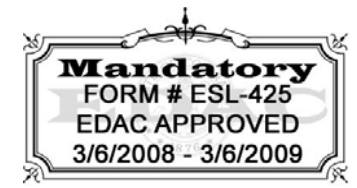


Implementation Plan: Response-to-Intervention Model & Determination of Specific Learning Disabilities



The *Colorado Rules for the Administration of the Exceptional Children's Educational Act* (effective December 30, 2007) set forth the requirement for all administrative units (AUs) and state-operated programs (SOPs) to submit a plan describing how the revised SLD criteria within an RtI model will be implemented.

This document is provided as a template for the formulation of this plan. The main purpose of the plan is to ensure that the identification of Specific Learning Disabilities...

- is based on the application of the criteria and other eligibility determination requirements as set forth in the *Rules for the Administration of the Exceptional Children's Educational Act* (December 30, 2007);
- aligns with the state guidance document: *Guidelines for the Identification of Specific Learning Disabilities*; and
- is legally defensible.

Essentially, this plan will describe how an AU/SOP will increase its capacity to collect data that becomes the body of evidence necessary to document academic skill deficits and insufficient progress in response to scientifically, research-based intervention, as well as data that will be used in addressing the other considerations required for an SLD determination and special education eligibility. (See the *Determination of Disability: Specific Learning Disability* page for required documentation, considerations, and determinations.)

The template is divided into 5 key areas considered critical to the application of the SLD Criteria and eligibility determination. Four of these are basic elements of a Response-to-Intervention model. The fifth area is specific to ensuring that key personnel are able to carry out the required procedures for making final disability/eligibility determinations.

These 5 key areas for implementation planning include:

- (1) Problem-Solving Process;**
- (2) Curriculum, Instruction & Intervention;**
- (3) Assessment/Progress Monitoring;**
- (4) Parent/Family Involvement; and**
- (5) SLD Determination**

"The criteria set forth in this Section 2.08(6)(b)(ii) may be used as of the effective date of these Rules but must be used by administrative units and state-operated programs no later than August 15, 2009. **No later than August 15, 2008, each administrative unit and state-operated program shall submit a plan to the Department describing how the administrative unit or state-operated program will implement the criteria set forth in this Section 2.08(6)(b)(ii) by August 15, 2009.**"

*- Rules for the Administration of the Exceptional Children's Educational Act
(December 30, 2007)*

An additional table has been provided should an AU/SOP want to indicate strategies for implementation that apply across the key areas listed above, such as general strategies/structures that address leadership, mentoring, and/or professional development.

Those involved in the development of the *Implementation Plan* may find it helpful to complete the *Self-Assessment: Implementation of the Revised SLD Criteria and Identification Process*. This optional tool is intended to assist in determining current status and in establishing specific priorities within each of the 5 key areas.

Team members with diverse areas of expertise should be involved in the development of this plan. It is especially recommended that this team include those with expertise in: special and general education administration; specific learning disabilities; curriculum and instruction/intervention (particularly in literacy and math); and assessment.

**Implementation Plan: Response-to-Intervention Model
& Determination of Specific Learning Disabilities**



Administrative Unit or State Operated Program: Colorado Springs School District 11

Date Submitted: _____
(must be received by CDE no later than August 15, 2008)

The following constitutes the AU/SOP plan for implementation of a Response-to-Intervention model and the revised criteria for the determination of Specific Learning Disabilities as set forth in Section 2.08(6)(b)(ii) of the *Rules for the Administration of the Exceptional Children's Educational Act (December 30, 2007)*. In accordance with these *Rules*, the implementation of these criteria for eligibility determination will begin no later than August 15, 2009.

Please submit this cover page and the completed *Plan* by 8/15/08 to Diane Barranco at: barranco_d@cde.state.co.us

If preferred, a hard copy of the *Plan* may be mailed to:
Exceptional Student Leadership Unit, Attn: Diane Barranco
Colorado Department of Education,
201 E Colfax Avenue, Room 300
Denver, CO 80203

AREA OF FOCUS: PROBLEM SOLVING PROCESS

Baseline Data (Current Status): A large percentage of schools (approximately 80%) are at “exemplar” and “best practice” levels in the end of the year implementation interviews. Teams are using data to make decisions about instructional interventions using a problem solving process. Some buildings have used problem solving teams un a process that has had a significant positive effect on student achievement. Additional training regarding the problem solving process in planned for the fall of 2008.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>All District Eleven Schools will use Problem Solving Teams (PST) to develop individual student plans to improve student achievement. A Continuous Quality Improvement process using the Plan-Study-Do-Act or Define-Analyze-Implement-Evaluate process will be implemented to look at data and make decisions about appropriate instructional interventions for students. The process of using ongoing review of data in a continuous effort to improve student outcomes will be implemented at all three RtI Tiers to develop a seamless services delivery model. -The District will create a unified set of forms for the RtI student referral process. Consistent forms will also be developed for documentation of the student meetings to reflect the problem-solving process.</p>	<p>-All staff will be trained in the use of the problem-solving process. -RtI Problem-Solving Teams will be expected to outline the schools’ problem-solving process and train school staff on the defined process. -The problem-solving process (at individual or team level) will be evident at all Tiers. -Focus of PST is on data review and intervention adjustment. -A Gap measure or Rate of Improvement (ROI) analysis will be used by the problem solving teams to assist in making determination about student services. -School PST will include personnel from all departments concerning specific student needs such as ESL, Sped, GT, nursing, mental health, etc.</p>	<p>-District review of forms being used at each school site by the PST. -Observations of the Team problem-solving process by the district RtI team. -Each school’s Problem Solving Team process will be evaluated against the district’s evaluation rubric for RtI site implementation. -Development and use of standardized forms to document the problem solving process. - Data to document increase in student achievement (are we closing the gap?)</p>	<p>-All school sites will be using the Problem solving process by May 2009 -Training for District 11 Problem Solving Teams (provided by CDE consultant) is scheduled for August 11th 2008. - Ongoing training/coaching at the sites regarding the implementation of RtI at each site. - Ongoing training for staff regarding the use of the RtI process and using a body of evidence to make SLD eligibility determination to be done throughout the 2008-09 school year.</p>	<p>-Staff training on the problem-solving model. -Training of staff in data collection and analysis. - District Approved Forms</p>	<p>-RtI/PBS District Leadership Team -School problem solving teams -RtI/PBS District staff -District Professional Development Office - Special Education Administrative Staff</p>

AREA OF FOCUS: CURRICULUM, INSTRUCTION & INTERVENTION

Baseline Data (Current Status): Most schools (90%) have identified research based instructional interventions that can be implemented at each tier. Core instructional needs have been identified and are beginning to be addressed through a systematic process of assessment, staff development, and coaching. The District has developed a focused Pacing Guide to help guide instructional decisions throughout the District. Systematic implementation of best practices in all areas of instruction is the expectation.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>-At the district and school level, appropriate research-based interventions will be identified for use at all three tiers to be used by classroom teachers, interventionist, and special education staff in the area of reading, to include fluency, comprehension and basic reading skills; math, to include problem-solving and calculations; and behavior, by the end of the 2008-2009 school year.</p> <p>-Research-based interventions will eventually be extended to include oral expression, written expression, and listening comprehension covering all eight aspects of SLD determination.</p> <p>-Alignment of researched based curriculum and intervention at the district level.</p>	<p>The District will provide schools with a list of research-based interventions to be used in all three tiers in the area of reading, to include fluency, comprehension and basic reading skills; written expression; listening comprehension; oral expression; math, to include problem-solving and calculations and behavior, for elementary schools, middle schools, and high schools.</p> <p>-Establish criteria for evaluating interventions to ensure that the interventions are research based and of high quality.</p> <p>-Development of a process for schools to request district approval for use of additional interventions that meet the established criteria.</p> <p>-Each school will evaluate the existing school resources; including what interventions they have available that are research-based and staff skill levels.</p> <p>-Schools will start with the district's intervention list then</p>	<p>District level pyramid of interventions</p> <p>-Each school will develop a pyramid of interventions that will be made available to staff.</p> <p>-Each school will develop a written procedure, outlining how interventions are accessed at each tier</p> <p>-Each school's curriculum, instruction and intervention resources will be evaluated against the district's rubric for RtI site implementation.</p> <p>-Development and use of fidelity measurements for interventions to include frequency, duration and intensity.</p> <p>-Development and use of an electronic system to document the problem solving process.</p>	<p>The end of the 2008-2009 school year</p>	<p>-General educator staff training in differentiated instruction</p> <p>-Training in interventions for tutors/interventionists.</p> <p>-Title 1 Funds to assist with professional development as it relates to staff training needs.</p>	<p>-RtI/PBS District Leadership Team</p> <p>-Curriculum and Instruction</p> <p>-Professional Development</p> <p>-RtI/PBS District Staff</p>

	<p>add to this list based on the school resources.</p> <ul style="list-style-type: none">-The district will develop a process outlining how students will move from Tier to Tier, accessing the different interventions.-Each school will identify staff, train staff, and specify schedules to deliver interventions.-Each school will develop a school-wide intervention schedule.-At the Tier 1 level the use of differentiated instructions will be used in conjunction with the problem solving process.-Development of a process to assist in student transitioning from one school to another, so the RtI process can be continued as students move into the next level if their education..-Development of specific progress monitoring guidelines for specific research based interventions in line with research recommendations.				
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AREA OF FOCUS: ASSESSMENT/PROGRESS MONITORING

Baseline Data (Current Status): The District has adopted “AIMSweb” and “EASy”, along with Alpine Achievement as the data tracking systems that staff are expected to consistently to monitor and or track student progress. Data is regularly gather and entered into these systems so that it is easily accessible and frequently used to guide instructional decisions at all levels of the systems from student data folders to setting District priorities . A continuous Improve model (CQI) ahs been adopted and all staff members are trained to use a PDSA (Plan-So Study Act) model to guide choices. Assessment is frequent, targeted and strategic so that data can be meaningful and helpful.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>-At the district level and the local school level, guidelines will be developed to: -identify existing sources of data -identify progressing-monitoring and assessment tools.</p> <p>-Assessments will be identified to be used in different circumstances. Frequency of needed progress-monitoring will be determined based on specific intervention protocols by the end of the 2008-2009 School year.</p> <p>-Staff will have ongoing training in current data management systems (EASy, AIMSweb, etc.)</p>	<p>The District will provide a structure outlining the number of interventions, assessments, and progress-monitoring data needed to be able to make effective decisions about student services for schools to operate within as they move toward a problem solving team process. The district recommends a total of 5 interventions: 4 interventions at Tier 1 and/or Tier 2 using a GAP analysis and ROI measure to collect 4-7 progress monitoring data points on each intervention and at least one Tier 3 intervention using a GAP analysis and ROI measure to collect a minimum of 6 progress monitoring data points.</p> <p>-Each school will develop a progress-monitoring schedule based on the intensity of need/Tier placement. All progress monitoring assessments will be documented.</p> <p>-Obtain universal screening instruments.</p> <p>-District RtI leadership will</p>	<p>-Development of progress monitoring guidelines. -Development of assessment guidelines. -Each school’s assessment and progress monitoring processes will be evaluated against the districts rubric for RtI site implementation. -Development of specific progress monitoring guidelines for specific research based interventions in line with research recommendations. -Development and use of an electronic system for data collection.</p>	<p>June 2009</p>	<p>-Staff training in available computer data tracking programs such as AIMSWeb, ZANGLE, EASy, Excel, etc. -Training in the use of universal screening tools, -Data base or library of research materials on all recommended district interventions.</p>	<p>RtI/PBS District Leadership Team -RtI/PBS District Leadership team Sub-committee for assessment and progress monitoring. -AERO -Professional Development -RtI/PBS District Staff -District ESP training staff - Special Education Leadership Team</p>

	<p>develop a progress monitoring schedule for recommended interventions.</p> <ul style="list-style-type: none">-Standard protocols will be developed to assist in the placement of students in Tier 2 interventions.-Educational assistants will be trained in progress monitoring data collection and data entry.				
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AREA OF FOCUS: PARENT/FAMILY INVOLVEMENT

Baseline Data (Current Status): Some schools (25%) are at the “exemplar” and “best practice” level in this area, but it is the area that gives us the greatest opportunity for improvement. Parents are regularly invited to Problem Solving Meetings, but more emphasis/education regarding how key parental involvement is to improving outcomes is necessary. Some schools have developed strong community partnerships and have good support from their community. Others need to continue to work on this area.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>-Each school will outline a plan designed to increase parent exposure and participation in the RtI problem-solving process and build stronger connections between the home and school by the end of the 2008-2009 school year.</p>	<p>Schools will be provided with education on increasing parent involvement. -Schools will develop a plan for increasing parent involvement. -Schools will conduct a needs survey about parents perceptions of how they can help with the educational process. -RtI/PBS informational training will be provided to parents. -Each school will develop a system to keep parents informed regarding where their student is in the RtI process. -Schools will develop a method to informed parents about the RtI problem-solving process</p>	<p>-Parent attendance at school functions and events to include parent teacher conference rates targeting 80-100%. -Parent attendance at their student’s problem-solving meeting of at least 80%. - Each school’s parent and family involvement process and strategies will be evaluated by the RtI Department using the district’s rubric for RtI site implementation.</p>	<p>June 2009</p>	<p>-Staff training around increasing parent involvement. -Use of specialty staff such as community liaison, social workers, counselors, and school psychologist to increase parent involvement. -Specific staff training in working with parents -Cultural sensitivity training for staff -District Parent Involvement Strategies -Specific staff training for working with parents in low SES and Title 1 schools.</p>	<p>RtI/PBS District Leadership team. -PBS trainer for PBS parent involvement</p>

AREA OF FOCUS: SLD DETERMINATION

Baseline Data (Current Status): The District has an ongoing Task Force working on the implementation of new SLD Criteria. "Trainer of Trainers" has occurred and a Training schedule to bring all staff up to "best practice" standard has been developed and will be fully implemented by May 2009. The District has allowed some of sites to "pilot" the new SLD determination process using AIMsweb data. Elementary schools are more advanced in this area than secondary Schools. Ongoing refinement and training will be essential.

Specific Outcomes	Implementation Strategies	Evidence of Outcomes (What data will be used to evaluate implementation?)	Implementation Timeline	Anticipated Resources (e.g., materials, professional development, personnel)	Person(s) Responsible to Oversee Implementation
<p>The District will provide a structure for schools to identify students with Specific Learning Disability through the use of an RtI process, where data from three data sources collected in conjunction with implemented researched based interventions, is used to make decisions by the beginning of the 2008-2009 school year.</p>	<p>A district process will be developed outlining the criteria for making an SLD identification.</p> <ul style="list-style-type: none"> -The process will include the number of interventions recommended for SLD determination to include: a total of 5 interventions, 4 interventions at Tier 1 and/or 2 with 4-7 progress monitoring data points for each intervention, and at least one Tier 3 intervention with a minimum of 6 progress monitoring data points. -The data needed and the documentation process of interventions will be outlined. -The roles of general education teachers, interventionist (highly qualified educational assistant, tutors, teachers), and special education teachers will be clearly defined. -A GAP and ROI analysis will be used in making SLD determinations. -Establish a liaison connection between district RtI and SpEd departments. 	<ul style="list-style-type: none"> -Development of a RtI service delivery model in all schools within the district as documented through the RtI evaluation process. -Integration of the Special Education Department's SLD determination process into district IEP forms. -Training for all Sp.Ed. staff regarding the implementation of the new SLD criteria as documented by training schedule and agendas. 	<p>June 2009</p>	<ul style="list-style-type: none"> -Training will be provided to all special education staff on the qualification process for SLD including what the IEP should look like using an RtI process. -Training for Special Education staff to identify exclusionary factors to include cultural sensitivity. 	<ul style="list-style-type: none"> -RtI/PBS District Leadership Team. -District Special Education Department

