

High School RTI² Implementation Checklist – Supplements

- ⇒ **Checklist Activity:** RTI² Leadership Team Meeting #3: District & School-Level Data Teams
- ⇒ **Suggested Timeline:** April 2016
- ⇒ **Resource:** Sample Agenda and Case Study Example
- ⇒ **Contact for Support:** Jerre Maynor, Director of Student Readiness, Jerre.Maynor@tn.gov

Objectives:

- ✓ The RTI² Leadership Team (RLT) will decide on protocols for district and/or school-level data meetings, fidelity monitoring, and progress monitoring and decide on an explicit, systematic process for data-based decision making
- ✓ The RLT will review sample forms and documents to adopt, adapt, and/or guide development of standard procedures and documentation
- ✓ The RLT will develop requirements and guidelines for enrichment activities (if applicable) and create an action plan for requesting, reviewing, and approving enrichment offerings

Sample Agenda

TOPIC	PREPARATION	PROPOSED PROCESS
Status Check: Student and Family Communication Plan	Action Steps completed from RLT Meeting #2	<ul style="list-style-type: none"> ⇒ Review language, framing, and event details for student orientation to RTI² ⇒ Review language, framing, and communication materials for parent orientation to RTI² ⇒ Decide on parent communication protocol for progress monitoring and notifications
Data-Based Decision Making	Review case study (below)	<ul style="list-style-type: none"> ⇒ Set expectations for teacher responsibilities ⇒ Set expectations for problem-solving process ⇒ Decide on meeting non-negotiables
Enrichment		<ul style="list-style-type: none"> ⇒ Create a list of ideal enrichment activities and how they connect to school goals for academic achievement and culture ⇒ Form common vision for what enrichment is and is <i>not</i> ⇒ Determine the Who (Staff) , What (Resources), and Where (Space) necessary for each offering
Staff Training: Universal Screener & Survey-Level Assessments	Decide what data will be used for identifying at-risk students	<ul style="list-style-type: none"> ⇒ What screening tool is being used at middle schools in the district? ⇒ What non-academic data should we include for identifying at-risk students (e.g. attendance, discipline)? ⇒ Who, when, and how will we train staff to use universal screeners and survey-level assessments for reading and math?

Case Study: [West Carroll Junior/Senior High School](#)