



# **Achievement for All Response to Intervention Implementation Rubric**

## **Washington Private School Site Plan**

School \_\_\_\_\_

Date \_\_\_\_\_

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>1.0 Leadership</b>					
<b>Leadership Team</b>	The staff recognizes the need for an RtI Leadership Planning Team to provide school-wide direction for prevention and early intervention processes.	An RtI Leadership Planning Team with representatives from teachers, administration, and other staff is selected.	The RtI Leadership Planning Team begins implementing the site RtI action plan and meets regularly.	The RtI Leadership Planning Team meets monthly and makes decisions about implementation of the action plan using a formal structure which includes roles, agenda, outcomes, regular meeting schedule, and disseminates minutes to all staff.	The RtI Leadership Planning Team meets monthly and makes data driven decisions regarding the implementation of the action plan using a formal structure which includes roles, agenda, outcomes, and communicates progress on plan to staff and community four times throughout the school year.
<b>Resource Allocation</b>	The staff recognizes the need to allocate resources for prevention and early intervention to meet the diversified needs of students.	The principal examines existing resources and identifies possible reallocation of resources for prevention and early intervention to meet the diversified needs of students.	The principal and the RtI Leadership Planning Team develop a plan to allocate resources for prevention and early intervention to meet the diversified needs of students.	The principal and the RtI Leadership Planning Team develop a plan to allocate resources to provide interventions for 50-75% of students with the greatest academic needs.	The principal and the RtI Leadership Planning Team develop a plan to allocate resources to provide interventions for 76-100% of students with the greatest academic needs.
<b>PLC</b>	The staff recognizes the need for professional learning communities to analyze student data and to task analyze instruction based on set goals.	The principal establishes structured times for teams to meet by grade levels or content area to analyze data and to task analyze instruction based on set goals.	The principal guides professional learning communities to create norms and collaborative planning procedures to enhance their effectiveness as professionals so that students benefit.	The principal supports professional learning communities to analyze student data, task analyze, and collaboratively plan lessons.	The principal supports professional learning communities that meet at least monthly to analyze student data, task analyze, and collaboratively plan lessons.

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>2.0 Data-Based Decision Making</b>					
<b>ELA Assessment</b>	The staff recognizes the need to establish tools and procedures for universal screening and progress monitoring for English language arts (ELA).	Principal and RtI Leadership Planning Team identifies content for universal screening and progress monitoring for ELA.	Principal and RtI Leadership Planning Team identifies universal screening and progress monitoring tools and procedures for ELA.	Principal and RtI Leadership Planning Team determines formalized universal screening and progress monitoring schedules and establishes flexible cut scores for ELA.	Principal and RtI Leadership Planning Team uses universal screening and progress monitoring tools and procedures at least three times a year to identify students who need ELA intervention.
<b>Math Assessment</b>	The staff recognizes the need to establish tools and procedures for universal screening and progress monitoring for mathematics.	Principal and RtI Leadership Planning Team identifies content for universal screening and progress monitoring for mathematics.	Principal and RtI Leadership Planning Team identifies universal screening and progress monitoring tools and procedures for mathematics.	Principal and RtI Leadership Planning Team determines formalized universal screening and progress monitoring schedules and establishes flexible cut scores for mathematics.	Principal and RtI Leadership Planning Team uses universal screening and progress monitoring tools and procedures at least three times a year to identify students who need mathematics intervention.
<b>Behavior Assessment</b>	The staff recognizes the need to establish tools and procedures for universal screening and progress monitoring for behavior.	Principal and RtI Leadership Planning Team identifies content for universal screening and progress monitoring for behavior.	Principal and RtI Leadership Planning Team identifies universal screening and progress monitoring tools and procedures for behavior.	Principal and RtI Leadership Planning Team determines formalized universal screening and progress monitoring schedules and establishes flexible cut scores for behavior.	Principal and RtI Leadership Planning Team uses universal screening and progress monitoring tools and procedures at least three times a year to identify students who need behavioral intervention.
<b>Data Tracking Process</b>	The staff recognizes the need for a data tracking process to ensure that the needs of all students are identified and monitored.	Principal and RtI Leadership Planning Team identifies the components for a data tracking process.	Principal and RtI Leadership Planning Team identify or develop tools and procedures for tracking school-wide, class, and individual progress.	Principal and RtI Leadership Planning Team train all staff to use tools and procedures for tracking student progress.	Principal, RtI Leadership Planning Team, and professional learning communities utilize the data tracking process for school-wide, class, and individual progress monitoring.

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>3.0 Tier 1 – High Quality First Teaching</b>					
<b>Standards</b>	The staff recognizes the need to identify the standards to be taught in each grade and/or content area.	The staff identifies the standards to be taught in each grade and/or content area.	The staff develops curriculum maps aligned to the identified standards.	50-75% of the teachers implement curriculum aligned with the identified standards.	76-100% of the teachers implement curriculum aligned with the identified standards.
<b>Behavior Expectations</b>	The staff recognizes the need to develop positive behavioral expectations, procedures, and routines that apply across all school settings.	The staff agrees upon positive behavioral expectations, procedures, and routines that apply across all school settings.	1-49% of staff has explicitly taught agreed upon positive behavioral expectations, procedures, and routines.	50-75% of staff has explicitly taught agreed upon positive behavioral expectations, procedures, and routines.	76-100% of staff has explicitly taught agreed upon positive behavioral expectations, procedures, and routines.
<b>Lesson Objective</b>	The staff recognizes the need to communicate the objective of the lesson in student friendly language.	Based on a total number of classroom observations made on a quarterly basis, 1-24% of teachers communicate the objective of the lesson in student friendly language.	Based on a total number of classroom observations made on a quarterly basis, 25-49% of teachers communicate the objective of the lesson in student friendly language.	Based on a total number of classroom observations made on a quarterly basis, 50-75% of teachers communicate the objective of the lesson in student friendly language.	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers communicate the objective of the lesson in student friendly language.
<b>Gradual Release</b>	The staff recognizes the need to utilize the gradual release of responsibility model.	Based on a total number of classroom observations made on a quarterly basis, 1-24% of teachers utilize the gradual release of responsibility model.	Based on a total number of classroom observations made on a quarterly basis, 25-49% of teachers utilize the gradual release of responsibility model.	Based on a total number of classroom observations made on a quarterly basis, 50-75% of teachers utilize the gradual release of responsibility model.	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers utilize the gradual release of responsibility model.
<b>Engagement</b>	The staff recognizes the need for student engagement throughout learning.	Based on a total number of classroom observations made on a quarterly basis, 1-24% of teachers engage students throughout the lesson.	Based on a total number of classroom observations made on a quarterly basis, 25-49% of teachers engage students throughout the lesson.	Based on a total number of classroom observations made on a quarterly basis, 50-75% of teachers engage students throughout the lesson.	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers engage students throughout the lesson..

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>3.0 Tier 1 – Quality First Teaching (cont.)</b>					
<b>Academic Vocabulary</b>	The staff recognizes the need for explicit teaching of academic vocabulary.	Based on a total number of classroom observations made on a quarterly basis, 1-24% of teachers explicitly teach academic vocabulary.	Based on a total number of classroom observations made on a quarterly basis, 25-49% of teachers explicitly teach academic vocabulary.	Based on a total number of classroom observations made on a quarterly basis, 50-75% of teachers explicitly teach academic vocabulary.	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers explicitly teach academic vocabulary.
<b>Evidence-Based</b>	The staff recognizes the need to utilize evidence-based instructional strategies.	Based on a total number of classroom observations made on a quarterly basis, 1-24% of teachers utilize evidence-based instructional strategies.	Based on a total number of classroom observations made on a quarterly basis, 25-49% of teachers utilize evidence-based instructional strategies.	Based on a total number of classroom observations made on a quarterly basis, 50-75% of teachers utilize evidence-based instructional strategies.	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers utilize evidence-based instructional strategies.
<b>Classroom Walkthroughs</b>	The staff recognizes the need for observation and coaching to improve instruction.	An administrative designee observes 1-24% of teachers using a classroom observation instrument and provides specific feedback concerning standards aligned instruction and evidence-based strategies.	An administrative designee observes 25-49% of teachers using a classroom observation instrument and provides specific feedback concerning standards aligned instruction and evidence-based strategies.	An administrative designee observes 50-75% of teachers using a classroom observation instrument and provides specific feedback concerning standards aligned instruction and evidence-based strategies.	An administrative designee observes 76-100% of teachers using a classroom observation instrument and provides specific feedback concerning standards aligned instruction and evidence-based strategies.

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>4.0 Tier 2 – Strategic Intervention</b>					
<b>ELA Strategic</b>	In addition to core curriculum in ELA, the staff recognizes the need to provide targeted, evidence-based strategic interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based strategic interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based strategic interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based strategic interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based strategic interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.
<b>Math Strategic</b>	In addition to core curriculum in mathematics the staff recognizes the need to provide targeted, evidence-based strategic interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based strategic interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based strategic interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based strategic interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based strategic interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.
<b>Behavior Strategic</b>	In addition school-wide positive behavioral expectations, the staff recognizes the need to provide targeted, evidence-based strategic interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based strategic interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based strategic interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based strategic interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based strategic interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.

	1. Readiness	2. Starting	3. Progressing	4. Approaching	5. Full Implementation
<b>5.0 Tier 3 – Intensive Intervention</b>					
<b>ELA Intensive</b>	In addition to core curriculum in ELA, the staff recognizes the need to provide targeted, evidence-based intensive interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based intensive interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based intensive interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based intensive interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in ELA, targeted, evidence-based intensive interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.
<b>Math Intensive</b>	In addition to core curriculum in mathematics the staff recognizes the need to provide targeted, evidence-based intensive interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based intensive interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based intensive interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based intensive interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to core curriculum in mathematics, targeted, evidence-based intensive interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.
<b>Behavior Intensive</b>	In addition school-wide positive behavioral expectations, the staff recognizes the need to provide targeted, evidence-based intensive interventions to students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based intensive interventions are provided to 1-24% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based intensive interventions are provided to 25-49% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based intensive interventions are provided to 50-75% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.	In addition to school-wide positive behavioral expectations, targeted, evidence-based intensive interventions are provided to 76-100% of the students identified as “at-risk” based upon screening data and clearly defined entry and exit criteria.