RSD Literacy Framework Implementation Checklist Gr. 6-12

Principals are to use this checklist 4x each year with each ELA teacher. Data from the checklist is due to the district office on the Conference Prep or Grading Day designated on the calendar at the end of each quarter of instruction. Italics indicates where in Action 100 support or further clarification appears.

Teacher Name _____   Grade _____   School _____

	Observed	Date
Pre-Teaching – Planning and Preparation		
GLAD Integrated Thematic Unit Planning Complete and Approved by GLAD Implementation Team (Grade 6)	Y N	
Learning Targets appropriate to grade level CCSS posted for teacher and student reference *(Steps 6 & 10: Reading Standard posted at front of room)*	Y N	
Materials Identified	Y N	
Assessments Planned	Y N	
Access Grade Level Text/Grade Level Instruction		
Teacher reads aloud from an engaging grade level or above text related to the learning targets posted *(Steps 6 & 10: Interactive Read Aloud, Examplar Text and Model)*	Y N	
Whole class work with grade level or above text-based content: vocabulary, input, guided oral strategies, reading and writing strategies identified through GLAD unit using grade level thinking *(Steps 6 & 10: Modeling, Guided Practice)*	Y N	
Foundational Skill Building (Whole → Small → Individual as needed)		
Type to Learn (grades 3 and up) actively taught and practiced 15 minutes daily	Y N	
Integrated Literacy		
Predictable routines established for students to move between whole group, small group and independent work	Y N	
Comprehension skill building using strategies appropriate to grade level CCSS and SIOP	Y N	
1:1 or small group conferencing related to personal power goals *(Step 8: Conference Schedule, Power Goals, Conference Records)*	Y N	
Teacher intentionally organizes 1:1 or small group instruction and practice based on power goals identified through IRLA *(Step 8: Conference Schedule, Power Goals, Conference Records, IRLA/ENIL Scores; Step 9: Protocol for Small-Group Power Goal Instruction)*	Y N	
Intentional and accountable independent reading at independent level *(Step 4: Reading Focus, On-Task Rate, Levels, Accountable Talk)*	Y N	
Writer's workshop: Teacher models aspect of writing craft using mentor texts as support *(Steps 6 & 10, Modeling)*	Y N	
Writer's workshop: Students practice modeled aspect of writing craft *(Steps 6 & 10, Independent Practice)*	Y N	
Writer's workshop: Students communicate their thinking as writers *(Steps 6 & 10, Peer Review, Revision)*	Y N	
Practice with reading, writing and content as identified through GLAD unit	Y N	
Tier II intervention instructional delivery *(Step 9: Small-Group Lessons, Intensive One-on-one Interventions)*	Y N	
Tier III intervention instructional delivery *(Step 9: Small-Group Lessons, Intensive One-on-one Interventions)*	Y N	
Home Reading – 30 min (2 steps) per day		
100% of Students are On Target for Reading Practice Every Day *(Step 5)*	Y N	

RSD Literacy Framework Assessment Checklist

Principals will check in with teachers three times each year to ensure that the assessment data listed below is being collected. Regular monitoring in SchoolPace is conducted in order to maintain accountability for the collection of reading progress monitoring data within the Response to Intervention model.

Teacher Name _____   Grade _____   School _____

READING	End of Sept	End of Jan	End of May
Screening			
Phonics or Academic Vocabulary Infrastructure – IRLA			
Diagnostic			
Independent Reading Level Established – IRLA *(Step 3)*			
Data entered into SchoolPace for all students *(Step 3)*			
Progress Monitoring			
Conference with student results in Power Goal being named *(Step 8)*			
Conference with student is entered into SchoolPace as appropriate *(Step 8)*			
Emergency Level (Intensive) students are conferenced with every 5 days until designation changes *(Step 9)*			
Below Proficient (Strategic) students are conferenced with a minimum of every 15 days until designation changes *(Step 9)*			
Proficient (Benchmark) students are conferenced with a minimum of every 30 days *(Step 9)*			
Reliability/Levels Checks			
School has a system in place to facilitate levels checks in IRLA *(Step 11)*			

WRITING	End of Sept	End of Jan	End of May
Screening			
September piece			
Diagnostic/Formative/Progress Monitoring			
Type to Learn in-program assessment			
PLC – generated formative assessments scored			
Summative Assessment/Performance Task			
Opinion/Argument			
Informative/Explanatory			
Narrative			
Data entered into Synergy			

RSD Response to Intervention Implementation Checklist

In the RtI cycle of PLCs meeting weekly and Data Teams meeting each 6-8 weeks, principals will use the following checklist with Data Teams (as defined on p. 6 of the RTI Handbook) to ensure that the Response to Intervention process is being fully implemented.

School Name _____   Date _____

Total Number of Students per Grade	K	1	2	3	4	5

Classroom Teachers Collect Data to Identify Students Needing Intervention					
Screening Data – Reading – indicate the number of students screened with IRLA infrastructure	Fall		Winter		Spring
Screening Data – Math – indicate the number of students screened with STAR Math	Fall		Winter		Spring

Classroom Teachers Bring Student Data to PLC Meetings: Check Types of Data Brought to PLC Meetings	K	1	2	3	4	5
IRLA – Diagnostic/Progress Monitoring						
STAR Math						
Common Formative Assessments						
Tardies/Absences						
Behavior Support Plan						
Referrals						
Observational Notes						
Performance Tasks						
Other						

Determine Interventions to be Used	K	1	2	3	4	5
Number of Students per Grade with Academic Intervention Profile Begun/Updated (Tier II, III)						
Number of Students per Grade with Behavioral Intervention Profile Begun/Updated (Tier II, III)						

Determine Progress Monitor to be Used and at What Frequency	K	1	2	3	4	5
Number of Students per Grade at Tier I in Reading						
Number of Students per Grade at Tier I in Math						
Number of Students per Grade in Tier II in Reading						
Number of Students per Grade in Tier II in Math						
Classroom Teacher will bring Intervention Profile (academic, behavioral or both) with a File Review to CST for further, more targeted interventions and action planning	K	1	2	3	4	5
Number of Students per grade referred to CST to date						
Apply Third Intervention According to the Planning of the CST	K	1	2	3	4	5
Number of Students per Grade receiving CST-planned intervention						
Refer to Student Services	K	1	2	3	4	5
Number of Students per Grade referred to Student Services						