



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 HIGH QUALITY INSTRUCTION on multiple levels? | | Not in Place | Purpose-Building | Infrastructure | Initial Implementation | Full Implementation |
|--|--|--------------|------------------|----------------|------------------------|---------------------|
| <i>For instruction at the UNIVERSAL level, we...</i> | | | | | | |
| 1 | Use universal curriculum and instruction based on the Wisconsin State standards or local standards | NIP | PB | IS | II | FI |
| 2 | Deliver universal curriculum and instruction based on grade-level/course benchmarks | NIP | PB | IS | II | FI |
| 3 | Use research-based practices and/or programs within our universal curriculum and instruction | NIP | PB | IS | II | FI |
| 4 | Differentiate universal curriculum and instruction based on student needs | NIP | PB | IS | II | FI |
| 5 | Provide universal curriculum and instruction that engages students | NIP | PB | IS | II | FI |
| 6 | Provide universal curriculum and instruction that uses the cultural beliefs, practices, and experiences of our students | NIP | PB | IS | II | FI |
| 7 | Use formal strategies to share our grade-level/course benchmarks with all parents/guardians | NIP | PB | IS | II | FI |
| 8 | Use a process to ensure that our universal curriculum and instruction are delivered with fidelity (i.e. as intended) | NIP | PB | IS | II | FI |
| 9 | Use multiple measures to review the overall effectiveness of our universal curriculum and instruction for all students and adjust accordingly | NIP | PB | IS | II | FI |
| 10 | Use multiple measures to review the effectiveness of our universal curriculum and instruction for demographic groups of students and adjust accordingly | NIP | PB | IS | II | FI |
| <i>For instruction at the SELECTED and INTENSIVE level, we...</i> | | | | | | |
| 11 | Provide interventions in addition to the universal curriculum for students <u>not meeting</u> benchmarks | NIP | PB | IS | II | FI |
| 12 | Use evidence-based interventions for students <u>not meeting</u> benchmarks | NIP | PB | IS | II | FI |
| 13 | Provide interventions relevant to the cultural beliefs, practices, and experiences of our students <u>not meeting</u> benchmarks | NIP | PB | IS | II | FI |
| 14 | Provide evidence-based additional challenges for students <u>exceeding</u> benchmarks | NIP | PB | IS | II | FI |
| 15 | Provide additional challenges relevant to the cultural beliefs, practices, and experiences of our students <u>exceeding</u> benchmarks | NIP | PB | IS | II | FI |
| 16 | Use a process to ensure that our interventions/challenges are delivered with fidelity (i.e. as intended) | NIP | PB | IS | II | FI |
| 17 | Regularly review the overall effectiveness of our interventions/challenges for students receiving selected and intensive support | NIP | PB | IS | II | FI |
| 18 | Regularly review the effectiveness of our interventions/challenges for demographic groups 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 BALANCED ASSESSMENTS to continuously review student progress? | | Not in Place | Purpose-Building | Infrastructure | Initial Implementation | Full Implementation |
|--|--|--------------|------------------|----------------|------------------------|---------------------|
| | | | | | | |
| For assessment of learning at the UNIVERSAL level, we... | | | | | | |
| 19 | Use a process to screen all students on grade-level/course benchmarks multiple times each year | NIP | PB | IS | II | FI |
| 20 | Use valid and reliable universal screening tools/processes | NIP | PB | IS | II | FI |
| 21 | Use a screening process that is relevant to our students' cultural beliefs, practices, and experiences | NIP | PB | IS | II | FI |
| 22 | Use multiple measures in our universal screening process | NIP | PB | IS | II | FI |
| 23 | Use decision rules to determine levels of support for students based on universal screening results | NIP | PB | IS | II | FI |
| 24 | Use a system to document universal screening results and instructional decisions | NIP | PB | IS | II | FI |
| 25 | Use formal strategies that ensure parents/guardians know and understand universal screening results | NIP | PB | IS | II | FI |
| 26 | Use a process to analyze aggregated universal screening results | NIP | PB | IS | II | FI |
| 27 | Use a process to analyze disaggregated universal screening results (i.e. by student demographic groups) | NIP | PB | IS | II | FI |
| 28 | Regularly review the effectiveness and efficiency of our universal screening processes | NIP | PB | IS | II | FI |
| For assessment of learning at the SELECTED AND INTENSIVE levels, we... | | | | | | |
| 29 | Use valid and reliable diagnostic data to provide in-depth information about students in need of support at the selected and intensive levels | NIP | PB | IS | II | FI |
| 30 | Use valid and reliable tools to monitor the progress of students receiving interventions/additional challenges | NIP | PB | IS | II | FI |
| 31 | Use a process based on the intensity of the intervention/challenge to determine the frequency of progress-monitoring for students receiving support at selected and intensive levels | NIP | PB | IS | II | FI |
| 32 | Frequently review progress-monitoring data to gauge whether students are making adequate progress in response to the interventions/challenges and adjust accordingly | NIP | PB | IS | II | FI |
| 33 | Use a system to document student-level progress-monitoring data and instructional decisions for students at the selected and intensive levels of support | NIP | PB | IS | II | FI |
| 34 | Use a process to regularly inform parents/guardians 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 COLLABORATE within our multi-level system of support? | | Not in Place | Purpose-Building | Infrastructure | Initial Implementation | Full Implementation |
|---|--|--------------|------------------|----------------|------------------------|---------------------|
| To strengthen the effect of our UNIVERSAL curriculum/instruction, we... | | | | | | |
| 35 | Collaborate frequently in grade level/content area teams about universal student data and instructional practices | NIP | PB | IS | II | FI |
| 36 | Involve multiple staff roles in grade level/content area team discussions about universal student data and instructional practices | NIP | PB | IS | II | FI |
| 37 | Demonstrate cultural competence when collaborating in grade level/content area teams about universal student data and instructional practices | NIP | PB | IS | II | FI |
| 38 | Follow a consistent process to guide grade level/content area team discussions and decisions at the universal level | NIP | PB | IS | II | FI |
| 39 | Collaborate periodically across grade levels/content areas about universal student data and instructional practices | NIP | PB | IS | II | FI |
| To strengthen the effect of our SELECTED AND INTENSIVE interventions/challenges, we... | | | | | | |
| 40 | Involve multiple staff roles in grade level/content area teams when determining the appropriate type and level of intensity of interventions/challenges for students in need of support at the selected level | NIP | PB | IS | II | FI |
| 41 | Demonstrate cultural competence when collaborating in grade level/content area teams about the appropriate nature of support at the selected level | NIP | PB | IS | II | FI |
| 42 | Follow a consistent process to guide grade level/content area team discussions and decisions about support at the selected level | NIP | PB | IS | II | FI |
| 43 | Use a process to collaborate with and engage parents/guardians of students receiving support at the selected level | NIP | PB | IS | II | FI |
| 44 | Work collectively to provide interventions/challenges for students receiving support at the selected level | NIP | PB | IS | II | FI |
| 45 | Use a process to access timely building-level problem-solving team support for students in need of support at the intensive level | NIP | PB | IS | II | FI |
| 46 | Involve multiple staff roles in our building-level problem-solving team for students in need of support at the intensive level | NIP | PB | IS | II | FI |
| 47 | Follow a data-based process to guide building-level problem-solving team decisions 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 | Use a culturally competent process when collaborating in our building-level problem-solving team | NIP | PB | IS | II | FI |



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|--|--|--------------|------------------|----------------|------------------------|---------------------|
| 49 | Engage parents/guardians as active team participants at each step of the problem-solving process for students receiving support at the intensive level | NIP | PB | IS | II | FI |
| 50 | Use a process to measure the effectiveness and efficiency of our building-level problem-solving team 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 LEADERSHIP AND ORGANIZATIONAL STRUCTURES to support full Rtl implementation? | | Not in Place | Purpose-Building | Infrastructure | Initial Implementation | Full Implementation |
|--|---|--------------|------------------|----------------|------------------------|---------------------|
| 51 | Our school embraces an Rtl vision centered on achieving high levels of academic and behavioral success for <u>all</u> students | NIP | PB | IS | II | FI |
| 52 | Our principal is actively committed to a multi-year Rtl implementation | NIP | PB | IS | II | FI |
| 53 | Our school-wide schedules are aligned to support delivery of multiple levels of high quality instruction based on the needs of our students | NIP | PB | IS | II | FI |
| 54 | School personnel and roles are aligned to support delivery of multiple levels of high quality instruction based on the needs of our students | NIP | PB | IS | II | FI |
| 55 | The school budget is aligned to implement our Rtl goals | NIP | PB | IS | II | FI |
| 56 | Collaboration around student data and instruction is built into staff expectations, schedules, and the school calendar | NIP | PB | IS | II | FI |
| 57 | We commit adequate time and resources to support professional learning for all staff needed for full Rtl implementation | NIP | PB | IS | II | FI |
| 58 | We use a system to easily document and access individual student-level data for all of the years each student has been in our school | NIP | PB | IS | II | FI |
| 59 | Our school-level leadership team meets regularly to oversee implementation of our school-wide Rtl action plan | NIP | PB | IS | II | FI |
| 60 | We use a process to evaluate our short-term progress and long-term goals toward full Rtl implementation | NIP | PB | IS | II | FI |
| 61 | We use a process to regularly communicate our school-wide Rtl actions and results to multiple stakeholder audiences, including all staff, families, school board members, and the community | NIP | PB | IS | II | FI |