



Washington Private Schools RtI Self-Review Rating Sheet

Transfer scores from implementation rubric.

Key Components	Item #	Elements	Implementation Level	Comments:
1.0 Leadership	1.1	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.	1 2 3 4 5	
	1.2	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	1 2 3 4 5	
	1.3	The principal supports professional learning communities that meet at least monthly to analyze student data, task analyze, and collaboratively plan lessons.	1 2 3 4 5	
Based on what you have gathered, reviewed, and discussed for Leadership what are the important conclusions?				



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Key Components	Item #	Elements	Implementation Level	Comments:
2.0 Data-Based Decision Making	2.1	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.	1 2 3 4 5	
	2.2	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.	1 2 3 4 5	
	2.3	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.	1 2 3 4 5	
	2.4	Principal, RtI Leadership Planning Team, and professional learning communities utilize the data tracking process for school-wide, class, and individual progress monitoring.	1 2 3 4 5	
<p>Based on what you have gathered, reviewed, and discussed for Data-Based Decision Making, what are the important conclusions?</p>				



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Key Components	Item #	Elements	Implementation Level	Comments/Evidence:
3.0 Tier 1 High Quality First Teaching	3.1	76-100% of the teachers implement curriculum aligned with the identified standards.	1 2 3 4 5	
	3.2	76-100% of staff has explicitly taught agreed upon positive behavioral expectations, procedures, and routines.	1 2 3 4 5	
	3.3	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.	1 2 3 4 5	
	3.4	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers utilize the gradual release of responsibility model.	1 2 3 4 5	
	3.5	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers engage students throughout the lesson..	1 2 3 4 5	
	3.6	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers explicitly teach academic vocabulary.	1 2 3 4 5	
	3.7	Based on a total number of classroom observations made on a quarterly basis, 76-100% of teachers utilize evidence-based instructional strategies.	1 2 3 4 5	
	3.8	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 2 3 4 5	



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Based on what you have gathered, reviewed, and discussed for Tier 1 what are the important conclusions?



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Key Components	Item #	Elements	Implementation Level	Comments:
4.0 Tier 2 Strategic Intervention	4.1	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.	1 2 3 4 5	
	4.2	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..	1 2 3 4 5	
	4.3	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 2 3 4 5	
<p>Based on what you have gathered, reviewed, and discussed for Tier 2, what are the important conclusions?</p>				



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Key Components	Item #	Elements	Implementation Level	Comments:
5.0 Tier 3 Intensive Intervention	4.1	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.	1 2 3 4 5	
	4.2	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.	1 2 3 4 5	
	4.3	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.	1 2 3 4 5	
<p>Based on what you have gathered, reviewed, and discussed for Tier 3 what are the important conclusions?</p>				