p>	<p>Implementation Rating:</p>	<p><b>Superintendent/BOE</b> – Strategic Plan/Core Beliefs/Action Plan and Student Progression Plan  <b>Cluster Staff</b> – Differentiated Accountability Model (for targeted schools) and implementation of the district Managed Instructional System and School Improvement Plans (SIP)  <b>District /Academic Services</b> – TARGETeam Plan,K-12 Comprehensive Reading Plan, and Foundations Plans  <b>Schultz Center</b> supports all of the above with professional learning</p>
<p><b>Step 5:</b> Identify funding sources that may be used to support RtI.</p>	<p>Implementation Rating: 2</p>	<p>General Operating Funds  Title Funds  IDEA Funds  K-12 Comprehensive Reading Plan Funds  Schultz Center Funds  Grants</p>



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<p><b>Step 6:</b> Define the decisions to be made at the district level versus the building level (e.g., resource reallocation, purchasing materials.)</p>	<p>Implementation Rating: 1</p>	<p><b>District Curriculum:</b></p> <ul style="list-style-type: none"> <li>• The district will adopt the approved core curriculum based on Sunshine State Standards</li> <li>• The district will adopt an approved positive behavior support system</li> <li>• The district will create a list of approved, research-based supplemental resources/interventions in all core academic areas as well as behavior interventions</li> <li>• The district will provide an online warehouse that will contain curricula, learning schedules, assessments, and resources</li> </ul> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• The district will implement an adopted delivery model for academic instruction</li> <li>• The district will implement differentiated instruction and appropriate instructional interventions</li> <li>• The district will implement an adopted delivery model for positive behavior instruction</li> <li>• The district will provide online an additional math and reading instructional resource</li> <li>• The district will implement progress monitoring data systems to ensure instructional adjustments</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• The district will implement the state mandated assessment programs for all schools (FCAT, FAIR, CELLA, etc.)</li> <li>• The district will implement a district assessment system (benchmark, DRA 2, writing prompts, formatives, etc.)</li> <li>• The district will implement a comprehensive repository for critical data elements that will include support for progress monitoring at the teacher level</li> </ul> <p><b>Staff Development:</b></p> <ul style="list-style-type: none"> <li>• The district will be responsible for providing professional learning to support building consensus and understanding for the Rtl process</li> <li>• The district will create a Professional Development Component for master plan points</li> </ul> <p><b>School level:</b></p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• The school will implement the approved core curriculum based on Sunshine State Standards in every classroom</li> <li>• The school will implement an approved positive behavior support system school-wide</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>and in every classroom</p> <ul style="list-style-type: none"> <li>• The school will select and use district approved, research-based supplemental resources/interventions in all core academic areas as well as behavior interventions</li> <li>• The school will use, as appropriate, an online warehouse that will contain curricula, learning schedules, assessments, and resources</li> </ul> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• The school will implement and monitor the use of the district adopted delivery model for academic instruction</li> <li>• The school will implement and monitor the use of differentiated instruction and appropriate instructional interventions</li> <li>• The school will implement and monitor the use of a delivery model for positive behavior instruction</li> <li>• The school will use, as appropriate, an online additional math and reading instructional resource</li> <li>• The school will implement progress monitoring data systems to ensure instructional adjustments</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• The school will implement the state mandated assessment programs for all schools (FCAT, FAIR, CELLA, etc.) and use the information to assess learning and inform instruction</li> <li>• The school will implement a district assessment system (benchmark, DRA 2, writing prompts, formatives, etc.) and use the information to assess learning and inform instruction</li> <li>• The school will use a comprehensive repository for critical data elements that will include support for progress monitoring at the teacher level</li> </ul> <p><b>Staff Development:</b></p> <ul style="list-style-type: none"> <li>• The school will be responsible for providing professional learning to support building consensus, understanding, and implementation of the Problem Solving/RtI process</li> </ul>

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<b>Action 4: Build consensus and support from internal and external stakeholders.</b>		
<b>Step 1:</b> Discuss the resources and commitments necessary to build consensus.	Implementation Rating:	<b>Existing Resources:</b> District Rtl Team, School leadership teams, Regional Rtl Coordinator, State resources/training, All district level departments/administrators <b>Needed Resources:</b> District Level Rtl Supervisor, budget for additional resources <b>Existing Commitments:</b> Training for stakeholders
<b>Step 2:</b> Identify the level of agreement or consensus needed to proceed with Rtl.	Implementation Rating:	Action by School Board District Executive Staff, and DTU to support full implementation of the Rtl structure
<b>Step 3:</b> Document agreements in writing.	Implementation Rating:	Student Progression Plan, K-12 Comprehensive Reading Plan, and School Improvement Plans

## Component 2: District Infrastructure Building

### Objectives for District Level Infrastructure Building

- Have all the components required for Rtl 'roll out' in place.
- Define the policies and procedures regarding how to implement Rtl and problem-solving.
- Complete a needs assessment to identify areas of strength and areas of need related to an Rtl system.
- Outline an evaluation plan and identify the data management system(s) that will be used to support Rtl implementation.
- Develop a plan to define how the district, at all levels, will support the implementation of Rtl through systemic technical assistance and professional development.

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Form a District Leadership Team.</b>		
<p><b>Step 1:</b> Form a district leadership team that is representative of district departments or programs (e.g., administration, general education, special education, English language learners evaluation and accountability).</p>	<p>Implementation rating: 2</p>	<p>District-identified Rtl Team composed of representation from:</p> <ul style="list-style-type: none"> <li>• Exceptional Education/Student Services (Intervention and School Psychology)</li> <li>• Guidance</li> <li>• ESOL</li> <li>• Alternative Education and Behavioral Support</li> <li>• Instructional Research and Accountability</li> <li>• Content Areas – Math, Reading</li> <li>• Title I</li> <li>• Schultz Center</li> <li>• Cluster Administrators</li> <li>• Human Resources</li> </ul>
<p><b>Step 2:</b> Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).</p>	<p>Implementation rating: 2</p>	<p>Full team meetings are held once a month with additional sub committee meetings on a more frequent basis. The team is attending state training and planning/delivering Rtl training within the district to various stakeholder groups.</p>
<b>Action 2: Identify the roles that District/Central Administration will play in implementing Rtl.</b>		
<p><b>Step 1:</b> Define the role(s) of district/central office administrators in implementing Rtl.</p>	<p>Implementation rating: 1</p>	<p><b>Deputy Superintendent</b> will direct the Cluster Staff and Building Staff to implement, monitor, and provide the necessary resources to do so. <b>District Academic Services</b> will provide evidence-based guidance and resources to ensure support for implementation of Rtl.</p>
<p><b>Step 2:</b> Define the role of those who will supervise principals during implementation of Rtl.</p>	<p>Implementation rating: 1</p>	<p><b>Cluster Staff</b> will provide monitoring/oversight to ensure implementation of Rtl procedures. It is suggested that Rtl implementation be a component of the principals' annual evaluation.</p>

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Step 3:</b> Define the role of the building principal in implementing RtI.	Implementation rating: 0	<b>Building Administrators</b> will adopt RtI as a component of the School Improvement Plan and provide monitoring, oversight and encouragement to ensure implementation within their schools.
<b>Step 4:</b> Define the role of central office support staff in supporting the implementation of RtI.	Implementation rating:	<b>Central Office Support Staff</b> will develop and deliver professional learning offerings, create structures to support building RtI implementation, and sit on numerous district committees to systematically infuse RtI.
<b>Action 3: Develop and complete a district-level needs assessment.</b>		
<b>Step 1:</b> Analyze the district's instructional initiatives or frameworks that support universal instruction.	Implementation rating:	District instructional initiatives include scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum: <ul style="list-style-type: none"> <li>• The 2009-10 K-12 Reading Plan</li> <li>• Core reading programs for K-12</li> <li>• Foundations/ CHAMPs</li> <li>• Second Step Bullying program</li> <li>• Character Education/Book of the Month (K-8)</li> <li>• Core math programs for K-12</li> <li>• Florida PROMiSE</li> <li>• State and District assessment system</li> <li>• Workshop model</li> <li>• Student Progression Plan</li> <li>• Destination Reading/Math</li> <li>• District Strategic Plan</li> <li>• District Instructional Coaches</li> <li>• Professional Learning Communities</li> </ul>
<b>Step 2:</b> Analyze the district's instructional initiatives or frameworks that support	Implementation rating: 1	District instructional initiatives include scientific, research-based supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support:

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strategic instruction (Tier II).		<ul style="list-style-type: none"> <li>• Soar to Success</li> <li>• Reading Intervention Toolkit</li> <li>• Read 180/Intensive Reading</li> <li>• Fast ForWord</li> <li>• District Improvement and Assistance/Intervention Plan</li> <li>• Differentiated Accountability Model</li> <li>• FCIM model for Differentiated Accountability schools</li> <li>• Intensive Math</li> <li>• Compass Odyssey 6-12</li> <li>• District approved supplemental reading and math interventions</li> <li>• Student Progression Plan</li> <li>• Reading Plan K-12</li> <li>• State reading assessment grades K-12 (FAIR)</li> <li>• Dropout Prevention Programs</li> </ul>
<b>Step 3:</b> Analyze the district's instructional initiatives or frameworks that support intensive instruction (Tier III).	Implementation rating:	<p>District instructional initiatives include intensive instructional or behavioral interventions with the goal of increasing an individual student's rate of progress:</p> <ul style="list-style-type: none"> <li>• TARGETeam framework</li> <li>• Reading Intervention Toolkit</li> <li>• System 44</li> </ul>
<b>Step 4:</b> Analyze the resources and support structures available to support the implementation of Rtl.	Implementation rating:	<p>We are at the beginning stages of implementation, training, and identification of evidence-based resources to support Rtl implementation. Included are:</p> <ul style="list-style-type: none"> <li>• The new School Improvement Plan template</li> <li>• K-12 Reading Plan</li> <li>• Student Progression Plan</li> <li>• DIAIP</li> <li>• Differentiated Accountability Model</li> <li>• District 5 Year Professional Development Plan</li> </ul> <p>Personnel Support:</p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Reading Coaches</li> <li>• Math Coaches</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities	
		<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• School Psychologists</li> <li>• School Social Workers</li> <li>• Foundations Team</li> <li>• School Leadership Team</li> <li>• TARGETeam</li> <li>• STARS Support Team</li> <li>• ESE Interventionists</li> <li>• ESE Instructional Program Support</li> <li>• District Rtl Team</li> <li>• Cluster Staff</li> <li>• School Administrators</li> <li>• ESE Site Coaches/Lead Teachers</li> <li>• Cadre</li> </ul>	
<p><b>Step 5:</b> Conduct a gap analysis and develop an action plan to address identified needs.</p>	<p>Implementation rating:</p>	<p><b>GAP Analysis for Tier 1/universal:</b></p> <ol style="list-style-type: none"> <li>1. Core programming does not meet the needs of most students in most schools</li> <li>2. Monitoring gaps exist in the following areas: <ul style="list-style-type: none"> <li>• School-based monitoring of fidelity of literacy, numeracy, and behavioral instruction</li> <li>• Classroom-based differentiated instruction</li> <li>• Professional dev. on universal screening tools</li> <li>• School-based oversight/leadership for use of assessment tools</li> </ul> </li> <li>3. Professional development gaps exist in the following areas: <ul style="list-style-type: none"> <li>• workshop model K – 5</li> <li>• core K-5 reading adoption</li> </ul> </li> </ol>	<p><b>IDEAL for Tier 1/universal:</b></p> <ol style="list-style-type: none"> <li>1. Core programming meets the needs of at least 75-80% of the students</li> <li>2. Fully implemented district and school-based monitoring systems</li> <li>3. Full implementation of K – 5 reading adoption</li> <li>4. Reading 6 – 12 adoption of core</li> <li>5. Quality K – 12 Reading Plan (Rtl infused)</li> <li>6. Behavior management system in every school</li> <li>7. All math courses aligned with new standards/learning schedules revised and aligned</li> <li>8. Fully implemented systems of monitoring and support for core math instructional practices</li> <li>9. A fully implemented central data</li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities	
		<ul style="list-style-type: none"> <li>• communicating the revisions of learning schedules – reading</li> <li>• resources available for ELL students</li> </ul> <ol style="list-style-type: none"> <li>4. Gap currently exists regarding the continued use of existing resources 6 – 12 with fidelity               <ul style="list-style-type: none"> <li>• Revision of learning schedules</li> <li>• Training on Workshop model</li> </ul> </li> <li>5. Gap currently exists in infusion of Rtl in K – 12 Reading Plan               <ul style="list-style-type: none"> <li>• Executive Summary of K – 12 Reading Plan has not been developed</li> </ul> </li> <li>6. Gap exists in training all staff in CHAMPS and Foundations and supporting implementation</li> <li>7. Gap exists regarding completing learning schedule revisions for math K-5</li> <li>8. Need exists in providing additional training in Differentiated Instruction and Understanding by Design for math K-12</li> <li>9. Central data warehouse is needed for all data supporting behavior and instruction</li> <li>10. Lack of efficacy to do this work</li> </ol> <p><b>Gap Analysis for Tier II</b></p> <ol style="list-style-type: none"> <li>1. Supplemental interventions are needed by 50-80% of the students in many district schools</li> <li>2. A resource gap exists resulting in fragmented and inconsistent implementation of district identified</li> </ol>	<p>warehouse for all data supporting behavior and instruction monitoring and decision making</p> <ol style="list-style-type: none"> <li>10. School and district culture embraces this work</li> </ol> <p><b>Ideal for Tier II</b></p> <ol style="list-style-type: none"> <li>1. No more than 25% of students are in need of supplemental intervention resources</li> <li>2. 85% of student receiving Tier II supplemental will not need further interventions</li> </ol>



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities	
		<p>supplemental intervention resources</p> <ol style="list-style-type: none"> <li>3. Time in school day (scheduling), personnel to deliver interventions, and expertise in implementation of interventions does not exist</li> <li>4. An information gap exists regarding access to multiple, additional research-based interventions</li> <li>5. Problem-solving process is not infused in overall school practices</li> <li>6. Lack of capacity to deliver professional development via PLCs</li> <li>7. Lack of a data management system to support progress monitoring (easily accessible, probes, etc.)</li> </ol> <p><b>Gap Analysis for Tier III</b></p> <ol style="list-style-type: none"> <li>1. Intensive interventions are needed by more than 5% of the students</li> <li>2. Lack of capacity to deliver intensive interventions individually and in small groups (time, funding, training, and personnel)</li> <li>3. Lack of elementary Tier III resources for intensive intervention (academic and behavior)</li> <li>4. Lack of data management systems to support progress monitoring (easily accessible, probes, etc.)</li> </ol> <p><b>Gap Analysis of Resource and Support Structures for Implementation</b></p> <ol style="list-style-type: none"> <li>1. Schools need training in collaboratively</li> </ol>	<ol style="list-style-type: none"> <li>3. Time to schedule interventions and implementation with fidelity of supplemental academic intervention resources K-12 (Soar to Success, Read 180, Intensive Math, etc.) and supplemental behavioral interventions (Check-in/Check-out, small group counseling, etc.)</li> <li>4. Access to multiple, additional research-based interventions</li> <li>5. School teams utilize problem-solving process to guide decision making about intervention strategies</li> <li>6. Ongoing professional development to support Tier II implementation via PLCs</li> <li>7. Full implementation of progress monitoring resources and data tracking</li> </ol> <p><b>Ideal for Tier III</b></p> <ol style="list-style-type: none"> <li>1. 5% of the total student population are in need to Tier III intensive academic and/or behavior interventions</li> <li>2. Tier III students are served individually or with no more than a 3:1 student ratio (K-3) and upper grades aspire to this level</li> <li>3. Tier III resources are available to support specific instructional needs</li> <li>4. Tier III resources are monitored more frequently</li> </ol> <p><b>Ideal for Resources and Support Structures for Implementation</b></p> <ol style="list-style-type: none"> <li>1. Viable, living, dog-eared School</li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities	
		<p>writing and using the new template for School Improvement Plan, as well as using the SIP to guide their year's work.</p> <ol style="list-style-type: none"> <li>2. Lack of clarity to support academic and behavior decision making results in inconsistencies in building level implementation</li> <li>3. District has begun infusing Rtl language into some policy documents (SPP, K-12 Reading Plan); however, it is not reflected in critical documents such as School Board Policy Manual</li> <li>4. Lack of resources and personnel for support at district and school level</li> <li>5. see #4</li> <li>6. Review of five year professional development plan to determine whether Rtl has been included</li> <li>7. Current monitoring staff and procedures do not align with Rtl</li> </ol> <p>An Action Plan to address these gaps is in development.</p>	<p>Improvement Plan – common knowledge, collaboratively created, leading to change</p> <ol style="list-style-type: none"> <li>2. Clarity exists to support academic and behavior decision making via decision rules to support implementation of Rtl</li> <li>3. Alignment of all district policies to support implementation of Rtl</li> <li>4. Additional district and school-based personnel responsible for Rtl implementation</li> <li>5. Adequate funding to support Rtl implementation</li> <li>6. District five year professional development plan supports the training needs for Rtl implementation</li> <li>7. External monitoring of Rtl implementation by Cluster Chiefs, and internal monitoring by Building Leadership Team</li> </ol>
<b>Action 4: Discuss and make decisions about the necessary components of Rtl across universal, strategic and intensive instruction.</b>			
<p><b>Step 1:</b> Discuss and make decisions about universal instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in universal instruction?</li> <li>• What does universal</li> </ul>		<p><u>Features of Universal Instruction in Reading/ELA and Mathematics:</u></p> <ol style="list-style-type: none"> <li>1. Classroom environment is conducive to teaching and learning. (Ex. Instructional goals/learning outcomes/daily agenda are clearly posted, defined, and understood by the students.)</li> <li>2. Materials, supplies, and equipment support a high level of teaching and learning (Ex. Materials are available that are developmentally, culturally, research-based, state/district adopted, and aligned with the Next Generation</li> </ol>	

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p>instruction look like at the elementary, middle school and high school levels?</p> <ul style="list-style-type: none"> <li>Is there an instructional framework that articulates essential elements of effective instruction for all students?</li> </ul>		<p>of Sunshine State Standards.)</p> <ol style="list-style-type: none"> <li>Higher order questioning and thinking is evident. (Ex. The teacher's questioning strategies are designed to promote critical, independent, and creative thinking.)</li> <li>Instruction effectively engages students <ul style="list-style-type: none"> <li>Multiple techniques and strategies are utilized to teach reading, writing, and mathematics content.</li> <li>Instructional delivery employs a variety of learning strategies that actively engages students, addresses multiple learning styles and cultural experiences, and stimulates intellectual curiosity</li> <li>Lessons are well planned, organized, and appropriately paced with opportunities for guided practice and independent and/or group work.</li> <li>Lessons include comprehension checks, questioning and re-teaching to adjust or refocus instruction.</li> <li>There is evidence that instruction is differentiated for levels of rigor, ability, learning styles and student interests.</li> <li>Technology is integrated throughout the curriculum to allow access to real time mathematical information when appropriate.</li> </ul> </li> <li>Small group, differentiated instruction is utilized to address students instructional needs <ul style="list-style-type: none"> <li>There is evidence of flexible grouping and leveled tasks based on data being used for small group, differentiated instruction</li> <li>Differentiated instruction addresses the various needs, interests, learning styles, and abilities of individual students and is driven by data analysis.</li> </ul> </li> <li>Data analysis is used to redirect instructional focus and students' instructional needs. <ul style="list-style-type: none"> <li>A variety of assessments are used to evaluate student mathematics achievement of the Next Generation Sunshine State Standards.</li> <li>Teachers use multiple sources of data to develop instructional focus calendars and to deliver instruction.</li> <li>Teachers use formative assessments to determine student understanding to develop flexible groups and to provide differentiated instruction.</li> <li>Teachers use the state writing rubrics to assess student writing assignments in ELA.</li> </ul> </li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>7. School and district leadership and coaching are evident.</p> <ul style="list-style-type: none"> <li>• Members of the school and district leadership teams are visible in the classroom and serve as instructional leaders by offering and coordinating professional development to address mathematics instructional needs/concerns through data analysis and instructional walkthroughs.</li> </ul> <p><u>Universal Instruction in Elementary , Middle, and High School Levels:</u></p> <ol style="list-style-type: none"> <li>1. Elementary <ul style="list-style-type: none"> <li>• Reading: Comprehensive Core Reading Program through Houghton Mifflin.</li> <li>• Mathematics: Math Investigations through Scott Foresman and Every Day Counts Calendar Math through Great Source</li> </ul> </li> <li>2. Middle <ul style="list-style-type: none"> <li>• ELA: McDougal Littell Literature Series</li> <li>• Mathematics: Connected Math through Pearson and College Board SpringBoard for high school credit courses.</li> </ul> </li> <li>3. High <ul style="list-style-type: none"> <li>• ELA: Glencoe Literature and College Board SpringBoard</li> <li>• Mathematics: Comprehensive Preparatory Math and College Board Mathematics</li> </ul> </li> </ol> <p><u>Instructional Framework that Articulates Essential Elements of Effective Instruction for All Students:</u></p> <ol style="list-style-type: none"> <li>1. The Workshop Model for Instructional Delivery</li> <li>2. Understanding by Design Learning Schedules for Instructional Planning (secondary)</li> <li>3. Learning Schedules, Anchor Lessons, and Focus Calendars (elementary) for Instructional Planning</li> <li>4. The Florida Department of Education Curriculum Instructional Review Rubric for ELA and Mathematics Classes.</li> </ol> <p><b>Expected Features of Universal Instruction for Behavior</b></p> <ol style="list-style-type: none"> <li>1. School environment is conducive to teaching and learning (safe, supportive and respectful environment so that teachers can teach and students can learn)</li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ol style="list-style-type: none"> <li>2. Agreed upon expectations for school-wide behavior (Guidelines for Success) are presented to all students</li> <li>3. Staff-wide common responses to behavior</li> <li>4. Lessons for behavior in common areas are developed based on acquired baseline data within individual schools</li> <li>5. Team/school developed lesson plans that teach the guidelines (may come from various curriculum that is available) are presented to all students</li> <li>6. School-wide guidelines will be reinforced within the individual classrooms</li> <li>7. Classroom guidelines for behavior (CHAMPs)</li> <li>8. Classroom Guidance lessons</li> <li>9. Comprehensive health education that addresses risk and protective factors related to behavior including violence prevention, bullying, etc.</li> <li>10. Character Education will be conducted across all grade levels and subjects</li> </ol> <p><b>Characteristics of Universal Instruction for Behavior across grade levels</b></p> <ol style="list-style-type: none"> <li>1. Elementary <ul style="list-style-type: none"> <li>• Teachers/staff speak common language</li> <li>• School-wide behavioral expectations posted throughout the school and within classrooms (may include creeds and mottos)</li> <li>• Guidelines for behavior posted in classrooms</li> <li>• Teacher directed character education lessons</li> <li>• Teaching of the Code of Student Conduct annually</li> <li>• Alcohol, tobacco, and other drugs prevention</li> <li>• Violence prevention (gangs, bullying, etc.)</li> </ul> </li> <li>2. Middle <ul style="list-style-type: none"> <li>• All of the above plus</li> <li>• Age and developmental level curriculum to address adolescent issues</li> </ul> </li> <li>3. High <ul style="list-style-type: none"> <li>• All of the above plus</li> <li>• Age and developmental level curriculum to address young adult issues including dating</li> <li>• Transition to the world of work-teaching behavior expectations for the work force</li> </ul> </li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p><b>Instructional Framework for Behavior</b></p> <ol style="list-style-type: none"> <li>1. Foundations</li> <li>2. CHAMPs</li> <li>3. American School Counselor Association (ASCA) National Standards</li> <li>4. National Health Education Standards</li> <li>5. Next Generation Sunshine State Standards (health education)</li> <li>6. Risk and Protective Factors</li> <li>7. Characteristics of Effective Health Education Curriculum (CDC)</li> <li>8. 11 Principals of Effective Character Education</li> </ol> <p>School Board policies regarding safety, health education, school climate, code of student conduct, anti-bullying</p>
<p><b>Step 2:</b> Discuss and make decisions about strategic instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in strategic instruction?</li> <li>• What does strategic instruction look like in a school?</li> <li>• Will the district use a standard treatment protocol or a diagnostic-prescriptive process for strategic instruction?</li> <li>• Can buildings select their own interventions or will they be asked to use a standard set of supplemental interventions?</li> </ul>		<p><u>Features Expected for Strategic Instruction</u></p> <ol style="list-style-type: none"> <li>1. All of the elements listed above should be in place and students should be actively engaged in the core curriculum as noted above.</li> <li>2. Tier 2 strategies and support resources focus on additional support for identified areas of need by smaller groups of students in the classroom.</li> </ol> <p><u>Strategic Instruction in Elementary, Middle, and High School Levels:</u></p> <ol style="list-style-type: none"> <li>1. Elementary <ul style="list-style-type: none"> <li>• Reading: Supplemental support through Soar to Success, Reading Intervention Toolkit, Compass Odyssey, Fast ForWord, Destination Reading, and Literacy Navigator in Title I schools</li> <li>• Mathematics: Supplemental support through Compass Odyssey, Destination Mathematics, and Math Navigator in Title I schools</li> </ul> </li> <li>2. Middle <ul style="list-style-type: none"> <li>• ELA: Supplemental support through READ 180, Compass Odyssey, Fast ForWord, and Literacy Navigator in Title I schools.</li> <li>• Mathematics: Supplemental support through Intensive Mathematics, Algebraic Thinking, Compass Odyssey, Gizmos in selected schools, and Math Navigator in Title I schools</li> </ul> </li> <li>3. High <ul style="list-style-type: none"> <li>• ELA: Supplemental support through READ 180 (grades 9-10), Academic Literacy (grades 11-12), Compass Odyssey, Fast ForWord, and Literacy Navigator in Title I schools.</li> </ul> </li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• Mathematics: Supplemental support through Intensive Mathematics, Compass Odyssey, and Math Navigator in Title I schools.</li> </ul> <p><u>District Protocol/Process for Supplemental Interventions</u> The District will use a standard treatment protocol combined with diagnostic prescriptive interventions (through the problem-solving model) as needed at the school level.</p> <p><u>Selection of Interventions:</u> Buildings will be asked to use a standard set of supplemental interventions as a first response. However, further team collaboration at the school level may result in other selected interventions that may meet student needs.</p> <p><b>Expected Features of Strategic Instruction for Behavior</b></p> <ol style="list-style-type: none"> <li>1. Small group counseling to address identified needs (grief, children of alcoholics, abandonment, divorce, etc.)</li> <li>2. Targeted behavioral instruction (social skills, anger management, conflict resolution, etc.)</li> <li>3. Targeted behavioral instruction with parental involvement (Student Options for Success, Night-Time Substance Use Prevention Counseling Education Program)</li> <li>4. Check-in check-out</li> <li>5. Mentoring (summit)</li> <li>6. Mediation</li> <li>7. Structured lunch and recess (re-teach expectations and transition back to standards)</li> </ol> <p><b>Characteristics of Strategic Instruction for Behavior across grade levels</b></p> <ol style="list-style-type: none"> <li>1. Continuously available with quick and easy access</li> <li>2. Consistent with school-wide expectations</li> <li>3. Implemented by school-based staff</li> <li>4. Intervention matched to needs of the students</li> <li>5. Student is motivated to participate</li> <li>6. Professional development for staff to implement interventions with fidelity</li> </ol> <p><b>District Protocol/Process for Supportive Interventions</b></p> <ol style="list-style-type: none"> <li>1. The district does not require a standard treatment protocol for behavioral</li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>intervention. Individual schools use diagnostic-prescriptive processes to address specific cultural and demographic issues within the schools.</p> <ol style="list-style-type: none"> <li>2. The district is in the process of developing a resource map of suggested curricula to address common behavioral issues within schools.</li> <li>3. Buildings will be allowed to select research-based supplemental interventions that meet district standards to address the specific needs that arise in their school environments.</li> </ol>
<p><b>Step 3:</b> Discuss and make decisions about intensive instruction:</p> <ul style="list-style-type: none"> <li>• What features are expected to be in place in intensive instruction?</li> <li>• What does intensive instruction look like in a school?</li> </ul>		<p><u>Features Expected for Intensive Instruction</u></p> <ol style="list-style-type: none"> <li>1. All of the elements listed above should be in place and students should be engaged in the core curriculum and supplemental instruction as noted above.</li> <li>2. Tier 3 strategies and support resources focus on specific targeted support for the individual student's (or very small groups) identified areas of need.</li> <li>3. The smaller school group (like PLC, SLC, or grade level team) will work to find very intensive interventions for the student or few students in Tier 3.</li> <li>4. The smaller school group will work with the school's Target Team (general and special education team) to determine effective interventions and to monitor immediate results. The purpose of Tier 3 strategies is to provide successful interventions to move the student(s) back to their peer level of work.</li> </ol> <p><u>Intensive Instruction in Elementary, Middle, and High School Levels:</u></p> <ol style="list-style-type: none"> <li>1. Elementary <ul style="list-style-type: none"> <li>• Reading: Intensive support through Reading Intervention Toolkit, and Fast ForWord,</li> <li>• Mathematics: There is no specific intensive instruction support piece at this time.</li> </ul> </li> <li>2. Middle <ul style="list-style-type: none"> <li>• ELA: Intensive support through System 44, , and Fast ForWord,</li> <li>• Mathematics: There is no specific intensive instruction support piece</li> </ul> </li> </ol>



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>at this time.</p> <p>3. High</p> <ul style="list-style-type: none"> <li>• ELA: Intensive support through System 44 (grades 9-10), and Fast ForWord</li> <li>• Mathematics: There is no specific intensive instruction support piece at this time.</li> </ul> <p><b>Expected Features of Intensive Instruction for Behavior</b></p> <ol style="list-style-type: none"> <li>1. Targeted behavioral instruction with parental involvement (Student Option for Success, Night-Time Substance Use Prevention Counseling Education Program)</li> <li>2. Positive Intervention Plans based on Functional Behavior Assessments</li> <li>3. Individual Mentoring</li> <li>4. Full Service School and other community agencies for counseling, consultation, behavior management and case management</li> <li>5. Person-centered planning process</li> </ol> <p><b>Characteristics of Intensive Instruction for Behavior across all grade levels</b></p> <ol style="list-style-type: none"> <li>1. Individualized</li> <li>2. Carefully monitored for small gains or improvements</li> <li>3. Additionally monitored to determine need for modifications in the intervention</li> <li>4. Created and implemented by school-based teams with input from support members who have training in skilled behavioral support</li> </ol>
<p><b>Step 4:</b> Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> <li>• What screening measures will be given in the district?</li> <li>• What diagnostic assessments will be used in the district?</li> </ul>		<p>Universal screening measures for reading:</p> <ol style="list-style-type: none"> <li>1. FAIR</li> <li>2. DRA 2</li> <li>3. District benchmarks</li> </ol> <p>Universal screening measures for math:</p> <ol style="list-style-type: none"> <li>1. District benchmarks</li> </ol> <p>Universal screening measures for behavior:</p> <ol style="list-style-type: none"> <li>1. Office discipline referrals</li> <li>2. Attendance records for absences and tardies</li> </ol>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<ul style="list-style-type: none"> <li>What progress monitoring assessments will be used in the district?</li> </ul>		<ol style="list-style-type: none"> <li>Violations of Code of Student Conduct</li> <li>Disciplinary actions taken (detention, in-school suspension, out of school suspension, Saturday school, alternative education placement, etc.)</li> <li>Foundations Survey (staff, parents, and students surveyed)</li> <li>Youth Risk Behavior Survey (middle and high)</li> <li>Duval Survey (middle and high)</li> <li>Florida Youth Survey (middle and high)</li> <li>District School Climate Survey</li> </ol> <p><b>Diagnostic Assessment for Behavioral Issues</b></p> <ol style="list-style-type: none"> <li>Functional Behavior Assessment</li> <li>Behavior Checklists (Ex: BASC-2, Social Skills Checklists, Conner's, etc.)</li> <li>Modified Duval Survey</li> <li>Observations</li> </ol> <p><b>Progress Monitoring Assessments for Behavioral Issues</b></p> <ol style="list-style-type: none"> <li>Scatter-plot documents</li> <li>Frequency charts</li> <li>Duration charts</li> <li>Behavior report cards</li> <li>Point/level system</li> </ol>
<p><b>Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.</b></p>		
<p><b>Step 1:</b> Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade</p>		<p>The criteria for Tier 1 instruction is 80% of all students proficient in core literacy and numeracy instruction based on multiple measures, at all grade levels.  The criteria for Tier 2 instruction/intervention is to serve no more than 15% of all students not proficient in core literacy and numeracy instruction based on multiple measures at all grade levels.  The criteria for Tier 3 instruction/intervention is to serve no more than 5% of all students not proficient in supplemental literacy and numeracy instruction based on multiple</p>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
levels.		<p>measures at all grade levels.</p> <p>The criteria for Tier 1 Behavioral Instruction is 80% of all students meet behavioral expectations as measured by multiple sources of data (ex: Code of Student Conduct violations, attendance records, office discipline referrals, etc.)</p> <p>The criteria for Tier 2 instruction/intervention is that no more than 15% of all students will need supplemental behavioral interventions.</p> <p>The criteria for Tier 3 instruction/intervention is that no more than 5% of all students will need intensive, individualized behavioral interventions.</p>
<p><b>Step 2:</b> Examine data to determine the percentage of students that fall into each tier based on the identified criteria. Identify the desired percentage of students that should fall into each tier (e.g., Do we want 85% of all students meeting proficiency in core? Do we want to see only 5% of all students needing intensive instruction?)</p>		<p>Historical FCAT trend data shows the following status of student achievement by tier:</p> <p>Tier 1 Reading:</p> <ul style="list-style-type: none"> <li>• % of students scoring three and above: <ul style="list-style-type: none"> <li>○ Third grade currently shows 71% proficient. This number has been declining since 2006.</li> <li>○ Fourth grade currently shows 74% proficient and has been increasing since 2005.</li> <li>○ Fifth grade currently shows 71% proficient and has been increasing since 2005.</li> <li>○ Sixth grade currently shows 66% proficient and shows only a 2% increase since 2006.</li> <li>○ Seventh grade currently shows 67% proficient. This number has increased from 53% proficient in 2005.</li> <li>○ Eighth grade is currently at 54% proficient and is a 1% increase from 2008.</li> <li>○ Ninth grade is at 47% proficient and shows a 1% increase over 2008.</li> <li>○ Tenth grade is our lowest percent proficient at 37% . This number is a 1% decrease over 2008.</li> </ul> </li> </ul> <p>Tier 1 Math:</p> <ul style="list-style-type: none"> <li>• % of students scoring three and above: <ul style="list-style-type: none"> <li>○ Third grade currently shows 78% proficient. This number has been increasing since 2005 (68%).</li> <li>○ Fourth grade currently shows 75% proficient and has been increasing since 2005 (64%).</li> <li>○ Fifth grade currently shows 62% proficient. This number is only a 1% increase</li> </ul> </li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities																																								
		<p>over the 2008 score.</p> <ul style="list-style-type: none"> <li>○ Sixth grade currently shows 55% proficient and shows only a 2% increase since 2006.</li> <li>○ Seventh grade currently shows 60% proficient. This number has increased from 53% proficient in 2005.</li> <li>○ Eighth grade is currently at 66% proficient and is a 1% decrease from 2008.</li> <li>○ Ninth grade is at 68% proficient and shows a 3% increase over 2008.</li> </ul> <p>Tenth grade is currently at 69% proficient. This number shows no improvement over the 2008 scores</p> <p>% of students currently in Tier 2 and 3 is only available on a limited basis. We have no data at elementary (except for students in ESE) and secondary data is based on course enrollment for Intensive Reading and Intensive Math.</p> <p>See Action 5, Step 1 for desired percentages for each Tier.</p> <p>Baseline behavioral data yet to be determined.</p>																																								
<p><b>Step 3:</b> Conduct a gap analysis for each tier. Compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.</p>		<table border="1" data-bbox="808 901 1663 1409"> <thead> <tr> <th colspan="4" data-bbox="808 901 1663 933">READING</th> </tr> <tr> <th data-bbox="808 933 1024 1089">Grade Level</th> <th data-bbox="1024 933 1236 1089">Desired: %age scoring Level 3 and above</th> <th data-bbox="1236 933 1449 1089">Current: %age scoring Level 3 and above</th> <th data-bbox="1449 933 1663 1089">Gap: percent difference between desired and ideal</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1089 1024 1122">3</td> <td data-bbox="1024 1089 1236 1122">80</td> <td data-bbox="1236 1089 1449 1122">71</td> <td data-bbox="1449 1089 1663 1122">9</td> </tr> <tr> <td data-bbox="808 1122 1024 1154">4</td> <td data-bbox="1024 1122 1236 1154">80</td> <td data-bbox="1236 1122 1449 1154">74</td> <td data-bbox="1449 1122 1663 1154">6</td> </tr> <tr> <td data-bbox="808 1154 1024 1187">5</td> <td data-bbox="1024 1154 1236 1187">80</td> <td data-bbox="1236 1154 1449 1187">71</td> <td data-bbox="1449 1154 1663 1187">9</td> </tr> <tr> <td data-bbox="808 1187 1024 1219">6</td> <td data-bbox="1024 1187 1236 1219">80</td> <td data-bbox="1236 1187 1449 1219">66</td> <td data-bbox="1449 1187 1663 1219">14</td> </tr> <tr> <td data-bbox="808 1219 1024 1252">7</td> <td data-bbox="1024 1219 1236 1252">80</td> <td data-bbox="1236 1219 1449 1252">67</td> <td data-bbox="1449 1219 1663 1252">13</td> </tr> <tr> <td data-bbox="808 1252 1024 1284">8</td> <td data-bbox="1024 1252 1236 1284">80</td> <td data-bbox="1236 1252 1449 1284">54</td> <td data-bbox="1449 1252 1663 1284">26</td> </tr> <tr> <td data-bbox="808 1284 1024 1317">9</td> <td data-bbox="1024 1284 1236 1317">80</td> <td data-bbox="1236 1284 1449 1317">47</td> <td data-bbox="1449 1284 1663 1317">33</td> </tr> <tr> <td data-bbox="808 1317 1024 1349">10</td> <td data-bbox="1024 1317 1236 1349">80</td> <td data-bbox="1236 1317 1449 1349">37</td> <td data-bbox="1449 1317 1663 1349">43</td> </tr> </tbody> </table>	READING				Grade Level	Desired: %age scoring Level 3 and above	Current: %age scoring Level 3 and above	Gap: percent difference between desired and ideal	3	80	71	9	4	80	74	6	5	80	71	9	6	80	66	14	7	80	67	13	8	80	54	26	9	80	47	33	10	80	37	43
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<p><b>Step 4:</b> Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).</p>		<p>See Action 3, Step 5 for explanation of gap analysis in Tiers 1, 2, and 3.</p>																																								

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 6: Identify an evaluation plan and data collection system.</b>		
<p><b>Step 1:</b> Develop a district-wide evaluation process to assess:</p> <ul style="list-style-type: none"> <li>• the extent to which site teams are implementing the features of Rtl;</li> <li>• the impact of Rtl on student outcomes; and</li> <li>• the effectiveness of various programs/practices used for strategic and intensive instruction.</li> </ul>		<p>There is not adequate district implementation of Rtl data collection systems to respond to these questions. All bulleted items are mentioned as needs in our gap analysis section.</p>
<p><b>Step 2:</b> Determine the data management system that will be used to assist in maintaining and summarizing tiered data.</p>		<p>We are currently planning to preview various software packages that will support our data collection and progress monitoring.</p>
<p><b>Step 3:</b> Assess the need of the district and school sites in the use of technology for gathering and using data for Rtl.</p>		<p>Currently, the technology infrastructure is in place to allow district and building level access to universal assessment data. Some universal behavioral data is available but may have inconsistencies from school to school.</p>
<p><b>Step 4:</b> Based upon the results of the technology needs assessment, establish and provide the necessary technological tools to facilitate the gathering and</p>		<p>Questions yet to be answered as the district moves forward in selecting a new data system:</p> <ul style="list-style-type: none"> <li>• What data needs to be collected?</li> <li>• Who inputs the data?</li> <li>• How data is entered into the system?</li> <li>• Does the data require processing?</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
use of Rtl data.		<ul style="list-style-type: none"> <li>• What other reporting requirements exist?</li> <li>• Will new software selections integrate with other district systems?</li> <li>• Who and how will the system be monitored?</li> </ul>
<b>Step 5:</b> Provide training on the use of the technology tools as needed.		Technology training support is yet to be designed and delivered.
<b>Action 7: Develop an action plan to guide the implementation of Rtl.</b>		
<b>Step 1:</b> Integrate Rtl with school improvement plans and other district initiatives.		<p>All schools will use the new state School Improvement Plan template that includes components related to Rtl. In addition, Rtl has been integrated into the following district initiatives:</p> <ul style="list-style-type: none"> <li>• K-12 Reading Plan</li> <li>• Student Progression Plan (approved by BOE on 06.08.09)</li> <li>• District Improvement Plan</li> <li>• Five Year Professional Development Plan</li> </ul>
<b>Step 2:</b> Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents) and across content domains.		<p>Professional Development Planning currently includes:</p> <ul style="list-style-type: none"> <li>• Training components for various internal and external stakeholder groups have been identified (see Component 1, Action 2, Step 1)</li> <li>• Creation of a Master Plan Component to support Rtl training in the district (approved 06.08.09)</li> <li>• Identified participants to send to the state Rtl Training of Trainers at the Summer Regional Institute</li> <li>• Monthly training will be delivered to principals using book study format (<u>Pyramid Response to Intervention</u>)</li> <li>• Creation of an online professional learning community via Blackboard for district administrators</li> <li>• Training for school instructional coaches and Literacy Lead teachers that will be coordinated with the monthly training delivered to principals</li> </ul> <p>Other Professional Development Planning under consideration:</p> <ul style="list-style-type: none"> <li>• Development of an online Rtl course for teachers and other building staff members</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p><b>Step 3:</b> Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.</p>		<p>Monthly Coaching Academies will contain a component for training on Rtl that aligns with the monthly training and book study (<u>Pyramid Response to Intervention</u>) planned for principals. The design of the Coaching Academies includes school site implementation visits by district coaches to further build capacity and offer support.</p>
<p><b>Step 4:</b> Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and who to call with concerns).</p>		<p>Feedback and problem-solving support will be provided by:</p> <ul style="list-style-type: none"> <li>• Surveys and self-assessments</li> <li>• Training evaluations</li> <li>• Monitoring</li> <li>• Informal conversations</li> <li>• District Rtl Team, led by Jeanne Ballentine and the yet to be named Rtl coordinator</li> <li>• Schultz Center Professional Development staff, led by Emmy Peters, will support for instructional coaches</li> <li>• Cluster staff</li> <li>• Online professional learning community via Blackboard for school and district administrators</li> </ul>
<p><b>Step 5:</b> Identify a plan to develop strong, well-trained school-based problem-solving teams that can provide 'on-the-ground' support for teachers, students and parents.</p>		<p>A strong, well-trained school-based problem-solving team will exist at each school. Oversight of the academic and behavioral work of the school is the responsibility of the school's leadership. Operating structures currently within the school can be used to provide leadership to the Rtl process. These operating structures may include current building leadership teams, professional learning communities, small learning communities, grade level teams, and/or content area teams. For the most intensive interventions in the 2009-10 school year, the current TARGETeam structure will be used.</p> <p>The Building Leadership Team should include these key positions:</p> <ul style="list-style-type: none"> <li>• Principal/Assistant Principal(s)</li> <li>• Academic Coach(es)</li> <li>• Additional positions will be determined by the school as supportive to Rtl implementation. Recommendations include the following:</li> </ul>



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>○ School Counselor</li> <li>○ Select General Education Teachers</li> <li>○ Select Special Education Teachers</li> <li>○ Foundations Team Chair</li> <li>○ Select ESOL Teachers</li> <li>○ Select personnel with technical expertise</li> </ul> <p>Explanation of why positions have been included are as follows:</p> <ul style="list-style-type: none"> <li>• Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.</li> <li>• Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</li> <li>• School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.</li> <li>• Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions;</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p>collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.</p> <ul style="list-style-type: none"> <li>• Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.</li> <li>• Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.</li> <li>• Select ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.</li> <li>• Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.</li> </ul>
<p><b>Step 6:</b> Determine how RtI data will be used in evaluations for students suspected of having a disability and communicate this information to building staff.</p>		<p><b>Needs to be copied and pasted from ESE documents.</b></p>
<p><b>Step 7:</b> Develop a systemic and thoughtful communication plan and schedule to follow as RtI is implemented; identify the nature, amount and frequency of information</p>		<p><b><u>INTERNAL</u></b></p> <p><b>School Board</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified RtI Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: Summer, 2009 at a BOE Workshop</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
needed by various stakeholders.		<p><b>Administrative Leadership Team</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009 at a regularly scheduled meeting</li> </ul> <p><b>Schultz Center</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009</li> </ul> <p><b>Principals</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: monthly at Principal Meetings</li> </ul> <p><b>Assistant Principals</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: at a regularly scheduled meetings during 2009-10</li> </ul> <p><b>Counselors</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: at regularly scheduled meetings during 2009-10</li> </ul> <p><b>Instructional/Reading/Math Coaches</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: at regularly scheduled meetings during 2009-10</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• When: ongoing</li> </ul> <p><b>Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> <li>• When: ongoing</li> </ul> <p><b>Media Specialists</b></p> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: via power point and handouts developed especially for building based staff (to be posted on district website)/ online courses available</li> <li>• When: ongoing</li> </ul> <p><b>District Departments</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts (to be posted on district website)/ online courses available</li> <li>• When: by June 30, 2009</li> </ul> <p><b><u>EXTERNAL</u></b></p> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Who: Building Administrators</li> <li>• How: Parent meetings and school communications/ website available</li> <li>• When: ongoing throughout 2009-10</li> </ul> <p><b>District Advisory Council</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts /online courses available /website available</li> <li>• When: during the 2009-10 school year</li> </ul> <p><b>County Council of PTA</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts/ website available</li> <li>• When: during the 2009-10 school year</li> </ul> <p><b>Medical Community</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• How: via collaboratively developed power point and handouts / website available</li> <li>• When: during the 2009-10 school year</li> </ul> <p><b>Other groups as identified</b></p> <ul style="list-style-type: none"> <li>• Who: Member(s) of the district identified Rtl Team</li> <li>• How: via collaboratively developed power point and handouts / website available</li> <li>• When: during the 2009-10 school year</li> </ul>
<p><b>Step 8:</b> Define which decisions will be made at the district level and those to be made at the building level during the implementation of Rtl.</p>		<p><b>District decisions will include:</b></p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• The district will adopt the approved core curriculum based on Sunshine State Standards</li> <li>• The district will adopt an approved positive behavior support system</li> <li>• The district will create a list of approved, research-based supplemental resources/interventions in all core academic areas as well as behavior interventions</li> <li>• The district will provide an online warehouse that will contain curricula, learning schedules, assessments, and resources</li> </ul> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• The district will implement an adopted delivery model for academic instruction</li> <li>• The district will implement differentiated instruction and appropriate instructional interventions</li> <li>• The district will implement an adopted delivery model for positive behavior instruction</li> <li>• The district will provide online an additional math and reading instructional resource</li> <li>• The district will implement progress monitoring data systems to ensure instructional adjustments</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• The district will implement the state mandated assessment programs for all schools (FCAT, FAIR, CELLA, etc.)</li> <li>• The district will implement a district assessment system (benchmark, DRA 2, writing prompts, formatives, etc.)</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• The district will implement a comprehensive repository for critical data elements that will include support for progress monitoring at the teacher level</li> </ul> <p><b>Staff Development:</b></p> <ul style="list-style-type: none"> <li>• The district will be responsible for providing professional learning to support building consensus and understanding for the RtI process</li> <li>• The district will create a Professional Development Component for master plan points</li> </ul> <p><b>School level decisions:</b></p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• The school will implement the approved core curriculum based on Sunshine State Standards in every classroom</li> <li>• The school will implement an approved positive behavior support system school-wide and in every classroom</li> <li>• The school will select and use district approved, research-based supplemental resources/interventions in all core academic areas as well as behavior interventions</li> <li>• The school will use, as appropriate, an online warehouse that will contain curricula, learning schedules, assessments, and resources</li> </ul> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• The school will implement and monitor the use of the district adopted delivery model for academic instruction</li> <li>• The school will implement and monitor the use of differentiated instruction and appropriate instructional interventions</li> <li>• The school will implement and monitor the use of a delivery model for positive behavior instruction</li> <li>• The school will use, as appropriate, an online additional math and reading instructional resource</li> <li>• The school will implement progress monitoring data systems to ensure instructional adjustments</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• The school will implement the state mandated assessment programs for all schools (FCAT, FAIR, CELLA, etc.) and use the information to assess learning and inform instruction</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<ul style="list-style-type: none"> <li>• The school will implement a district assessment system (benchmark, DRA 2, writing prompts, formatives, etc.) and use the information to assess learning and inform instruction</li> <li>• The school will use a comprehensive repository for critical data elements that will include support for progress monitoring at the teacher level</li> </ul> <p><b>Staff Development:</b></p> <ul style="list-style-type: none"> <li>• The school will be responsible for providing professional learning to support building consensus, understanding, and implementation of the Problem Solving/Rtl process</li> </ul>

### Component 3: District Level Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.</b>		
<b>Step 1:</b> Specify, in writing, procedures for robust implementation of Rtl.		
<b>Step 2:</b> Define, develop and provide district professional development tailored to staff needs and experiences.		
<b>Step 3:</b> Develop a plan to build capacity at the district and school building levels.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 4:</b> Identify meeting times and structures for monthly Rtl support meetings.		
<b>Step 5:</b> Include a plan to address the ongoing dissemination and sharing of implementation progress and outcome data.		
<b>Step 6:</b> Develop a plan to address attrition or succession of staff.		
<b>Action 2: Implement the Rtl professional development plan.</b>		
<b>Step 1:</b> Identify a district/central training team.		
<b>Step 2:</b> Provide the district training team with sufficient time and resources to plan, develop, adopt and/or adapt Rtl professional development for the district.		
<b>Step 3:</b> Train building level teams.		
<b>Step 4:</b> Have each building level team develop an implementation plan that includes an evaluation component.		
<b>Step 5:</b> Resources are delivered as planned by central office administration (e.g., professional development, personnel, funding) to support the implementation of Rtl.		



Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 3: Implement the evaluation and data analysis plan for Rtl implementation.</b>		
<b>Step 1:</b> Data management systems and technology are implemented that allow the progress monitoring of district, school, classroom and individual student progress.		
<b>Step 2:</b> Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their impact on student achievement.		
<b>Step 3:</b> Collect evaluation data for each building; aggregate these data up to the district level.		
<b>Action 4: Maintain the implementation of Rtl.</b>		
<b>Step 1:</b> Schedule regular meetings for the district leadership team to: <ul style="list-style-type: none"> <li>• review progress of sites;</li> <li>• review evaluation data;</li> <li>• manage project resources;</li> <li>• troubleshoot any issues that arise; and</li> <li>• adjust implementation plans as needed based upon the evaluation information.</li> </ul>		<b>Screening Measures for Behavioral Issues</b> <ul style="list-style-type: none"> <li>• Office discipline referrals</li> <li>• Attendance records for absences and tardies</li> <li>• Violations of Code of Student Conduct</li> <li>• Disciplinary actions taken (detention, in-school suspension, out of school suspension, Saturday school, alternative education placement, etc.)</li> <li>• Foundations Survey (staff, parents, and students surveyed)</li> <li>• Youth Risk Behavior Survey (middle and high)</li> <li>• Duval Survey (middle and high)</li> <li>• Florida Youth Survey (middle and high)</li> <li>• District School Climate Survey</li> </ul>

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
		<p><b>Diagnostic Assessment for Behavioral Issues</b></p> <ul style="list-style-type: none"> <li>• Functional Behavior Assessment</li> <li>• Behavior Checklists (Ex: BASC-2, Social Skills Checklists, Conner's, etc.)</li> <li>• Modified Duval Survey</li> <li>• Observations</li> </ul> <p><b>Progress Monitoring Assessments for Behavioral Issues</b></p> <ul style="list-style-type: none"> <li>• Scatter-plot documents</li> <li>• Frequency charts</li> <li>• Duration charts</li> <li>• Behavior report cards</li> <li>• Point/level system</li> </ul>
<p><b>Step 2:</b> Implement the communication plan as designed.</p>		<p>The criteria for Tier 1 Behavioral Instruction is 80% of all students meet behavioral expectations as measured by multiple sources of data (ex: Code of Student Conduct violations, attendance records, office discipline referrals, etc.)</p> <p>The criteria for Tier 2 instruction/intervention is that no more than 15% of all students will need supplemental behavioral interventions.</p> <p>The criteria for Tier 3 instruction/intervention is that no more than 5% of all students will need intensive, individualized behavioral interventions.</p>
		<p>Baseline behavioral data yet to be determined.</p>