Thank you for your interest in SD MTSS RTI. Before completing this application, please email a letter of intent to participate to Brandi Gerry ([brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us)) **no later than November 30th**. An MTSS RTI coordinator will schedule an onsite January information meeting with your team.

If you have completed the above steps and are ready to apply to join the 2024-2025 cohort, please complete the application below and email it to Brandi Gerry **no later than February 16, 2024**. If you have any questions about the application, please contact Brandi Gerry. Selected schools will be notified in mid-March.

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| **WHAT IS RESPONSE TO INTERVENTION?** | | | | | | | | | | | |
| Response To Intervention (MTSS RTI) is a framework used across both general education and special education settings to ensure the learning needs of all students are met (National Center on Response to Intervention, 2010; Fuchs, & Compton, 2012). RTI is most effective when it includes four essential components:   1. **Universal screening assessment** of all students to identify which students are (and are not) on track. 2. Weekly to monthly **progress monitoring** for students who are not on track. 3. Increasingly intensive **tiers of instruction.**   **Procedures** for using assessment data to make decisions about student placement and progress. | | | | | | | | | | | |
| **PARTICIPATION IN THE MTSS RTI INITIATIVE** | | | | | | | | | | | |
| All schools selected to participate in MTSS RTI will receive the following:   1. A trained MTSS RTI Coordinator for three to five years (based on school need and implementation commitment). The MTSS RTI Coordinator will act as a guide and facilitator to your building leadership team. The coordinator will facilitate meetings development of processes for planning, training, and data analysis. 2. Free or reduced registration to all DOE-sponsored RTI trainings. Training opportunities will be emailed to the school principal as they become available. 3. Instructional coaching supports from a trained instructional coach for three to five years (optional but recommended). The RTI Instructional Coach will provide differentiated coaching to all elementary educators (general education, special education, Title/Intervention). The coach will also assist the building leadership team in developing a sustainable coaching plan. 4. Grant funds for expenses related to RTI implementation. Grants are provided on a four-year schedule of $1,500.00 per building for years one and two, $1,000.00 for year three, $500.00 for year four. The school will be responsible for all funding following year four.   During the first year in MTSS RTI, schools will focus on developing a common understanding of RTI at the Tier 1 (core classroom) level. With the assistance and facilitation of the assigned MTSS Coordinator, schools will:   1. Attend a 2-day Building Leadership Team training. 2. Participate in a schoolwide book study to begin developing common vision and language. 3. Conduct a benchmark data review three times per year (fall, winter, spring). (*optional*). 4. Hold monthly building leadership team meetings and monthly grade-level meetings. 5. Set aside time for professional development for all teaching staff (training provided by your MTSS Coordinator). 6. Develop a schoolwide plan that guides Tier 1 implementation at the school level. 7. Begin planning for long-range sustainability of MTSS RTI. 8. Collect and submit evaluation data as part of the MTSS RTI Evaluation Plan.   Beginning in the second year (or once a strong Tier 1 system is established), schools will focus on developing an intervention framework to provide Tier 2 and Tier 3 intervention supports. Schools will:   1. Continue implementation of all year one activities.  * Add intervention supports to the schoolwide plan. This includes developing a problem-solving framework and decision rules that guide data-based decision-making for students receiving Tier 2 or Tier 3 interventions. | | | | | | | | | | | |
| **SCHOOL INFORMATION** | | | | | | | | | | | |
| DISTRICT: |  | | | SCHOOL: | | | |  | | | |
| ADDRESS: |  | | | CONTACT PERSON: | | | |  | | | |
| TELEPHONE: |  | | | EMAIL: | | | |  | | | |
| **BUILDING DEMOGRAPHIC INFORMATION**  **2023-2024 SCHOOL YEAR (Application Year)** | | | | | | | | | | | |
| Middle School | | | | | High School | | | | | | |
| Grade Levels in your school | | |  | | | Number of Students | | | | |  |
| Number of General Education Teachers | | |  | | | Number of Intervention/Title Teachers | | | | |  |
| Number of Special Education Teachers | | |  | | | Number of Paraprofessionals | | | | |  |
| **DOE School Designations** | | | | | | | | | | | |
| Title I Designation | | Targeted | | | | | Schoolwide | | | No Title I Services | |
| State Accountability Support | | TSI School | | | | | | | CSI School | | |
| Special Education RDA Support | | Level 2 | | | | | | | Level 3 | | |

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| **BUILDING BLOCKS FOR SUCCESSFUL MTSS (RTI) IMPLEMENTATION** |
| **SECTION 1: FOCUS ON LEADERSHIP**  *The most critical element in the RTI framework is setting a clear vision and gaining the full commitment of the school leadership, from the district office to the principal’s office, as well as teacher leaders, instructional specialists, and those who influence teacher practice throughout the school (Maier et al., 2016; O’Connor & Freeman 2012).*  ***Note****: The building-level team will be responsible for:*   * *Creating and updating an action plan for RTI implementation in your building.* * *Creating a school-wide reading plan that documents instruction, data-analysis, and intervention processes.* * *Creating a schedule that allocates time for professional development and data analysis.* * *Communicating RTI data and implementation progress to all staff, family, and school board members.* |

1. What is the primary reason your school is applying to the SD MTSS RTI Initiative?
2. What are your school/district goals for MTSS RTI implementation? (ex: training for staff, data tool selection and/or use, instructional practices)
3. Can you commit to developing a building-level team (that includes the building principal) that meets at least once a month to review data, assess progress, and make building-level changes as needed?

Yes No

1. The building-level team (including building principal) will attend the RTI New Team Training July 16-17, 2024. (Training location will be selected based on location of new schools.)

Yes No

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| My school’s building leadership team includes (or will include) the following members:  (Ex: building principal, general education teacher, special education teacher, title/intervention teacher, instructional coach, school psychologist, support staff) | | |
| NAME | ROLE | EMAIL |
|  | Building Principal |  |
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| **SECTION 2: PREP FOR SUCCESS: BUILD CAPACITY AND ALLOCATE RESOURCES**  *Adept leaders ensure that the staff have access to the resources they need to make RTI work, including high-quality professional development (PD) opportunities (e.g., training and coaching); Joyce & Showers, 2002).*  *Continuous coaching is a critical follow-up to any RTI training. Coaching has been shown to lead improved teacher practice and student outcomes. (Kretlow & Bartholomew, 2010; Neuman & Cunningham, 2009; Pierce & Buysse, 20015).* |

* 1. Districts receive grant funding to support MTSS RTI implementation. Describe how your school will maintain fiscal support for MTSS RTI implementation, including benchmark data assessment, substitute pay and/or teacher stipends for attending professional development. What (if any) changes would be needed to allocate resources more strategically?
  2. During the first year in MTSS RTI, schools complete the following onsite trainings to develop a shared understanding of MTSS RTI. Will your school commit to incorporating the following trainings into your school calendar?
* MTSS Data Workbook (3-6 hours, three times per year)
* Foundational Literacy and/or Explicit Instruction Training (18 hours – can be provided in 3- to 6-hour increments to fit school calendar)

Yes No

* 1. Is your school currently implementing any other initiatives? How would MTSS RTI implementation align with other initiatives in your school?
  2. MTSS RTI schools are eligible to receive instructional coaching for all general education, special education, and intervention staff. Is your district interested in receiving instructional coaching?

Yes No

* 1. Does your district currently employ an instructional coach? If so, describe how the coach will be involved in RTI implementation. (NOTE: Instructional coach training and/or mentorship is available to district-employed coaches).

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| **SECTION 3: DISTRICT AND COMMUNITY SUPPORT**  *Implementing any new program can create plenty of stress, which can reduce buy-in. When buy-in is low, the new program is less likely to be implemented for the long term (Damschroder et al., 2009; Fixsen, Naoom, Blasé, Friedman, Wallace, 2005).*  *RTI implementation can be easier, faster, and more effective when a team guides all RTI-related efforts (Fixsen, Blasé, Timbers, & Wolf, 2001; Shepherd, 2006). Every school implementing RTI should have a team focused on the use of the framework.* |

1. We have identified administrative support and coordination at the school and district levels. School and district administrators and school board members demonstrate 100% buy-in for MTSS RTI implementation and program sustainability.

Yes No

1. We have a plan (or will commit to developing one by the end of the first year of implementation) to sustain MTSS RTI implementation when the 3- to 5-year support cycle is complete.

Yes No

1. Describe how you intend to communicate and roll-out RTI implementation to all stakeholders (school staff, families, school board members, etc.).

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| **SECTION 4: CHOOSE YOUR DATA SOURCES STRATEGICALLY**  *With the vision set, a team in place, buy-in established, and professional development occurring, schools should next identify the best data sources to use with RTI implementation. At a minimum, school should plan to use annual fall, winter, and spring screening results to identify students at risk of not meeting grade level standards.*  *Additionally, progress monitoring results for students served in Tiers 2 and 3 are critical sources of information about students’ responsiveness to instruction (Center on Response to Intervention, n.d.a.; Gersten et al., 2009a; Gersten et al., 2009b).*  *It is important that you plan to dedicate a block of time – several hours across the school year—to build staff expertise in data-based decision making and add several additional hours at least three times a year. (e.g., fall, winter, and spring) for unpacking the data.* |

1. What tool(s) is your school currently using (or plan to use) as an academic universal screening assessment?
2. A required component of MTSS RTI implementation is monthly grade-level team meetings to review core classroom supports (during the first year) and intervention data and progress monitoring (second year or when ready to implement tiered interventions). These meetings may be multi-grade in smaller schools. How will your school allocate time for grade-level meetings?
3. List any instructional curriculum (and copyright year) your building uses for classroom reading instruction.
4. List any instructional materials your building uses for reading interventions. If you don’t currently provide reading interventions, leave this blank.

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| **SECTION 5: EVALUATE FOR CONSISTENT IMPLEMENTATION**  *Implementation science research suggests that educational innovations, such as the RTI framework are most effective if used as designed (Balu et al., 2015). Fidelity of RTI, or the skillful adherence to the model, allows educators to better understand if all essential components of RTI are being used and the degree to which those components were effective or ineffective. Higher levels of fidelity are linked to improved student outcomes (Durlak & DuPre, 2008)* |

1. Our school will commit to collecting and submitting data as part of the building-level and state-level evaluation of the SD MTSS (RTI) Initiative.

Yes No

To ensure participating schools are receiving high quality supports and are implementing their plans with fidelity, schools will submit data as part of the MTSS (RTI) evaluation plan. All data is uploaded securely and is not shared beyond the state RTI implementation team. Schools will receive building-level, district-level, and state-level reports. All data reported to the public is aggregate data only and does not include personally identifiable information (PII). View the [2022-2023 MTSS Evaluation Plan](https://www.dropbox.com/sh/g0zcwnm6t8567es/AAAOI9F4rQqRs2n-dc0UZ9y8a?dl=0).