



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501
HELENA MT 59620-2501
www.opi.mt.gov
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)

Denise Juneau
Superintendent

TO: Elementary School Administrators

FROM: Debra Miller, Region III CSPD Coordinator

SUBJECT: 2009-2010 CSPD Region III Montana Elementary Response to Intervention Project Application

DATE: August 27, 2009

Greetings,

Region III CSPD and the OPI are excited to announce that we are accepting applications to take part in the 2009-2010 Montana CSPD Region III Response to Intervention Project. We would like to invite your school to apply for the project which will include training, technical assistance, and support provided in conjunction with the OPI for the 2009-2010 school year. Please review the enclosed application packet carefully as there are changes and additions to the participation requirements. If your school is interested in participating in the Region III CSPD RTI Project, please complete the attached application form and return to Debra Miller, Region III CSPD Chair, on or before **September 29, 2009**.

For additional information or questions regarding the application process, please contact Debra Miller, Region III CSPD Chair, at (406) 657-2312 or dmiller@msubillings.edu.

Sincerely,

Debra Miller

2009-2010 Elementary Montana CSPD RTI Project Application

Benefits to Schools for Participation :

- Involvement in training led by state, local, and nationally recognized leaders;
- Up to six members of the RTI leadership team will have the opportunity to attend six days of RTI Leadership trainings. (Please see dates listed in item 14 below)
- Collaboration with OPI personnel and consultants through training and onsite visits that guide RTI implementation, assist with problem solving, and provide ongoing professional development;
- Access to resources and materials developed through the RTI Project; and
- Opportunities to network, problem solve, share successes, resources, and strategies with other schools implementing RTI throughout the state.

Participation Requirements:

Strong Leadership is an essential component for successful RTI implementation. Therefore, the building Principal and district Superintendent must initial next to each of the following requirements in order to participate in the RTI Project for the 2009-2010 school year. By initialing these requirements the school is agreeing to implement the essential components of RTI. In return, schools will benefit from the opportunities listed above.

Principal

Superintendent

Collaborative Teaming and Strong Leadership

- | | | |
|-------|-------|--|
| _____ | _____ | 1) Form an RTI Leadership Team of four to six people to attend state RTI Leadership trainings. The building Principal must be a member of this team. These team members will remain the same throughout the year for continuity of training and relationship building. |
| _____ | _____ | 2) Conduct RTI Leadership Team meetings at least once per month. |

Evidence-based Curriculum and Instruction

- | | | |
|-------|-------|---|
| _____ | _____ | 3) Implement an evidence-based core reading program at all grade levels identified in the application as participating in RTI implementation. |
| _____ | _____ | 4) Implement evidence-based intervention programs and strategies. |
| _____ | _____ | 5) Commit time and resources to ensure that high quality academic and behavioral instruction is taking place. |

Ongoing Assessment

- | | | |
|-------|-------|--|
| _____ | _____ | 6) Establish universal screening, diagnostic, progress monitoring, and outcome assessment processes to collect data. Analyze the information regularly to make informed, data-based instructional decisions. |
|-------|-------|--|

Principal

Superintendent

- _____ 7) Commit to administering benchmark screening probes three times per year (fall, winter, spring) for all students at the grade levels identified in the application as participating in RTI implementation during the following benchmark collection time frames:
Fall, September 7-October 2
Winter, January 11-29
Spring, May 3-21
- _____ 8) Enter data from these probes into a data management system for individual students at all grade levels identified in the application as grade levels targeted for RTI implementation to be shared with the OPI for evaluation purposes.
- _____ 9) Agree to use DIBELS recommendations as outlined in Attachment A when reporting screening data to the OPI in order to have equal comparisons.
- _____ 10) Commit to administering diagnostic and progress monitoring assessments for all strategic and intensive students in RTI targeted grade levels as defined in the application.
- _____ 11) Add an OPI representative as a user in your data management system so we have access to raw screening data for each individual student within the grade levels in which you have targeted for RTI implementation. This data will provide the information needed for the federal grant that funds this project and will help us identify areas of need for future training.
- _____ 12) Allow OPI access to the reading specific MontCas data for research regarding predictive validity of Oral Reading Fluency (ORF).
- _____ 13) Administer an RTI Implementation Survey of all staff two times per year during time frames listed below. This information will provide the data needed for the grant that funds this project and it will also help identify future training needs.
Fall, September 7-October 2
Spring, May 3-21

Training and Professional Development

- _____ 14) Participate in six days of RTI Core Leadership Team Trainings in Billings on the following dates:
- November 16 & 17, 2009
 - February 22 & 23, 2010
 - May 17 & 18, 2010

Principal

Superintendent

- _____ 15) Collaborate with state RTI Consultants and OPI representatives on RTI implementation focusing on evidence-based assessment, curriculum, and instructional fidelity.
- _____ 16) Institute ongoing professional development for **all** school staff in effective instruction, assessment processes, collaborative teaming, problem-solving, and other RTI processes with fidelity.

Data-based Decision Making

- _____ 17) Establish data-based decision-making teams (e.g., Grade-Level Teams, Reading Teams, Data Teams, MBI Teams) *that meet regularly* to collaboratively problem-solve student learning and behavior difficulties.
- _____ 18) Allocate *regularly scheduled* times for these teams to meet.

Community and Family Involvement

- _____ 19) Promote community and family awareness of and involvement in the implementation of the RTI framework at the school and district levels.

Fidelity of Implementation

- _____ 20) Commit to the ongoing development of practices and procedures that will ensure the fidelity of RTI implementation including curriculum, instruction, assessment, collaborative teaming, and data-based decision making.

Montana CSPD Response to Intervention Project Administrative Signatures

By signing below you confirm having read and understood this application and agree to the participation requirements acknowledged above.

Printed Name of School Building Principal (required)

Signature Date

Printed Name of Superintendent (required)

Signature Date

**Montana CSPD Response to Intervention Project Application
2009-2010**

Please address *each* item below.

Complete applications must be submitted to Region III CSPD on or before **September 29, 2009**.

School Building: _____ District: _____

Special Education Cooperative (if applicable): _____

Principal: _____ Telephone: _____

Principal e-mail address: _____

A. Enter projected enrollment for the grade levels which will be targeted for RTI implementation during the 2009-2010 school year:

Grade Level	Number Students	Number Teachers/Classrooms

Please answer the following questions based on the grades you have identified above as those being targeted for RTI implementation for the 2009-2010 school year.

B. Which universal screening measure is your school using for benchmark assessments (AIMSweb or DIBELS)? _____

C. What progress monitoring tool(s) are used for strategic and intensive students (AIMSweb or DIBELS) ? _____

D. Which data manage program will you use to track individual student data. (AIMSweb or DIBELS)? _____

E. Identify the diagnostic assessment tools used for reading.

1) _____

2) _____

3) _____

F. List the name of the research-based program used for core reading instruction and the year it was published.

Name of Program _____ Year _____

G. Provide the names of the research based supplemental and intervention programs used for strategic and intensive students and the year each program was published.

Name of Program _____ Year _____

Name of Program _____ Year _____

Name of Program _____ Year _____

Name of Program _____ Year _____

H. ESEA Title I eligible: Yes No

I. If yes, number of ESEA Title I teachers: _____ Briefly describe how and to whom ESEA Title I services are provided.

J. Check all applicable school-based programs.

Montana Behavioral Initiative

Reading First

Full-Day Kindergarten

After or before school programs that address instructional tutoring

Other _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Name _____
Position _____
E-mail _____

Montana CSPD Response to Intervention Project

