School Plan for Comprehensive Intervention Model

RtI/MTSS Illinois District Self-Assessment http://www.ilmtss.net/

http://www.illinoisrti.org/i-rti-network/for-educators/understanding-rti-mtss/multi-tiered-system

GOAL (Where we aim to be.)	How close are we?	Next steps to take	Evidence of progress.
1. Framework for Intervention ***Evidence and standards based core curriculum – Tier I***	***-We are there ☺*** ***- How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan Toward Goal*** ***Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
1a) School Staff supports the concept of individual and small group interventions aligned with classroom curriculum			
1b) School's core literacy program allows for uninterrupted reading and writing blocks of time across the grade levels			
1c) School literacy program provides for differentiated instruction by both the classroom teacher and intervention specialist by including a blend of whole group, small group, and individual instruction as well as opportunities for students to read and write independently			
1d) School's literacy program includes components that support comprehension, vocabulary knowledge, fluency, phonemic awareness, decoding, phonics, and the writing process			
1e) Assessments are used for screening, diagnosis, progress monitoring, and evaluation of student strengths and challenges.			
1f) Intervention plan allows for flexible layers of literacy support within a 3 or 4 tiered model, aimed at preventing reading disabilities.			

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2. High Standards ***..for all students, teachers and leaders***	***-We are there ☺*** ***- How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan Toward Goal*** ***Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
Team members are knowledgeable about state, national, and IRA standards; instruction and assessments align with standards			
Team members understand the link between: state standards, curriculum, assessment, instruction, and reporting purposes			
Intervention specialist teachers highly-qualified, certified teachers who engage in continuing PD			
High expectations are held for **all** students by **all** staff			
Early prevention [Pk, K, Reading Recovery (DLL)] is available for all Pk-2 children who need it			

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3. Targeted Interventions (Multi-tiered System)	***-We are there ☺*** ***- How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan Toward Goal*** ***-Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
3a) Supplemental individual and group instruction is provided across the grade levels and are based on student needs as indicated by timely assessments			
3b) Intervention instruction is aligned with school goals by grade level including a seamless curriculum and assessment system		Employing horizontal and vertical alignment of instructional practices, screening and progress monitoring methods	
3c) Implementation plan ensures that the children who struggle the most have the right interventions to achieve at their highest levels			
3d) Interventions are reviewed regularly and adjustments are made based on student progress			
3e) Implementation for mixing, layering and adjusting interventions are provided			
3f) Targeted teaching in interventions promote integration, transfer, and self-regulation			

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4. Teacher Collaboration ***Building consensus, collaboration, & coordination of instruction, assessment***	***-We are there ☺ - How did we do it? -We are on the way because… -Not yet.***	***Action Plan Toward Goal -Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
4a) Intervention Team Meetings made up of intervention specialists, classroom teachers, and literacy coach are scheduled on a regular basis			
4b) Intervention Team collaborates on student selection, entry and exit decisions Intervention Team collaborates on decisions relating to types and intensity of interventions			
4c) Intervention Team collaborates on how to provide layered interventions Intervention Team collaborates on scheduling of interventions			
4d) Intervention Team collaborates on student progress across all interventions			

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5. Accountability *Progress Monitoring Assessment System*	***-We are there ☺*** ***- How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan*** ***-Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
5a) Formative, summative, and progress monitoring assessments are in place and used to inform instructional methods			
5b) School Teams use the Assessment Wall to document and study student progress			
5c) On-going assessments are identified and used to inform instruction and assess student response to instruction			
5d) Intervention specialists and classroom teachers collaborate to monitor progress of students on a regular basis			
5e) End-of-Year progress reports at school and district levels are used for program evaluation, planning system wide improvement goals and professional development to support teacher knowledge and skill in reaching diverse learners			

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6. Professional Development *Continuing Job Embedded PD*	***-We are there ☺*** ***-How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan Toward Goal*** ***-Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
6a) All teachers and staff are actively involved in PLCs: • ***Professional Study Groups*** *around teaching and learning issues* • ***Leadership Team Meetings*** *around district literacy plans / curriculum; problem solving processes, data-driven decision making; collaboration* • ***Adult Book Club***			
6b) Intervention specialists (ESL, Reading Specialists, Special Ed) have received training in the *Comprehensive Intervention Model portfolio of supplemental group instructional options*			
6c) Coaches and Teacher Leaders provide coaching cycles and targeted job embedded PD.			

GOAL (Where we aim to be.)	**How close are we?**	**Next steps to take**	**Evidence of progress.**
7. Comprehensive Intervention Plan	***-We are there ☺*** ***- How did we do it?*** ***-We are on the way because…*** ***-Not yet.***	***Action Plan Toward Goal*** ***-Easiest First Significant Step(s) to getting where we want to be***	***How will we know we are making a difference for students?***
7a) Intervention Plan represents long-term and short-term goals			
School successes are spotlighted and celebrated.			