

Priority Rating:			Level of Implementation:				
Low	Medium	High	Indicators of Tiered Model (Rtl & PBS) for Early Childhood Education	(1) Do not do this in our school	move in this direction	(3) Making good progress here	(4) This condition well established
			I. High quality instruction is provided to all children				
			Program's curriculum is aligned with Early Childhood Standards.				
			The curriculum is research-based,developmentally appropriate, integrated, addresses all areas and is designed specifically for ECE.				
			Staff provide intentional teaching of key foundational skills tied to Early Learning Standards.				
			The program provides well-organized and equipped learning environments that support embedded, routine-based learning and intentional learning within a developmentally appropriate context.				
			Staff are trained and supported to implement the program's curriculum with fidelity tied to program evaluation and professional development plan.				
			There is an infrastructure that supports individual children's learning at all levels with increasing intensity to address needs.				
			There is a process for program evaluation that includes assessment of the comprehensive ECE curriculum including relationships, environment, skill development in all areas, differentiation of learning and professional development.				
			II. Problem-Solving Process in place				
			Use of universal screening and ongoing data collection using a variety of assessment measures (informal/formal) to plan instruction				

			Use of progress monitoring techniques				
			Teams utilize data to make collaborative decisions at the program, classroom and individual student levels				
			Teams are cross-disciplinary and include parents				
			The focus of discussions is on positive outcomes for children				
Low	Medium	High	<p style="text-align: center;">Indicators of Tiered Model (RtI & PBS) for Early Childhood Education:</p>	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. Screening, Assessment and Progress Monitoring practices (tools) are in place				
			Universal screening system to assess strengths and challenges of all students				
			Structured data conversations using a consistent protocol and process with an inclusive team that is knowledgeable about individual children and foundational learning targets occur to inform instructional decisions.				
			Direct measurements of developmental levels and behavior skills that have a documented/predictable relationship to positive student outcomes				
			Process for data collection and methods to track the progress of each child				
			Process for analyzing the intervention plans and evaluating the results or responses of each child				
			Data management system in place i.e. how do teachers manage various sources of data? How is the data documented (stored) for review or for transition?				
			IV. Infrastructure is in place to support instruction/intervention at all levels				

		Staff are trained in implementing support with increasing intensity for children with demonstrated needs				
		Utilization of integrated approaches (flexible groupings, embedded learning, routine based interventions, explicit/intentional teaching) to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs within a developmentally appropriate manner.				
		Staff and parents are informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness. Documented and reviewed.				
		System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
		Flexible groupings according to specific intervention needs				
		Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
		Availability of instructional resources				

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			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				

			<i>Professional development is fluid, tied to program evaluation and addresses relevant areas such as:</i>	development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			ECE Standards				
			Colorado P-12 Academic Standards				
			Developmentally Appropriate Practice				
			Problem-Solving Process				
			Interventions to address needs				
			- Instructional Techniques with increasing levels of support				
			-Inclusion				
			Appropriate Positive Climate and Environment (Interactions, Routines and Schedules,				
			Social Skill Development, Functional Behavioral Assessment,				
			Individual Behavior Support Plans)				

ACTION PLAN

Date_____

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Evidence of Change

Planning Team:_____