



# PART ONE: HIGH QUALITY INSTRUCTION

*High quality instruction (curriculum, instruction, and assessment) is engaging, standards-based, data-driven, and research-based and is grounded in culturally responsive practices.*

Do we have <b>HIGH QUALITY INSTRUCTION</b> on multiple levels?		Not in Place	Purpose-Building	Infrastructure	Initial Implementation	Full Implementation
<b><i>For instruction at the UNIVERSAL level, we...</i></b>						
1	Use universal curriculum and instruction based on the <b>Wisconsin State standards</b> or <b>local standards</b>	NIP	PB	IS	II	FI
2	Deliver universal curriculum and instruction based on <b>grade-level/course benchmarks</b>	NIP	PB	IS	II	FI
3	Use <b>research-based</b> practices and/or programs within our universal curriculum and instruction	NIP	PB	IS	II	FI
4	<b>Differentiate</b> universal curriculum and instruction based on student needs	NIP	PB	IS	II	FI
5	Provide universal curriculum and instruction that <b>engages students</b>	NIP	PB	IS	II	FI
6	Provide universal curriculum and instruction that <b>uses the cultural beliefs, practices, and experiences</b> of our students	NIP	PB	IS	II	FI
7	Use <b>formal strategies</b> to share our grade-level/course benchmarks with all <b>parents/guardians</b>	NIP	PB	IS	II	FI
8	Use a process to ensure that our universal curriculum and instruction are <b>delivered with fidelity</b> (i.e. as intended)	NIP	PB	IS	II	FI
9	Use multiple measures to <b>review the overall effectiveness</b> of our universal curriculum and instruction <b>for all students</b> and <b>adjust accordingly</b>	NIP	PB	IS	II	FI
10	Use multiple measures to <b>review the effectiveness</b> of our universal curriculum and instruction <b>for demographic groups</b> of students and <b>adjust accordingly</b>	NIP	PB	IS	II	FI
<b><i>For instruction at the SELECTED and INTENSIVE level, we...</i></b>						
11	Provide <b>interventions in addition to the universal curriculum</b> for students <u>not meeting</u> benchmarks	NIP	PB	IS	II	FI
12	Use <b>evidence-based interventions</b> for students <u>not meeting</u> benchmarks	NIP	PB	IS	II	FI
13	Provide interventions <b>relevant to the cultural beliefs, practices, and experiences</b> of our students <u>not meeting</u> benchmarks	NIP	PB	IS	II	FI
14	Provide <b>evidence-based additional challenges</b> for students <u>exceeding</u> benchmarks	NIP	PB	IS	II	FI
15	Provide additional challenges <b>relevant to the cultural beliefs, practices, and experiences</b> of our students <u>exceeding</u> benchmarks	NIP	PB	IS	II	FI
16	Use a process to ensure that our interventions/challenges are <b>delivered with fidelity</b> (i.e. as intended)	NIP	PB	IS	II	FI
17	Regularly <b>review the overall effectiveness of our interventions/challenges</b> for students receiving selected and intensive support	NIP	PB	IS	II	FI
18	Regularly <b>review the effectiveness of our interventions/challenges for demographic groups</b> of students receiving selected and intensive support	NIP	PB	IS	II	FI



## PART TWO: BALANCED ASSESSMENT

Continuous review of student progress involves a balanced, systematic process of constant inquiry that uses multiple measures to determine the current skill level of students, how students are responding to core curriculum and instruction, and how students are responding to interventions or additional challenges.

Do we use <b>BALANCED ASSESSMENTS</b> to continuously review student progress?		Not in Place	Purpose-Building	Infrastructure	Initial Implementation	Full Implementation
<b>For assessment of learning at the UNIVERSAL level, we...</b>						
19	Use a <b>process to screen</b> all students on grade-level/course benchmarks multiple times each year	NIP	PB	IS	II	FI
20	Use <b>valid and reliable</b> universal screening tools/processes	NIP	PB	IS	II	FI
21	Use a screening process that is <b>relevant to our students' cultural beliefs, practices, and experiences</b>	NIP	PB	IS	II	FI
22	Use <b>multiple measures</b> in our universal screening process	NIP	PB	IS	II	FI
23	Use <b>decision rules to determine levels of support</b> for students based on universal screening results	NIP	PB	IS	II	FI
24	Use a <b>system to document</b> universal screening results and instructional decisions	NIP	PB	IS	II	FI
25	Use <b>formal strategies</b> that ensure <b>parents/guardians</b> know and understand <b>universal screening results</b>	NIP	PB	IS	II	FI
26	Use a process to <b>analyze aggregated universal screening results</b>	NIP	PB	IS	II	FI
27	Use a process to <b>analyze disaggregated universal screening results</b> (i.e. by student demographic groups)	NIP	PB	IS	II	FI
28	Regularly <b>review the effectiveness and efficiency</b> of our universal screening processes	NIP	PB	IS	II	FI
<b>For assessment of learning at the SELECTED AND INTENSIVE levels, we...</b>						
29	Use <b>valid and reliable diagnostic data</b> to provide in-depth information about students in need of support at the selected and intensive levels	NIP	PB	IS	II	FI
30	Use <b>valid and reliable tools to monitor the progress</b> of students receiving interventions/additional challenges	NIP	PB	IS	II	FI
31	Use a <b>process</b> based on the intensity of the intervention/challenge <b>to determine the frequency of progress-monitoring</b> for students receiving support at selected and intensive levels	NIP	PB	IS	II	FI
32	<b>Frequently review progress-monitoring data to gauge</b> whether students are making <b>adequate progress</b> in response to the interventions/challenges and <b>adjust accordingly</b>	NIP	PB	IS	II	FI
33	Use a system to <b>document student-level progress-monitoring data and instructional decisions</b> for students at the selected and intensive levels of support	NIP	PB	IS	II	FI
34	Use a process to regularly <b>inform parents/guardians</b> of ongoing student progress in response to interventions/challenges	NIP	PB	IS	II	FI



## PART THREE: COLLABORATION

*Collaboration is a process where people work together to identify and provide supports to students to increase their academic and behavioral success through data-based decision making.*

Do we <b>COLLABORATE</b> within our multi-level system of support?		Not in Place	Purpose-Building	Infrastructure	Initial Implementation	Full Implementation
<b>To strengthen the effect of our UNIVERSAL curriculum/instruction, we...</b>						
35	<b>Collaborate frequently in grade level/content area teams</b> about universal student data and instructional practices	NIP	PB	IS	II	FI
36	<b>Involve multiple staff roles</b> in grade level/content area team discussions about universal student data and instructional practices	NIP	PB	IS	II	FI
37	<b>Demonstrate cultural competence when collaborating</b> in grade level/content area teams about universal student data and instructional practices	NIP	PB	IS	II	FI
38	Follow a <b>consistent process to guide</b> grade level/content area <b>team discussions and decisions</b> at the universal level	NIP	PB	IS	II	FI
39	<b>Collaborate</b> periodically <i>across</i> grade levels/content areas about universal student data and instructional practices	NIP	PB	IS	II	FI
<b>To strengthen the effect of our SELECTED AND INTENSIVE interventions/challenges, we...</b>						
40	<b>Involve multiple staff roles</b> in grade level/content area teams when <b>determining the appropriate type and level of intensity of interventions/challenges</b> for students in need of support at the <b>selected level</b>	NIP	PB	IS	II	FI
41	<b>Demonstrate cultural competence</b> when collaborating in grade level/content area teams about the appropriate nature of support at the <b>selected level</b>	NIP	PB	IS	II	FI
42	Follow a <b>consistent process to guide</b> grade level/content area <b>team discussions and decisions</b> about support at the <b>selected level</b>	NIP	PB	IS	II	FI
43	Use a process to <b>collaborate with and engage parents/guardians</b> of students receiving support at the selected level	NIP	PB	IS	II	FI
44	<b>Work collectively to provide interventions/challenges</b> for students receiving support at the selected level	NIP	PB	IS	II	FI
45	Use a process to <b>access timely building-level problem-solving team support</b> for students in need of support at the intensive level	NIP	PB	IS	II	FI
46	<b>Involve multiple staff roles</b> in our <b>building-level problem-solving team</b> for students in need of support at the intensive level	NIP	PB	IS	II	FI
47	Follow a <b>data-based process to guide building-level problem-solving team decisions</b> about the nature and level of intensity of interventions/challenges for students in need of support at the intensive level	NIP	PB	IS	II	FI
48	<b>Use a culturally competent process</b> when collaborating in our <b>building-level problem-solving team</b>	NIP	PB	IS	II	FI



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Do we <b>COLLABORATE</b> within our multi-level system of support?		Not in Place	Purpose-Building	Infrastructure	Initial Implementation	Full Implementation
49	Engage parents/guardians as active team participants at <b>each step of the problem-solving process</b> for students receiving support at the intensive level	NIP	PB	IS	II	FI
50	Use a process to <b>measure the effectiveness and efficiency</b> of our <b>building-level problem-solving team</b> for students receiving support at the intensive level	NIP	PB	IS	II	FI



## PART FOUR: LEADERSHIP AND ORGANIZATIONAL STRUCTURES

*Effective leadership is essential to the development and continuing improvement of any organization. Leaders are needed to focus efforts on excellence and equity in education. School leaders expect and hold staff accountable for challenging all students with a rigorous, culturally relevant curriculum and for demonstrating high expectations for each student. School leaders ensure that each school has financial, material, and programmatic resources adequate to provide each student an equitable opportunity to learn and achieve success. [Source: WI DPI Characteristics of Successful Schools]*

Do we have school-wide <b>LEADERSHIP AND ORGANIZATIONAL STRUCTURES</b> to support full RtI implementation?		Not in Place	Purpose-Building	Infrastructure	Initial Implementation	Full Implementation
51	Our school embraces an <b>RtI vision</b> centered on <b>achieving high levels of academic and behavioral success for <u>all</u> students</b>	NIP	PB	IS	II	FI
52	Our <b>principal</b> is <b>actively committed</b> to a multi-year RtI implementation	NIP	PB	IS	II	FI
53	Our <b>school-wide schedules</b> are <b>aligned to support</b> delivery of <b>multiple levels</b> of high quality instruction based on the needs of our students	NIP	PB	IS	II	FI
54	School <b>personnel and roles</b> are <b>aligned to support</b> delivery of <b>multiple levels</b> of high quality instruction based on the needs of our students	NIP	PB	IS	II	FI
55	The school <b>budget</b> is <b>aligned to</b> implement our <b>RtI goals</b>	NIP	PB	IS	II	FI
56	<b>Collaboration</b> around student data and instruction is <b>built into staff expectations, schedules, and the school calendar</b>	NIP	PB	IS	II	FI
57	We commit <b>adequate time and resources to support professional learning</b> for all staff needed for full RtI implementation	NIP	PB	IS	II	FI
58	We use a <b>system to easily document and access individual student-level data</b> for all of the years each student has been in our school	NIP	PB	IS	II	FI
59	Our <b>school-level leadership team meets regularly to oversee implementation of</b> our school-wide RtI action plan	NIP	PB	IS	II	FI
60	We use a <b>process to evaluate our short-term progress and long-term goals</b> toward full RtI implementation	NIP	PB	IS	II	FI
61	We use a <b>process to regularly communicate</b> our <b>school-wide RtI actions and results</b> to multiple stakeholder audiences, including all staff, families, school board members, and the community	NIP	PB	IS	II	FI