

Response to Intervention School Feedback Form 2006-2007



Fountain • Fort Carson
SCHOOL DISTRICT EIGHT

School:	Date completed: May 17, 2007	
Professional Development Area	Strengths	Next Steps
<p align="center">Building Level Understanding and Leadership</p>	<ul style="list-style-type: none"> • School has identified a School Psychologist as the RtI coordinator. • The coordinator has participated in the coordinator meetings this year. • The assistant principal participates in all SFT meetings. • The principal participates at least once a month in SFT meetings. • The staff was surveyed and the majority of the staff indicated an understanding and support of the RtI model. • The principal has identified RtI interventions on the Spot Observation form as an evaluated area. 	<ul style="list-style-type: none"> • The principal is encouraged to continue to attend SFT meetings on a monthly basis to determine strengths and needs of the process. • The principal is encouraged to support fidelity of interventions by evaluating the effectiveness of the interventions through spot observations and collected data. • School is encouraged to continue identifying resources available to support the RtI model including personnel, progress monitoring tools, intervention resources, etc. • The principal is encouraged to continue to meet with the RtI coordinator to determine the interventions developed by the SFT to support fidelity of implementation.
<p align="center">Problem Solving Process</p>	<ul style="list-style-type: none"> • School has developed a diverse SFT. • The team meets every week for an hour and a half. • 30 students were focused on in Tier II. • 5 students moved to Tier III. • 9 students were referred for a Special Education Evaluation. • School's SFT has participated in the consultation training provided by the district. • School utilizes designated consultants. • School has monthly meetings to discuss universal progress. • Grade level teams meet once a week to support learning needs of individual students. 	<ul style="list-style-type: none"> • School is encouraged to have staff participate in the staff consultation overview. • School is encouraged to continue to identify consistent times to discuss data.

<p>Progress Monitoring: Screening, Benchmark, Diagnostic, and Outcomes</p>	<ul style="list-style-type: none"> • School utilizes Tungsten Benchmarks in grades 2 - 5. • School has utilized DIBELS for screening, benchmarking, and progress monitoring in grades K – 5. • The SFT has participated in training on administering and scoring CBM. • School has purchased AIMSWeb to support progress monitoring. • School has identified Diagnostic instruments to support intervention development in the problem solving process, such as the CTOPP, GORT-R, etc. • School has employed a retired teacher to support the academic progress monitoring utilizing CBM. • Staff has an understanding of progress monitoring behavior and the tools to use. • The staff uses GAP analysis to make decisions regarding interventions for individual students. 	<ul style="list-style-type: none"> • SFT members are encouraged to participate in successive curriculum-based measurement training on administration, scoring, and utilization of data. • SFT members and other staff are encouraged to participate in training on AIMSWeb to maximize the utilization of the tool. • Selected Staff members need to participate in GAP analysis training. • The SFT needs to continue making decisions based on the GAP analysis.
<p>Intervention Development</p>	<ul style="list-style-type: none"> • School utilizes differentiation, accommodations, and modifications to meet the needs of students as needed. • School utilizes reading lab para professionals, special education teachers, and a literacy coach to meet individual needs of students. • School has invested in multiple intervention programs to meet the needs of individual students. 	<ul style="list-style-type: none"> • Continue to utilize personnel, time, and materials to meet individual student academic and behavior needs. • Continue to develop multiple intervention and instructional strategies to meet the needs of individual students. • Interventions need to become more targeted and less program based. • Administration needs to promote rigor and relevance in each classroom. • Differentiation needs to be a focus in every classroom.
<p>Parent and Community Involvement</p>	<ul style="list-style-type: none"> • School has communicated with parents about SFT meetings and has invited them to attend the meetings. 	<ul style="list-style-type: none"> • Staff should provide information and/or training to parents regarding the RtI model. • Staff should communicate with community service providers to help bridge the gap between the traditional service delivery model and the RtI model. • Parents should be provided on-going data related to interventions provided in Tiers II & III. • School should develop a documented method for informing parents about the problem solving process.