

RTI IMPLEMENTATION CHECKLIST – Reading / Math (circle one)

Elements of a School-Wide Approach		YES	NO	PARTIAL	Comments
1.	Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive)				
	A. Are appropriate programs and materials used to teach the full range of students?				
	B. Benchmark students receive minimum 90/45 min. reading/math instruction				
	C. Strategic students receive core instruction with at least 30 min. targeted/supplemental instruction				
	D. Intensive students placed in research validated intervention programs sufficient time to meet pacing requirements				
	E. Is a sufficient number of staff allocated				
	F. Have staff been assigned in a way such that instruction can be delivered to the full range of students each day				
2.	Use universal screening and functional assessment (e.g., phonics screening, etc.) to identify and place students according to instructional needs.				
	A. Benchmark assessments are administered fall, winter and spring				
	B. Diagnostic assessments are used to identify specific instructional focus for Strategic level students				
	C. Intensive level students are administered placement tests				
3.	Use differentiated instruction to meet the needs of instructional groups.				
	A. Are students grouped according to identified instructional focus area (homogenously by performance level/skill deficits				
	B. Are students grouped based on program recommendation				
	C. Are group sizes for small group activities appropriate (i.e., 4-8 students)				
4.	Use research-based interventions and instructional practices.				
	A. All instructional reading programs and materials are research based/validated				
	B. Instructional programs are aligned to student instructional needs				
	C. Are reading/math programs implemented with fidelity				

	D. Are fidelity checks conducted regularly				
5.	Conduct frequent progress monitoring to ensure adequate growth.				
	A. In-program assessment (i.e. end of unit tests, etc.) are administered as required				
	B. Out of program assessments are administered (monthly for Strategic students and every, twice monthly for Intensive students)				
	C. Data is used for instructional decision making (i.e. to adjust instructional groups, evaluate effectiveness of instruction, etc.)				
	D. Grade level data meetings have been established and occur regularly				
6.	Provide on-going professional development to support system-wide structures of instruction.				
	A. Is training provided for teachers (i.e., staff receives professional development on programs used in classrooms before using program and at least twice after initial training)				
	B. Are program specific consultants brought in to observe in classrooms and provide ongoing support and training				
	C. Are inservice sessions developed around implementation issues identified by the building/district administrators				
	D. Do building administrators conduct classroom walk thoughts during reading instruction – establish and communicate grade level reading goals and targets				
	E. Are new teachers provided the necessary program training				
7.	Use data to evaluate effectiveness of school-wide system.				
	A. Do grade level teachers have a method to evaluate effectiveness of instructional supports/systems (i.e., Benchmark, Strategic and Intensive)				
	B. Less effective systems are identified and discussed by grade level teachers				
	C. A school-wide team is established to evaluate the effectiveness systems				
8.	Use problem-solving teams to identify and address unhealthy systems.				

	A. Grade level teams identify systems in need of support and use Healthy System Checklist, ICEL/RIOT, Alterable Variables, and other resources for identifying possible causes				
	B. Action plans are created to address systems in need of support				
	C. Outcome goals and evaluation methods are identified regarding unhealthy systems				
9.	Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system).				
	A. Intervention plans are created using a formal problem solving Process				
	B. Goals of student intervention plans are clearly specified and regularly monitored				
	C. Problem solving efforts are first addressed within grade level teams before being referred to the building level team				
	D. Student level teams exist for the purpose of improving student performance rather than referral recommendations				
10.	Use information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education.				
	A. Students considered for special education have received intervention within effective systems				
	B. Students considered for special education have received research validated interventions aligned to their instructional needs and for an extended period of time				
	C. Progress monitoring information, history of interventions and results are used in determining eligibility for special education				