

Corrective Action Requirements for Milwaukee Public Schools District in Need of Improvement

2010 - 2011



**Wisconsin Department of Public Instruction
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Madison, Wisconsin**

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Statement of Legislative Authority

Under federal Title I law, the State Superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP).

The State Superintendent must take corrective action with respect to any school district that fails to make AYP for four consecutive years. Milwaukee Public Schools (MPS) first missed AYP in 2004-2005 and first became subject to corrective action in 2008-2009. In 2010, the Wisconsin legislature strengthened the State Superintendent's authority to intervene to improve MPS.

Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct MPS to do any or all of the following:

- a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
 - (1) Employing a standard, consistent, research-based curriculum throughout the district;
 - (2) Using student achievement data to differentiate instruction;
 - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
 - (4) Providing additional learning time.
- b. Implement or modify a new instructional design;
- c. Implement professional development programs that focus on improving student achievement;
- d. Implement changes in administrative and personnel structures;
- e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
- f. Create school improvement councils in the persistently lowest performing schools.

The State Superintendent accordingly directs the MPS to complete corrective action requirements that follow.

Table of Contents

| | |
|--|-----|
| Statement of Legislative Authority | iii |
| Introduction | 1 |
| Summary of the 2010-2011 Corrective Action Requirements | 5 |
| Section 1: Ensuring Highly Qualified Teachers in Every Classroom | 8 |
| Section 2: Ensuring the Equitable Distribution of Teachers and Principals | 9 |
| Section 3: Ensuring High Quality Mentoring and Supports for All Educators | 11 |
| Section 4: Implementing a Successful Response to Intervention System | 13 |
| Section 5: Implementing a Successful Positive Behavior Interventions and Supports System | 27 |
| Section 6: Ensuring Accountability at the District, School, and Student Levels..... | 31 |
| Appendix I: Policies and Procedures..... | 35 |
| Appendix II: List of Sections 4 and 5 Documents Required for Department Approval..... | 39 |

List of Tables

| | |
|--|---|
| Table 1. Implementation Timeline for Rtl: Academics and Behavior..... | 2 |
| Table 2. History of Corrective Action Requirements for Milwaukee Public Schools 4 | |
| Table 3. Summary of the 2010 – 2011 Corrective Action Requirements | 5 |

Introduction

Introduction

The Milwaukee Public Schools (MPS) wants all of its students to graduate from high school ready for further education and the workforce. The district's strategic plan, *Working Together Achieving More*, states that student achievement is at the core of the district's mission and focus. The Department of Public Instruction (DPI) has that same commitment to student achievement and has maintained that focus as the department developed these Corrective Action Requirements (CAR). In addition to concentrating on improving student performance, the CAR will continue to support the district in: ensuring high quality teachers and leaders are in every school and assuring accountability at the district, school, and student levels.

The Milwaukee Public Schools' community also has shown its support, interest, and desire to improve student achievement in MPS. Nationally recognized organizations, community-organized councils, and district-convened committees have produced a series of reports that have identified areas of concern. "*Raising Achievement in the Milwaukee Public Schools: Report of the Strategic Support Team of the Council of Great City Schools*," "*African American Education Report 2007*," and "*Toward a Stronger Milwaukee Public Schools*," by McKinsey & Company, call for action steps to ensure that all MPS students have access to a comprehensive, quality education provided by an efficient and effective school district.

The 2010-2011 CAR builds on work the district has begun in recent years. Changes to its administrative and accountability systems will help assure that requirements are effectively carried out throughout the district: from the central office to the classroom level. The scope of MPS' decentralized school system has been one of the major barriers to systemic reform and an effective accountability system.

In the past, principals made many key decisions, independent of central administration, and were not held accountable for poor results. In the 2008-2009 school year, MPS began the transition from a decentralized to a more centralized district. Schools within the district were divided into nine clusters. Systems of Support (SOS) teams were formed to efficiently provide support to the schools as well as to provide effective monitoring to the schools. The core SOS team for each cluster consisted of the Administrative Specialist, providing an accountability check for principals; the Special Education Leadership Liaison, providing an accountability check for special education; and the District Identified for Improvement (DIFI) Supervisor, providing an accountability check for corrective action.

In addition to increased accountability through its SOS teams, MPS is developing a Response to Intervention (Rtl) system for all of its students. This Rtl system will provide the framework for interventions with students who are struggling or need acceleration to succeed in school. Also, the district is expanding the Positive Behavior Interventions and Supports (PBIS) program. PBIS will create a structure in MPS schools so that all students will be taught social skills to behave appropriately. Rtl and PBIS are true

Introduction

systems change initiatives that will be implemented within an appropriate timeline (See Table 1 for an implementation timeline of Rtl: Academics and PBIS. In Rtl and PBIS, students will be provided additional support using a tiered approach. MPS (Response to Intervention Preliminary Handbook and Implementation Plan, 2010) has distinguished the tiers as the following:

Tier One—Tier I represents the universal core curriculum instruction and practices all students receive. At any given time 80 percent or more of the students demonstrate sufficient progress through core academic, behavioral, and social emotional instruction and/or practices.

Tier Two – Teacher teams plan Tier II interventions coupled with ongoing progress monitoring provided for students needing additional accelerations or enrichment in academic, behavioral, or social emotional skills. At any given time up to 15 percent of students receive Tier II academic, behavioral, and/or social emotional interventions.

Tier Three – Tier III interventions are rigorous, may be replacement curricula or additional intense instructional strategies provided to students requiring an individualized plan of action. Tier III interventions target both students gifted in specific areas and students with significant skill deficits in specific areas. At any given time up to 5 percent of students receive Tier III academic, behavioral, and/or social emotional interventions.

Table 1. *Implementation Timeline for Rtl: Academics and Behavior*

| Implementation Year | Grades K-8 | | Grades 9-12 | |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Academics | Behavior | Academics | Behavior |
| 2009-10 | Universal Screening | Universal Screening | ----- | Universal Screening |
| 2010-2011 | Tier 1 | Train Tier 1 | Universal Screening | Train Tier 1 |
| 2011-2012 | Tier 2 | Tier 1 | Tier 1 | Tier 1 |
| 2012-2013 | Tier 3 | Tier 2 | Tier 2 | Tier 2 |
| 2013-2014 | ----- | Tier 3 | Tier 3 | Tier 3 |

Finally, the district has developed processes to address specific areas of concern under former corrective action requirements, such as adopting an action team for partnership model, which engages families and communities with the schools to focus on student achievement. The district has developed a 2010-2011 action plan for partnerships and a district action team that will work with the Regional Home–School staff to support the school governance councils and the action teams for partnerships.

Introduction

The CAR will focus on three overriding goals to ensure that all MPS students succeed academically. These goals are:

- Ensuring highly qualified teachers and leaders in every school.
- Improving student performance.
- Ensuring accountability at the district, school, and student levels.

MPS and the DPI will work throughout the 2010-2011 school year in successfully achieving the school year goals of the CAR. To better ensure the district meets these School year goals, the CAR goals have been divided into quarterly indicators with the stated evidence submitted to the department by the date specified. These quarters are divided into the following way:

Quarter 1 : July 1, 2010 – September 30, 2010

Quarter 2 : October 1, 2010 – December 31, 2010

Quarter 3 : January 1, 2011 – March 31, 2011

Quarter 4 : April 1, 2011 – June 30, 2011.

The 2010-2011 CAR builds on previous work done over the six consecutive years that MPS has been a district identified for improvement. The DPI is required by the Elementary and Secondary Education Act (ESEA) to annually identify schools and districts that did not make adequate yearly progress (AYP) toward meeting the state's established objectives in four areas. These objectives include:

Testing 95 percent of their enrolled students in the statewide reading and mathematics assessments;

Meeting state established targets in reading, based on Wisconsin's statewide standardized test;

Meeting state established targets in mathematics, based on Wisconsin's statewide standardized test; and

Maintaining either a high school graduation rate of at least 85 percent or show growth of 2 percentage points each year and elementary and middle school attendance rates of at least 85 percent of the statewide average, or show growth.

MPS has not made adequate yearly progress for six consecutive years in reading and mathematics at the elementary, middle, and high school grade spans. For the most recent school year, 2009-2010, MPS did not meet AYP in reading and mathematics. See Table 2 for a history of corrective action for the Milwaukee Public Schools. MPS is a district identified for improvement and subject to corrective action; therefore, all MPS schools, which include contracted sites (charter and partnership), are held accountable to the CAR.

Under the ESEA, DPI has required MPS to take corrective action designed to meet the goal of having all students achieve at the proficient and advanced student academic achievement levels. Previous corrective action requirements have created a strong foundation, and the district has made progress in achieving many of these

Introduction

requirements. However, further work is needed to successfully address the immediate needs of MPS' students.

Table 2. *History of Corrective Action Requirements for Milwaukee Public Schools*

| Year | Action |
|-----------|---|
| 2004-2005 | MPS misses AYP. |
| 2005-2006 | MPS misses AYP. MPS is a district identified for improvement. |
| 2006-2007 | MPS misses AYP. MPS remains identified for improvement. |
| 2007-2008 | MPS misses AYP. MPS remains identified for improvement. The State Superintendent is required to take corrective action. The State Superintendent issues updated and revised corrective action requirements. |
| 2008-2009 | MPS misses AYP. MPS remains identified for improvement and subject to corrective action. The State Superintendent issues updated and revised corrective action requirements. |
| 2009-2010 | MPS misses AYP for the sixth consecutive year. MPS remains identified for improvement. The State Superintendent issues a notice to reduce administrative funds and defer programmatic funds under 20 U.S.C. § 6311 through 6339. MPS remains subject to corrective action. |

In 2009-2010, MPS received \$154 million of federal entitlement funds through the Title I program and Title I American Recovery and Reinvestment Act (ARRA) funds. In addition, MPS received in 2009-2010 \$57 million in the federal Individuals with Disabilities Education Act (IDEA) and IDEA ARRA program.

For 2010-2011, MPS is expected to receive approximately \$77.5 million in federal Title I funds plus approximately \$66 million in federal Title I ARRA funds. In addition, MPS will be eligible for a large share of the \$51 million Title I School Improvement Grant money coming to Wisconsin through ARRA.

The DPI will work collaboratively with MPS as it implements these corrective action requirements. These requirements will also support the district's strategic plan. To ensure that the CAR will support the district's strategic plan, the 2010-2011 CAR was developed with a multiyear perspective, which recognizes that improving MPS may take time. Additionally, the CAR school year goals reflect the change efforts that have recently been initiated to ensure that all students succeed academically. See Table 4 for a summary of the following: the Corrective Action Requirement Multiyear Goal, the School year Goal, and the Related MPS Strategic Goal.

Summary of the 2010-2011 Corrective Action Requirements

Summary of the 2010-2011 Corrective Action Requirements

Table 3. *Summary of the 2010 – 2011 Corrective Action Requirements*

| Section | Multiyear Goal | School year Goal(s) | Related MPS Strategic Goal |
|---|--|--|--|
| <p>Part I: Ensuring Highly Qualified Teachers and Leaders in Every School</p> <p><i>Sections 1, 2 and 3:</i></p> | <ul style="list-style-type: none"> Ensure 100% of MPS teachers have teaching assignments that match their license(s). | <ul style="list-style-type: none"> Assign appropriately licensed teachers to classes and, when necessary, apply for emergency licenses while ensuring that emergency licensed teachers are in an educator preparation program leading to licensure for their assignment. | <ul style="list-style-type: none"> Goal 6: The district is accountable for measurable results. |
| | <ul style="list-style-type: none"> Ensure the equitable distribution of highly qualified and experienced MPS teachers and principals among schools. | <ul style="list-style-type: none"> Measure, assess, and address any inequitable distribution of highly qualified teachers and principals among schools. | <ul style="list-style-type: none"> Goal 7: The district's central services departments support student learning. |
| | <ul style="list-style-type: none"> Provide an induction support system for 100% of all first-year initial and emergency license/permit educators. | <ul style="list-style-type: none"> Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school. Provide standards-based mentor training. Provide trained mentors for each initial and emergency license/permit educator who is new to MPS. Provide on-going orientation and support seminars for all initial and emergency license/permit educators including professional development plan (PDP) support for all initial educators. | <ul style="list-style-type: none"> Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development. |

Summary of the 2010-2011 Corrective Action Requirements

| Section | Multiyear Goal | School year Goal(s) | Related MPS Strategic Goal |
|--|--|---|--|
| <p>Part II: Improving Student Performance</p> <p><i>Sections 4 and 5:</i></p> | <ul style="list-style-type: none"> • Increase student achievement in literacy and numeracy demonstrated by using multiple measures that indicate positive student growth for each subgroup of students. | <ul style="list-style-type: none"> • Collect and analyze universal screening data K-8 at least 3 times per year and modify core instruction for those identified as at risk. • Implement a universal screening system for students in grades 9-12 that identifies students at risk of failing courses required for graduation. • Implement the Comprehensive Literacy Plan. • Develop the districtwide Comprehensive Mathematics Plan for all schools. • Increase by 5% the number of students who score at or above the grade level proficiency or cut score on the universal screening measure within the academic year. • Directly involve parents in Rtl implementation at each school, and provide training in all schools to parents on Rtl including how to understand universal screening data. • Provide training in all schools to teachers and administrators on Rtl, how to understand and use universal screening data, descriptions of the Rtl system, and any school-level data and intervention management system. | <p>Goal1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship.</p> <p>Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.</p> |

Summary of the 2010-2011 Corrective Action Requirements

| Section | Multiyear Goal | School year Goal(s) | Related MPS Strategic Goal |
|--|---|---|---|
| | <ul style="list-style-type: none"> • Implement a successful Rtl system. • Fully implement PBIS Tiers 1-3 in 100% of PK-12 schools by 2013-2014. • Decrease suspensions and office referrals to state averages. | <p>Rtl Behavior</p> <ul style="list-style-type: none"> • Conduct universal screening for behavior in all schools throughout the school year. • Develop and implement Rapid Compliance Plans for schools that do not show evidence for readiness to move to subsequent tiers of implementation. • For Cohort 1: <ul style="list-style-type: none"> – Implement Tiers 1 and 2 throughout the 2010-2011 school year with fidelity to the national model (pbis.org) for all schools meeting national guidelines for preparedness. – Complete all training for Tier 3, per the national model for all schools meeting national guidelines for preparedness. • For Cohort 2: <ul style="list-style-type: none"> – Implement Tier 1 throughout the 2010-2011 school year with fidelity to the national model. – Complete all training for Tier 2, per the national model for all schools meeting national guidelines for preparedness. • For Cohort 3: <ul style="list-style-type: none"> – Complete all training in Tier 1 per the national model. | <p>Goal 5: School staffs are supportive and responsive to students and families.</p> |
| <p>Part III: Accountability at the District, School, and Student Levels <i>Section 6:</i></p> | <ul style="list-style-type: none"> • Ensure a consistent, transparent, and high quality system of accountability in MPS for school improvement and teacher quality. | <ul style="list-style-type: none"> • Strengthen the district's Regional System of Support (SOS) structure to ensure that the Corrective Action Requirements are implemented in all MPS schools. | <p>Goal 6: The district is accountable for measurable results.</p> <p>Goal 7: The district's central services departments support student learning.</p> |

Part I: Ensuring Highly Qualified Teachers and Leaders in Every School

Section 1: Ensuring Highly Qualified Teachers in Every Classroom

| School year Goal(s) | | |
|---|--|---|
| Assign appropriately licensed teachers to classes and, when necessary, apply for emergency licenses while ensuring that emergency licensed teachers are in an educator preparation program leading to licensure for their assignment. | | |
| Quarterly Indicator | Evidence | |
| Q1 | <ul style="list-style-type: none">All teachers will have a license for each of their assignments. | <ul style="list-style-type: none">Submit an emergency license/permit application to the DPI within ten days of assigning a teacher whose license does not match their assignment. |
| Q2 | <ul style="list-style-type: none">All teachers will have a license for each of their assignments. | <ul style="list-style-type: none">Submit an electronic report to the DPI of PI 1202 (Fall Staff Report) by December 10, 2010. |
| Q3 | <ul style="list-style-type: none">All PI 1202 audit errors are corrected. | <ul style="list-style-type: none">Submit an electronic copy to the DPI of an updated PI 1202 (Fall Staff Report) by March 10, 2011. Errors are electronically corrected by applying for emergency license or permit and correcting keying errors. |
| Q4 | <ul style="list-style-type: none">MPS audit data will be used to confirm that all staff are appropriately licensed for their respective assignments. | <ul style="list-style-type: none">Submit an electronic list to the DPI by May 10, 2011, of staff who were flagged on the final audit report and describe how each audit flag was corrected. |

Part I: Ensuring Highly Qualified Teachers and Leaders in Every School

Section 2: Ensuring the Equitable Distribution of Teachers and Principals

| School year Goal(s) | | |
|--|---|---|
| Measure, assess, and address any inequitable distribution of highly qualified teachers and principals among schools. | | |
| Quarterly Indicator | Evidence | |
| Q1 | <ul style="list-style-type: none"> Measure the equity of highly qualified teacher and principal distribution among schools. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by September 30, 2010, of a written methodology for measuring the equity of teacher and principal distribution among schools based on licensure, experience, evaluations and other qualifications. |
| Q2 | <ul style="list-style-type: none"> Measure the equity of highly qualified teacher and principal distribution among school. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by December 17, 2010, of the analysis of teacher and principal distribution by school and a summary of findings. |
| Q2 | <ul style="list-style-type: none"> Provide information on the distribution of initial educators, emergency license/permit staff, and/or not highly qualified staff in each building. | <ul style="list-style-type: none"> Submit an electronic spreadsheet to the DPI by December 17, 2010, identifying all staff in their respective buildings who are initial educators, emergency license/permit holders, and/or are not highly qualified by using both MPS generated PI 9550 IIC and highly qualified data provided by DPI. Each building principal and corresponding DIFI supervisor will complete a building analysis. |
| Q3 | <ul style="list-style-type: none"> Develop and implement a plan to address any inequities in distribution during the current year by providing additional targeted support, professional development, or any other remedy allowed under law and local collective bargaining agreements. Collaboratively develop a strategy with teachers and principals to address any inequities in distribution for the next school year. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by March 31, 2011, of the current year plan to address inequities in teacher and principal distribution. Submit an electronic copy to the DPI by March 31, 2011, of meeting times, locations, names of participants, and agendas, documenting the collaborative development of a strategy to address any inequities in distribution for the next school year. |

| Quarterly Indicator | | Evidence |
|---------------------|--|--|
| Q4 | <ul style="list-style-type: none"> Implement the collaboratively developed, equitable distribution strategy with sufficient time to positively impact teacher and principal assignment decisions. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by May 16, 2011, of correspondence with principals and teachers outlining action steps the district is taking and/or incentives available to educators that will result in a more equitable distribution. |

Part I: Ensuring Highly Qualified Teachers and Leaders in Every School

Section 3: Ensuring High Quality Mentoring and Supports for All Educators

| School year Goal(s) | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. Require induction support, including mentors, for all initial educators and educators with emergency permits or licenses beginning on the first day of school. 2. Provide standards-based training for mentors. 3. Provide trained mentor for each initial and emergency license/permit educator who is new to MPS. 4. Provide on-going orientation and support seminars for all initial and emergency license/permit educators, including professional development plan (PDP) support for all initial educators. | | |
| Quarterly Indicator | Evidence | |
| Q1 | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • None |
| Q2 | <ul style="list-style-type: none"> • Provide mentor training for all new mentors. | <ul style="list-style-type: none"> • Submit an electronic comprehensive list of dates, workshop titles, and names of participants to the DPI by October 10, 2010, of training opportunities for both city-wide and building mentors for the 2010-2011 school year. |
| Q2 | <ul style="list-style-type: none"> • Provide trained mentors for emergency license/permit holders. | <ul style="list-style-type: none"> • Submit an electronic list to the DPI and the MPS Human Resources Director by October 10, 2010, of all emergency license/permit holders and their assigned mentor in their respective cluster. |
| Q2 | <ul style="list-style-type: none"> • Provide information that all initial educators are matched with a mentor. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI of PI 1641 (Mentoring Grant for Initial Educators) by November 5, 2010. The electronic report is to include a list of the names of each newly hired initial educator, name of school, school assignment, and the mentor's name. |
| Q2 | <ul style="list-style-type: none"> • Provide the Highly Qualified Teacher Plan (PI 9550 IIC) to assist teachers who are not highly qualified in becoming highly qualified. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI of the Highly Qualified Teacher Plan (PI 9550 IIC) by November 15, 2010. The electronic report is to include a list of each staff member who is not highly qualified, assigned setting/program, number of core academic subjects taught, reason(s) not highly qualified, and technical assistance provided. |
| Q2 | <ul style="list-style-type: none"> • Provide new teacher orientation for all newly hired teachers. | <ul style="list-style-type: none"> • Submit an electronic list to the DPI by December 17, 2010, of dates and names of participants of new teacher orientation. |
| Q2 | <ul style="list-style-type: none"> • Provide on-going support seminars for all initial educators. | <ul style="list-style-type: none"> • Submit an electronic list to the DPI by December 17, 2010, of dates, workshop titles, and names of participants for ongoing support seminars. |
| Q3 | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • None |

Part I: Ensuring Highly Qualified Teachers and Leaders in Every School

| Quarterly Indicator | | Evidence |
|---------------------|--|--|
| Q4 | <ul style="list-style-type: none"> Administer the DPI approved end-of-year survey to all initial educators, emergency license/permit holders, mentors, and building principals. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by June 10, 2011, of the results of the DPI approved end-of-year survey of all initial educators, emergency license/permit holders, mentors, and principals to determine level of support and future needs. |
| Q4 | <ul style="list-style-type: none"> Provide information that the district's information on highly qualified staff is current. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI of an updated Highly Qualified Teacher Plan (PI 9550 IIC) by June 1, 2011. The electronic report is to include the correct status of individuals who have achieved highly qualified status at the end of the school year. |
| Q4 | <ul style="list-style-type: none"> Continue support of induction components identified in Q2. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by June 10, 2011, on the 2010-2011 induction activities identified in Q2. This report would describe any additional induction activities (i.e. new mentor training, matching new mentors with newly hired initial educators and emergency license/permit holders, new teacher orientation, and support seminars) from January 1, 2011, to June, 2011. |

Part II: Improving Student Performance

Section 4: Implementing a Successful Response to Intervention System

| School year Goal(s) | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Collect and analyze universal screening data K-8 at least 3 times per year and modify core instruction for those identified as at risk. 2. Implement a universal screening system for students in grades 9-12 that identifies students at risk of failing courses required for graduation. 3. Implement the Comprehensive Literacy Plan. 4. Develop the districtwide Comprehensive Mathematics Plan for all schools. 5. Increase by 5% the number of students who score at or above the grade level proficiency or cut score on the universal screening measure within the academic year. 6. Directly involve parents in Rtl implementation at each school, and provide training in all schools to parents on Rtl including how to understand universal screening data. 7. Provide training in all schools to teachers and administrators on Rtl, how to understand and use universal screening data, descriptions of the Rtl system, and any school-level data and intervention management system. | | |
| Quarterly Indicator | Evidence | |
| Q1 | <ul style="list-style-type: none"> • Conduct universal screening for literacy and numeracy, grades K-8. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by September 30 2010, on the system for screening students K-8 that includes: <ul style="list-style-type: none"> – the measures for screening for literacy and numeracy – a description of the ClassStat process used for identification of students in need of intervention – the decision rules including the proficiency or cut scores used to identify student risk levels – the titles of staff at each school responsible for analyzing and using universal screening data to improve instruction – the titles of staff responsible for implementation integrity checks, and descriptions of and materials from training provided to those staff – additional training and oversight for teachers who do not meet adequate levels of universal screening integrity – a description of the implementation fidelity of the administration of the universal screening tool that includes: <ul style="list-style-type: none"> ▪ the implementation integrity measure |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
|---------------------|---|--|
| | | <ul style="list-style-type: none"> ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters – the method by which the data will be reported electronically and the database in which these data will be stored – draft handbooks for school staff identifying: <ul style="list-style-type: none"> ▪ reliable test administration protocol ▪ data reporting, and analysis procedures ▪ how screening data shall be used to modify classroom instruction. |
| Q1 | <ul style="list-style-type: none"> • Directly involve parents in Rtl implementation at each school. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, of the plan for involving parents in school-level Rtl implementation that includes: <ul style="list-style-type: none"> – how parents are involved in school-level Rtl decision making – how parental input is gathered for continuous improvement for Rtl processes. |
| Q1 | <ul style="list-style-type: none"> • Provide training to parents at schools implementing the Rtl Framework and resources at the school level that will help parents understand what Rtl is and their child's universal screening data and benchmark results. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, of documentation of parent training by school that demonstrates the efforts of school personnel to train parents in Rtl and assist them in how they can better understand their child's universal screening and benchmark data. Documentation must include: meeting agendas for parents, sign-in sheets, brochures, training materials, and reports. |
| Q1 | <ul style="list-style-type: none"> • Provide training to teachers and administrators at all schools implementing the Rtl framework to help them understand what Rtl is and how to collect, analyze, and use universal screening data. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, of documentation of training by school that demonstrates the efforts to train teachers and administrators in Rtl and assist them in how they can better understand universal screening data. Documentation must include: meeting agendas, sign-in sheets, brochures, training materials, and reports. • Submit an electronic report to the DPI by September 30, 2010, by school, by teacher, and by topic or title of the professional development received, focused on RTI that includes: <ul style="list-style-type: none"> – school-based, school-day, and job-embedded professional development (e.g., coaching, mentoring, or professional learning communities) |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
|---------------------|--|--|
| | | <ul style="list-style-type: none"> – training on any school-level data and/or intervention management and tracking systems (Exceed) – districtwide, department, or grade-level activities. • Submit an electronic copy to the DPI by September 30, 2010, of a plan to educate newly hired, rehired, or transferred teachers and administrators in the Rtl Framework, including: <ul style="list-style-type: none"> – proposed agendas – procedures for identifying those individuals who require this training. |
| Q1 | <ul style="list-style-type: none"> • Implement the MPS Comprehensive Literacy Plan, including a single reading program districtwide per grade band. | <ul style="list-style-type: none"> • Submit an electronic copy of all documentation required to meet the conditional approval requirements of the Comprehensive Literacy Plan by the deadlines identified in the May 26, 2010, letter. • Submit an electronic report to the DPI by September 30, 2010, by school, by teacher, and by title of the professional development received, focused on the Comprehensive Literacy Plan that includes: <ul style="list-style-type: none"> – school-based, school-day, and job-embedded professional development (e.g., coaching, mentoring, or professional learning communities) – training provided by vendors of purchased materials – districtwide, department, or grade-level activities – professional development led by literacy coaches – agendas from each professional development event held – any other related professional development events. |

Part II: Improving Student Performance

| Quarterly Indicator | Evidence |
|--|--|
| <p>Q1</p> <ul style="list-style-type: none"> Document how the MPS Comprehensive Mathematics Plan will be developed. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by September 30, 2010, of the design plan to develop a Comprehensive Mathematics Plan that includes: <ul style="list-style-type: none"> a timeline for completion with submission to DPI for approval the titles of staff responsible for completing sections of the plan including the name, and contact information the timeline for professional development and implementation at all grade levels at all tiers. The MPS Comprehensive Mathematics Plan is to include: <ul style="list-style-type: none"> scientific research upon which the plan is based clear link with the Wisconsin Mathematics Standards detailed instructional methods to teach mathematics in the core curriculum for each grade K-12 the universal screening process to be implemented three times each year for all students list of approved grades 9-12 mathematics courses acceptable for credit by all schools which outlines content to be taught in each course explanation of the ClassStat process used for identifying students for Tiers 2 and 3 interventions decision rules, cut scores, and related processes to identify students for Tiers 2 and 3 scientific, research-based interventions, identified for Tiers 2 and 3, including Tiers 2 and 3 mathematics courses to be implemented in grades 9-12 and how students will be identified as needing to take those courses description of how English Language Learners(ELL) and special education students will have access to the general curriculum progress monitoring tools which must be approved based upon a review using criteria from the National Rtl Center districtwide system of professional development to build the capacity of school staff to meet district expectations for teaching mathematics K-12 curricular materials to be used at each grade and for each tier (1, 2, 3). |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| Q1 | <ul style="list-style-type: none"> Identify the training and implementation timeline of Rtl in all schools. | <ul style="list-style-type: none"> Submit an electronic copy of a spreadsheet to the DPI by September 30, 2010, listing proposed Rtl timelines for every school specifying the expected phase of training and implementation each school will complete by May 16, 2011. |
| Q1 | <ul style="list-style-type: none"> Plan for new staff and new schools. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by September 30, 2010, of proposed procedures for helping new schools meet implementation timelines in Table 1, including: <ul style="list-style-type: none"> staff and administration training schedules agendas of meetings or memoranda showing alignment with the district's Rtl plan. |
| Q2 | <ul style="list-style-type: none"> Conduct universal screening for literacy and numeracy, grades K-8. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of universal screening data that includes: <ul style="list-style-type: none"> data for all students listed by school, by grade, and by student description of classroom modifications (literacy and numeracy) by grade and by school to address the needs identified by universal screening data the names of students retained, listed by current school and grade placement. |
| Q2 | <ul style="list-style-type: none"> Directly involve parents in Rtl implementation at each school. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of documentation of parent involvement in school-level Rtl implementation that includes: <ul style="list-style-type: none"> how parents are involved in school-level decision making how parental input is gathered for continuous improvement for Rtl processes. |
| Q2 | <ul style="list-style-type: none"> Provide training to parents at schools implementing the Rtl Framework and resources at the school level that will help parents understand what Rtl is and how they can understand their child's universal screening data and benchmark results. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of documentation of parent training by school that demonstrates the efforts of school personnel to train parents in Rtl and assist them in how they can better understand their child's universal screening and benchmark data. Documentation must include: meeting agendas for parents, sign-in sheets, brochures, training materials, or reports. |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| Q2 | <ul style="list-style-type: none"> Provide training to teachers and administrators at all schools implementing the Rtl framework to help them understand what Rtl is and how to collect, analyze, and use universal screening data. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of documentation of training by school that demonstrates the efforts to train teachers and administrators in Rtl and assist them in how they can better understand universal screening data. Documentation must include: meeting agendas, sign-in sheets, brochures, training materials, and reports. Submit an electronic report to the DPI by December 17, 2010, by school, by teacher, and by topic or title of the professional development received, focused on RTI that includes: <ul style="list-style-type: none"> school-based, school-day, and job-embedded professional development (e.g., coaching, mentoring, or professional learning communities) training on any school-level data and/or intervention management and tracking systems. (Exceed) districtwide, department, or grade-level activities Submit an electronic copy to the DPI by December 17, 2010, of district efforts to educate newly hired, rehired, or transferred teachers and administrators in the Rtl Framework, including: <ul style="list-style-type: none"> proposed agendas procedures for identifying those individuals who require this training. |
| Q2 | <ul style="list-style-type: none"> Instruction in literacy and numeracy for all K-12 students based on state standards, maximizing instructional time, using scientific research-based curricula provided by effective teachers. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by December 17, 2010, that provides the schedules for each school by grade documenting the required literacy and numeracy instruction time and reading intervention courses for all schools. |
| Q2 | <ul style="list-style-type: none"> Implement the system of universal screening (Student Academic Indicators for Learning (SAIL)) for literacy and numeracy for all students in grades 9-12 that identifies students at risk of failing core courses required for graduation: English language arts (ELA), | <ul style="list-style-type: none"> Submit an electronic description to the DPI by December 17, 2010, of the system that clearly articulates: <ul style="list-style-type: none"> the decision rules being used and have been approved by the DPI including the proficiency or cut scores used to identify students flagged as off track on the Student Academic Indicators for Learning the titles of staff at each school responsible for analyzing and using universal screening data to improve instruction the titles of staff responsible for implementation integrity checks |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | <p>mathematics, science, and social studies.</p> | <ul style="list-style-type: none"> – a description of the implementation fidelity of the administration of the universal screening tool that includes: <ul style="list-style-type: none"> ▪ the implementation integrity measure ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters – the method by which the data will be reported electronically and the database in which these data will be stored – draft handbooks for school staff identifying: <ul style="list-style-type: none"> ▪ reliable test administration protocol ▪ data reporting, and analysis procedures ▪ how screening data shall be used to modify classroom instruction or programming. |
| Q2 | <ul style="list-style-type: none"> • Update the districtwide professional development plan for the Comprehensive Literacy Plan. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by December 17, 2010, of the revised professional development plan that includes all teachers. |
| Q2 | <ul style="list-style-type: none"> • Check for implementation integrity of core instruction and screening. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by December 17, 2010, on screening data used in literacy and numeracy. The electronic report includes: <ul style="list-style-type: none"> – implementation integrity checks on classrooms for use of approved curriculum and required time of 90 minutes in literacy and 60 minutes in mathematics for grades K-3, of 60 minutes for literacy and numeracy in grades 4-8, and of required reading intervention courses for grades 9-12 – the method by which the data will be reported electronically and the database in which these data will be stored – identify and describe practices for modifying Tier 1 instruction in response to screening data with implementation integrity checks – the titles of staff responsible for core instruction and universal screening integrity checks, and descriptions of and materials from training provided to those staff – a description of additional training and oversight for teachers who do not meet adequate levels of core instruction and screening integrity, especially instructional minutes, use of curriculum, and differentiation based on screening data |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <ul style="list-style-type: none"> – a description of the implementation fidelity of core instruction and screening that includes: <ul style="list-style-type: none"> ▪ the implementation integrity measure ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters – data describing the measured implementation integrity of core instruction and screening. |
| Q2 | <ul style="list-style-type: none"> • Development of MPS Comprehensive Mathematics Plan. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by December 17, 2010, of the progress report on completion of the MPS Comprehensive Mathematics Plan including the expected timeline for completion. |
| Q3 | <ul style="list-style-type: none"> • Use universal screening data to demonstrate improving achievement. | <ul style="list-style-type: none"> • Submit an electronic report to DPI by March 31, 2011, that lists by school and by student the second round of universal screening data of all students K-12 in literacy and numeracy. |
| Q3 | <ul style="list-style-type: none"> • Implement universal screening for literacy and numeracy for grades 9-12. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by March 31, 2011, on initial data collection and identification of students flagged by area marker as off track on the Student Academic Indicators for Learning formula by school, by grade, and by student. • Submit an electronic report to the DPI by March 31, 2011, on the process of identifying Tier 2 and 3 interventions in grades 9-12 and possible progress monitoring tools. • Submit an electronic report to the DPI by March 31, 2011, that identifies the professional development in place for high school teachers to implement the Student Academic Indicators for Learning and lists the participation by school and by teacher. |
| Q3 | <ul style="list-style-type: none"> • Prepare to report on students identified in need of Tier 2 interventions in literacy and/or numeracy by school, grade, teacher and individual student and the intervention(s) used (K-8). | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011, of the description of scientific, research-based interventions and progress monitoring tools to be used for K-8 students identified for Tier 2 interventions in literacy and numeracy. Included in the description for each tool are: <ul style="list-style-type: none"> – a description of the research that supports each intervention and progress monitoring tool – the titles of staff at each school responsible for analyzing and using progress monitoring data to improve instruction – the titles of staff responsible for intervention and progress monitoring implementation integrity checks |

Part II: Improving Student Performance

| Quarterly Indicator | Evidence |
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| | <ul style="list-style-type: none"> – additional training and oversight for those individuals who do not meet adequate levels of intervention and progress monitoring integrity using the approved measure – a description of the implementation fidelity of progress monitoring that includes: <ul style="list-style-type: none"> ▪ the implementation integrity measure ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters – the method by which the data will be reported electronically and the database in which these data will be stored – the decision rules and cut scores for data-based decision-making on progress monitoring data and the use of interventions – draft handbooks for school staff identifying: <ul style="list-style-type: none"> ▪ reliable test administration protocol ▪ data reporting and analysis procedures ▪ how progress monitoring data shall be used to modify classroom instruction or programming – the proposed 2011-2012 professional development schedule for Tier 2 interventions and progress monitoring tools – the method by which the data will be electronically reported at the school and district levels. |
| Q3 | <ul style="list-style-type: none"> • Check for implementation integrity of core instruction and screening. <ul style="list-style-type: none"> • Submit an electronic report to the DPI by March 31, 2011, on students identified as at risk in literacy and numeracy in grades K-8 based on screening data, and the implementation checks by school, by grade, and by student of modifications of Tier 1. The report shall include: <ul style="list-style-type: none"> – the titles of staff responsible for core instruction and universal screening integrity checks, and descriptions of and materials from training provided to those staff – a description of additional training and oversight for teachers who do not meet adequate levels of core instruction and screening integrity, especially instructional minutes, use of curriculum, and differentiation based on screening data – a description of the implementation fidelity of core instruction and screening that includes: |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <ul style="list-style-type: none"> ▪ the implementation integrity measure ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters. <ul style="list-style-type: none"> – data describing the measured implementation integrity measures of core instruction and screening. <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011 of the final handbook for school staffs. |
| Q3 | <ul style="list-style-type: none"> • Development of MPS Comprehensive Mathematics Plan. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011, of the MPS Comprehensive Mathematics Plan for approval by DPI that includes: <ul style="list-style-type: none"> – scientific research upon which the plan is based including a review of the scientific literature documenting evidence for effectiveness of the core instructional program, interventions, and progress monitoring tools – clear link with the Wisconsin Mathematics Standards – detailed instructional methods to teach mathematics in the core curriculum for each grade K-12 – the universal screening process to be implemented three times each year for all students – list of approved grades 9-12 mathematics courses acceptable for credit by all schools which outlines content to be taught in each course – explanation of the ClassStat process used for identifying students for Tiers 2 and 3 interventions – clear cut scores and decision rules for students identified for Tiers 2 and 3 – scientific, research-based interventions, identified for Tiers 2 and 3, including Tiers 2 and 3 mathematics courses to be implemented in grades 9-12 and how students will be identified as needing to take those courses – description of how English Language Learner(ELL) and special education students will have access to the general curriculum – progress monitoring tools which must be approved based upon a review using criteria from the National RtI Center – districtwide system of professional development to build the capacity of school staff to meet district expectations for teaching mathematics K-12 |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <ul style="list-style-type: none"> – curricular materials to be used at each grade and for each tier (1, 2, 3). |
| Q3 | <ul style="list-style-type: none"> • Provide training to teachers and administrators at all schools implementing the RtI framework to help them understand what RtI is and how to collect, analyze, and use universal screening data. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011, of documentation of training by school that demonstrates the efforts to train teachers and administrators in RtI and assist them in how they can better understand universal screening data. Documentation must include: meeting agendas, sign-in sheets, brochures, training materials, and reports. • Submit an electronic report to the DPI by March 31, 2011, by school, by teacher, and by topic or title of the professional development received, focused on RTI that includes: <ul style="list-style-type: none"> – school-based, school-day, and job-embedded professional development (e.g., coaching, mentoring, or professional learning communities) – training on any school-level data and/or intervention management and tracking systems. (Exceed) – districtwide, department, or grade-level activities. |
| Q3 | <ul style="list-style-type: none"> • Directly involve parents in RtI implementation at each school. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011, of documentation of parent involvement in school-level RtI implementation that includes: <ul style="list-style-type: none"> – how parents are involved in school-level decision making – how parental input is gathered for continuous improvement for RtI processes. |
| Q3 | <ul style="list-style-type: none"> • Provide training to parents at schools implementing the RtI Framework and resources at the school level that will help parents understand what RtI is and how they can understand their child’s universal screening data and benchmark results. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by March 31, 2011, of documentation of parent training by school that demonstrates the efforts of school personnel to train parents in RtI and assist them in how they can better understand their child’s universal screening and benchmark data. Examples of documentation must include: meeting agendas for parents, sign-in sheets, brochures, training materials, and reports. |
| Q4 | <ul style="list-style-type: none"> • Report on Tier 2 interventions (K-8) in literacy and numeracy. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by May 16, 2011, on the following: <ul style="list-style-type: none"> – the names of interventions and the length of time to be used with students identified for Tier 2 interventions in 2011-2012 |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <ul style="list-style-type: none"> – the interventions to be used at Tier 2 broken down by K-8 school and by grade – data describing the measured reliability and validity of the implementation integrity measures. |
| Q4 | <ul style="list-style-type: none"> • Use universal screening data to demonstrate improving achievement. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by May 16, 2011, that lists by school and by student the third round of universal screening data of all students K-12 in literacy and numeracy. |
| Q4 | <ul style="list-style-type: none"> • Review universal screening data for literacy and numeracy for grades 9-12. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011, of the end of the year report that includes: <ul style="list-style-type: none"> – the decision rules being used and have been approved by the DPI including the proficiency or cut scores to identify students flagged as off track on the Student Academic Indicators for Learning. • Submit an electronic report to DPI by May 16, 2011, on the process for identifying students in need of Tier 2 interventions. |
| Q4 | <ul style="list-style-type: none"> • Prepare to implement K-8 progress monitoring tools in 2011-2012. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by May 16, 2011, that includes: <ul style="list-style-type: none"> – progress monitoring tools to be used to measure the effectiveness of Tier 2 interventions. Progress monitoring tools must be approved based upon a review using criteria from the National Rtl Center – vetted interventions to date that have been approved for specific areas of concern – number of students identified K-8 in all buildings that will need Tier 2 interventions in literacy by school, by grade, and by student – number of students identified K-8 in all buildings that will need Tier 2 interventions in numeracy by school, by grade, and by student – the decision rules for student identification, including the cut scores used to identify the need for modifications or movement between tiers – the titles of staff at each school responsible for analyzing and using progress monitoring data to improve instruction – the titles of staff responsible for implementation integrity checks, and descriptions of and materials from training that will be provided to those staff – additional training and oversight for teachers who do not meet adequate levels of progress monitoring |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <p>integrity</p> <ul style="list-style-type: none"> – a description of the implementation fidelity of the administration of the progress monitoring tool that includes: <ul style="list-style-type: none"> ▪ the implementation integrity measure ▪ procedures for collecting, analyzing and reporting data on the reliability and validity of the measure ▪ reliability of the raters – the method by which the data will be reported electronically and the database in which these data will be stored <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011 of the final handbook for school staffs. |
| Q4 | <ul style="list-style-type: none"> • Check for implementation integrity of core instruction and screening in both grades K-8 and 9-12. | <ul style="list-style-type: none"> • Submit an electronic data report to the DPI by May 16, 2011, by school and by grade that includes: <ul style="list-style-type: none"> – implementation integrity checks on core instruction for the year – implementation integrity checks for the year on screening data collection and analysis for grades 9-12 include the use of the Student Academic Indicators for Learning – data describing the measured reliability and validity of the implementation integrity measures for core instruction and screening. |
| Q4 | <ul style="list-style-type: none"> • Revision of Comprehensive Mathematics Plan if required following initial submission. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011, of the revised MPS Comprehensive Mathematics Plan that has successfully addressed all DPI standards for approval if required after initial submission. |
| Q4 | <ul style="list-style-type: none"> • Provide training to teachers and administrators at all schools implementing the Rtl framework to help them understand what Rtl is and how to collect, analyze, and use universal screening data. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011, of documentation of training by school that demonstrates the efforts to train teachers and administrators in Rtl and assist them in how they can better understand universal screening data. Documentation must include: meeting agendas, sign-in sheets, brochures, training materials, and reports. • Submit an electronic report to the DPI by May 16, 2011, by school, by teacher, and by topic or title of the professional development received, focused on RTI that includes: <ul style="list-style-type: none"> – school-based, school-day, and job-embedded professional development (e.g., coaching, mentoring, or professional learning communities) |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| | | <ul style="list-style-type: none"> – training on any school-level data and/or intervention management and tracking systems (Exceed) – districtwide, department, or grade-level activities. |
| Q4 | <ul style="list-style-type: none"> • Directly involve parents in Rtl implementation at each school. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011, of documentation of parent involvement in school-level Rtl implementation that includes: <ul style="list-style-type: none"> – how parents are involved in school-level decision making – how parental input is gathered for continuous improvement for Rtl processes. |
| Q4 | <ul style="list-style-type: none"> • Provide training to parents at schools implementing the Rtl Framework and resources at the school level that will help parents understand what Rtl is and how they can understand their child’s universal screening data and benchmark results. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by May 16, 2011, of documentation of parent training by school that demonstrates the efforts of school personnel to train parents in Rtl and assist them in how they can better understand their child’s universal screening and benchmark data. Documentation must include: meeting agendas for parents, sign-in sheets, brochures, training materials, and reports. |
| Q4 | <ul style="list-style-type: none"> • Identify the training and implementation timeline of Rtl in all schools for the 2011-2012 school year. | <ul style="list-style-type: none"> • Submit an electronic copy of a spreadsheet to the DPI by May 16, 2011, listing proposed Rtl timelines for every school specifying the expected phase of training and implementation each school will complete in 2011-2012. |

Part II: Improving Student Performance

Section 5: Implementing a Successful Positive Behavior Interventions and Supports System

| School year Goals | | |
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| <ol style="list-style-type: none"> 1. Conduct universal screening for behavior in all schools throughout the school year. 2. Develop and implement Rapid Compliance Plans for schools that do not show evidence for readiness to move to subsequent tiers of implementation. 3. For Cohort 1: <ol style="list-style-type: none"> a. Implement Tiers 1 and 2 throughout the 2010-2011 school year with fidelity to the national model (pbis.org) for all schools meeting national guidelines for preparedness. b. Complete all training for Tier 3, per the national model for all schools meeting national guidelines for preparedness. 4. For Cohort 2: <ol style="list-style-type: none"> a. Implement Tier 1 throughout the 2010-2011 school year with fidelity to the national model. b. Complete all training for Tier 2, per the national model for all schools meeting national guidelines for preparedness. 5. For Cohort 3: <ol style="list-style-type: none"> a. Complete all training in Tier 1 per the national model. | | |
| Quarterly Indicator | Evidence | |
| Q1 | <ul style="list-style-type: none"> • Conduct universal screening for behavior. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by September 30, 2010, that includes the following daily attendance data by school, by grade, and by student: <ul style="list-style-type: none"> – behavior/office referrals – in-school suspension – out-of-school suspension – school initiated phone call to a parent to remove a child as an incident referral action – school initiated phone call to police to remove a child from school – truant – expulsion. |
| Q1 | <ul style="list-style-type: none"> • Enhance the district's system for conducting universal screening of attendance to be implemented in 2011-2012. | <ul style="list-style-type: none"> • Submit an electronic list to the DPI by September 30, 2010, of the ad hoc committee members that include district staff and DPI staff who will develop the district's plan for enhancing the universal screening data for attendance to be implemented in 2011-2012. |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| Q1 | <ul style="list-style-type: none"> • Ensure implementation integrity for Tier I. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, of lesson plans for each school implementing PBIS that includes the following: <ul style="list-style-type: none"> – minutes of instruction – positive behaviors curriculum – an explanation of the implementation integrity measures that have been used and the results from those measures for analyzing how positive behaviors are taught in classrooms. |
| Q1 | <ul style="list-style-type: none"> • Develop Rapid Compliance Plan. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, of the design plan to develop a Rapid Compliance Plan for schools that do not have adequate evidence of their readiness to move to the next stage of implementation that includes: <ul style="list-style-type: none"> – cut scores and decision rule about school-level data to identify schools needing Rapid Compliance – staff training needs – identification of barriers – plans for administrative oversight and additional support for implementation. |
| Q1 | <ul style="list-style-type: none"> • Identify the training and implementation timeline of PBIS in all schools. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by September 30, 2010, listing proposed PBIS timelines for every school specifying the expected phase of training and implementation each school will complete by May 16, 2011. |
| Q2 | <ul style="list-style-type: none"> • Enhance the district's system for conducting universal screening of attendance to be implemented in 2011-2012. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI by December 17, 2010, of a plan that describes how the district will enhance the universal screening of attendance data in 2011-2012 and include all necessary data elements approved by DPI and implementation timelines. |
| Q2 | <ul style="list-style-type: none"> • Collect and analyze Tier I data. | <ul style="list-style-type: none"> • Submit an electronic report to the DPI by December 17, 2010, for each school implementing PBIS that includes: <ul style="list-style-type: none"> – universal screening data (same elements as Q1) – implementation integrity data (same elements as Q1) – decision rules and cut scores used on screening data to determine when students need to move to a different tier of intervention – all relevant PBIS data (BoQ, SET, etc.) by school, by grade, and by teacher if collected at all levels. |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| Q2 | <ul style="list-style-type: none"> Collect and analyze Tier 2 data. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by December 17, 2010, for each school implementing PBIS Tier 2 that includes: <ul style="list-style-type: none"> list of students receiving interventions by school, by grade, and by teacher progress monitoring data on all students receiving interventions by school, by grade, and by teacher all relevant PBIS data (BoQ, SET, etc.) by school, by grade, and by teacher if collected at all levels from Quarter 1 measures decision rules and cut scores used on screening data to determine when students need to move to a different tier of instruction a review of the scientific literature documenting evidence for effectiveness of Tier 2 interventions and progress monitoring tools. |
| Q2 | <ul style="list-style-type: none"> Prepare for implementation of Tier 3. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 200, of a review of the scientific literature documenting evidence for effectiveness of Tier 3 interventions and progress monitoring tools. |
| Q2 | <ul style="list-style-type: none"> Submit Rapid Compliance Plan. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of a draft Rapid Compliance Plan for schools that do not have adequate evidence of their readiness to move to the next stage of implementation. |
| Q3 | <ul style="list-style-type: none"> Enhance the district's system for conducting universal screening of attendance to be implemented in 2011-2012. | <ul style="list-style-type: none"> Submit an electronic copy of a revised plan to the DPI by March 31, 2011, that has successfully addressed all DPI standards for approval if required after initial submission. |
| Q3 | <ul style="list-style-type: none"> Provide training for next tiers for all eligible schools. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by March 31, 2010, that provides the following information on all schools receiving PBIS training: <ul style="list-style-type: none"> list of schools and their respective training tier content of training and trainer qualifications participant ratings for each PBIS training session participant sign-in sheets for each PBIS training with the workshop title, date, staff names, and the percent of staff attendance by school. |

Part II: Improving Student Performance

| Quarterly Indicator | | Evidence |
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| Q3 | <ul style="list-style-type: none"> Update school data for all tiers. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by March 31, 2010, that provides the following information: <ul style="list-style-type: none"> universal screening data (same elements as Q1) implementation integrity data (same elements as Q1) all relevant PBIS data (BoQ, SET, etc.) by school, by grade, and by teacher if collected at all levels list of students receiving interventions by school, by grade, and by teacher (schools implementing PBIS Tier 2 only) progress monitoring data on all students receiving interventions by school and by grade (schools implementing PBIS Tier 2 only) documentation on the use of universal screening data to improve instruction in behavior. |
| Q3 | <ul style="list-style-type: none"> Revise Rapid Compliance Plan. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by March 31, 2011, of the revised Rapid Compliance Plan that has successfully addressed all DPI requirements for approval. |
| Q4 | <ul style="list-style-type: none"> Enhance the district's system for conducting universal screening of attendance to be implemented in 2011-2012. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by May 16, 2011, of a draft working template that includes all of the approved data elements for conducting universal screening of attendance in 2011-2012. |
| Q4 | <ul style="list-style-type: none"> Report on school level PBIS data. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by May 16, 2011, that includes for each school: <ul style="list-style-type: none"> universal screening data (same elements as Q1) a summary of all PBIS data collected throughout the year submitted to the national or state PBIS centers as part of the regular School year reporting features of school implementing PBIS |
| Q4 | <ul style="list-style-type: none"> Implement the Rapid Compliance Plan. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by May 16, 2011, that includes for each school using Rapid Compliance: <ul style="list-style-type: none"> data used to identify need for Rapid Compliance staff training provided resolutions for identified barriers intensive administrative oversight and extensive additional support provided for implementation. |
| Q4 | <ul style="list-style-type: none"> Identify the training and implementation timeline of PBIS in all schools. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by May 16, 2011, listing proposed PBIS timelines for every school specifying the expected phase of training and implementation each school will complete in 2011-2012. |

Part III: Ensuring Accountability at the District, School, and Student Levels

Section 6: Ensuring Accountability at the District, School, and Student Levels

| School year Goal | | |
|--|--|--|
| Strengthen the district’s Regional System of Support (SOS) structure to ensure that the Corrective Action Requirements are implemented in all MPS schools. | | |
| Quarterly Indicator | | Evidence |
| Q1 | <ul style="list-style-type: none"> Ensure the district’s system of support is fully-staffed throughout the 2010-2011. | <ul style="list-style-type: none"> Maintain an MPS Director of District and School Improvement, DIFI supervisors, and designate Central Office leads for each section of the Corrective Action Requirements by September 30, 2010. |
| Q1 | <ul style="list-style-type: none"> Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, School Identified for Improvement (SIFI), and the ESEA Consolidated Application. | <ul style="list-style-type: none"> On August 24, 2010, the MPS Superintendent, MPS DIFI Director of District and School Improvement, and other key administrators shall meet with the State Superintendent and Cabinet to review implementation of the Corrective Action Requirements. The MPS DIFI Director of District and School Improvement, key administrators, MPS DIFI Supervisors, and the Board President or designee will meet monthly with the DPI Director of DIFI and key DPI administrators to monitor implementation of the Corrective Action Requirements. The MPS DIFI Director of District and School Improvement, key administrators, school representatives, DPI Director of DIFI, administrators, and other key constituents will meet monthly to review status of the district’s implementation of School Improvement Grant implementation for the Tier I, II, and III persistently low-performing schools. Submit an electronic copy to the DPI by September 30, 2010, of the 2009-2010 ESEA Consolidated End-of-Year Report. Submit an electronic copy to the DPI of the required corrective action resulting from the 2009-2010 ESEA monitoring by the deadline indicated in the monitoring report. Submit an electronic copy to the DPI by September 30, 2010, of the district’s ESEA Consolidated Application. Submit an electronic copy to the DPI by September 30, 2010, of the district’s IDEA application. Submit an electronic copy to the DPI by September 30, 2010, of the district’s DIFI Plan. |

Part III: Ensuring Accountability at the District, School, and Student Levels

| Quarterly Indicator | | Evidence |
|---------------------|---|--|
| Q1 | <ul style="list-style-type: none"> Use the Regional System of Support (SOS) Roster to indicate positions are fully staffed. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by September 30, 2010, of the 2010-2011 Regional SOS Roster. The Regional SOS Roster is to show that all DIFI supervisors are hired. Submit an e-mail to the DPI Director of DIFI when a vacancy occurs in the Regional SOS structure and again when vacancy is filled. |
| Q1 | <ul style="list-style-type: none"> Develop the district's procedures for rapid compliance with CAR. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by September 30, 2010, of the procedures that the district will use to ensure rapid compliance in schools that do not demonstrate appropriate levels of implementation of Rtl and teacher licensure requirements. |
| Q1 | <ul style="list-style-type: none"> Coordinate the use of federal funds with the DPI Federal Funds Trustee. | <ul style="list-style-type: none"> Meet with the DPI Federal Funds Trustee by September 30, 2010, to review the progress made in implementation of each federal entitlement program to ensure program objectives are met and funds are utilized in a timely and appropriate manner. |
| Q2 | <ul style="list-style-type: none"> Use Regional SOS staff to document the progress of individual schools in implementing Rtl, PBIS, and ensuring all teachers are properly licensed for their assignments. | <ul style="list-style-type: none"> Submit an electronic report to DPI by December 17, 2010, that documents the Regional SOS staff's monitoring of Region schools' progress of implementing Rtl, PBIS, and ensuring all teachers are properly certified for their assignment. The report must include the following: <ul style="list-style-type: none"> the quarterly indicators within the CAR not met by a school titles of staff in the school responsible for ensuring the requirements are met a timeline for the requirement to be met the specific actions that must be taken to demonstrate compliance with the requirements actions, if the requirements continue to go unmet, in subsequent monitoring visits. |
| Q2 | <ul style="list-style-type: none"> Implement the district's procedures for rapid compliance with the corrective action requirements. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by December 17, 2010, of the district's actions for rapid compliance for schools that have not demonstrated appropriate implementation of Rtl and teacher licensure requirements. |
| Q2 | <ul style="list-style-type: none"> Coordinate the use of federal funds with the DPI Federal Funds Trustee. | <ul style="list-style-type: none"> Meet with the DPI Federal Funds Trustee by December 17, 2010, to review the progress made in implementation of each federal entitlement program to ensure program objectives are met and funds are utilized in a timely and appropriate manner. |

Part III: Ensuring Accountability at the District, School, and Student Levels

| Quarterly Indicator | | Evidence |
|---------------------|---|---|
| | <ul style="list-style-type: none"> Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application. | <ul style="list-style-type: none"> Participate in federal grant writing meetings with key DPI staff by December 17, 2010. |
| Q3 | <ul style="list-style-type: none"> Use Regional SOS staff to document the progress of individual schools in implementing Rtl, PBIS, and ensuring all teachers are properly licensed for their assignments. | <ul style="list-style-type: none"> Submit an electronic report to the DPI by March 31, 2011, that documents the Regional SOS staff's monitoring of Region schools' progress of implementing Rtl, PBIS, and ensuring all teachers are properly certified for their assignment. The report must include the following: <ul style="list-style-type: none"> the quarterly indicators within the CAR not met by a school titles of staff in the school responsible for ensuring the requirements are met a timeline for the requirement to be met the specific actions that must be taken to demonstrate compliance with the requirements actions, if the requirements continue to go unmet, in subsequent monitoring visits. |
| Q3 | <ul style="list-style-type: none"> Implement the district's procedures for rapid compliance with the corrective action requirements. | <ul style="list-style-type: none"> Submit an electronic copy to the DPI by March 31, 2011, of the district's actions for rapid compliance for schools that have not demonstrated appropriate implementation of Rtl and teacher licensure requirements. |
| Q3 | <ul style="list-style-type: none"> Coordinate the use of federal funds with the DPI Federal Funds Trustee. Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application. | <ul style="list-style-type: none"> Meet with the DPI Federal Funds Trustee by March 31, 2011, to review the progress made in implementation of each federal entitlement program to ensure program objectives are met and funds are utilized in a timely and appropriate manner. |
| Q4 | <ul style="list-style-type: none"> Use Regional SOS staff to document the progress of individual schools in implementing Rtl, PBIS, and ensuring | <ul style="list-style-type: none"> Submit an electronic report to the DPI by May 16, 2011 that documents the Regional SOS staff's monitoring of Region schools' progress of implementing Rtl, PBIS, and ensuring all teachers are properly certified for their assignment. The report must include the following: |

Part III: Ensuring Accountability at the District, School, and Student Levels

| Quarterly Indicator | | Evidence |
|---------------------|---|--|
| | all teachers are properly licensed for their assignments. | <ul style="list-style-type: none"> – the quarterly indicators within the CAR not met by a school – titles of staff in the school responsible for ensuring the requirements are met – a timeline for the requirement to be met – the specific actions that must be taken to demonstrate compliance with the requirements – actions, if the requirements continue to go unmet, in subsequent monitoring visits. |
| Q4 | <ul style="list-style-type: none"> • Implement the district's procedures for rapid compliance with the corrective action requirements. | <ul style="list-style-type: none"> • Submit an electronic copy to the DPI of the district's actions for rapid compliance for schools that have not demonstrated appropriate implementation of RtI and teacher licensure requirements by May 16, 2011. |
| Q4 | <ul style="list-style-type: none"> • Coordinate the use of federal funds with the DPI Federal Funds Trustee. • Meet, in accordance with federal law, all agreed upon timelines and ESEA requirements for DIFI, SIFI, and the ESEA Consolidated Application. | <ul style="list-style-type: none"> • Meet with the DPI Federal Funds Trustee by June 30, 2011, to review the progress made in implementation of each federal entitlement program to ensure program objectives are met and funds are utilized in a timely and appropriate manner. |

Appendix I: Policies and Procedures

I. *Establishment of Corrective Action Requirements (CAR) & Authority for State Superintendent Interventions.*

1. **Federal Corrective Action Authority.** Pursuant to 20 U.S.C § 6316(c)(3), the state superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP) as defined in the state's plan under 20 U.S.C. § 6311(b)(2).

Pursuant to 20 U.S.C. § 6316(c)(10)(B), the state superintendent must take corrective action, including at least one action specified under 20 U.S.C. § 6316(c)(10)(C), with respect to any school district that fails to make AYP by the end of the second full school year after identification of the district as a district in need of improvement (DIFI) under 20 U.S.C. § 6316(c)(3).

2. **State Superintendent Intervention Authority.** Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct a school district under corrective action to do any or all of the following:

- a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
 - (1) Employing a standard, consistent, research-based curriculum throughout the district;
 - (2) Using student achievement data to differentiate instruction;
 - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
 - (4) Providing additional learning time.
- b. Implement or modify a new instructional design;
- c. Implement professional development programs that focus on improving student achievement;
- d. Implement changes in administrative and personnel structures;
- e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
- f. Create school improvement councils in the persistently lowest performing schools.

- II. *Annual Consultation.* Department of Public Instruction staff shall meet with MPS during third quarter (January – March) to review the CAR and solicit input on revisions or modifications for the subsequent school year. Efforts will be made to provide CAR revisions in a timely fashion in line with the MPS budgeting process.

Appendix I

However, the State Superintendent reserves the right to make plan modifications for the subsequent school year based on the year-end review of MPS's compliance with and implementation of the current year CAR. Additionally, failure to improve student outcomes may necessitate further plan revision.

III. Structure of Corrective Action Requirements.

1. **Sections.** The CAR shall be divided into three sections:
 - a. Ensuring High Quality Teachers and Leaders in Every School.
 - b. Improving Student Performance.
 - c. Assuring Accountability at the District, School and Student Levels.
2. **Multiyear Goals.** The CAR shall establish multiyear goals that address the structural implementation of the CAR as well as student outcomes. Efforts will be made to align long-term goals with the MPS strategic plan.
3. **School year Goals.** School year goals shall be established for each section of the CAR. These requirements must be measurable, verifiable objectives with clearly defined evidentiary requirements.
 - a. MPS' implementation of the goals will be evaluated on a school-year basis, measured from July 2010 to July 2011.
 - a. The State Superintendent may revise the school year goals or reissue the CAR with modifications for subsequent schools years. Efforts will be made to ensure MPS is given adequate notice of revisions or changes for subsequent school years.
4. **Quarterly Indicators.** MPS progress on the CAR will be assessed quarterly in order to ensure a timely and faithful execution of the plan. The State Superintendent will provide MPS with a quarterly report that includes on track indicators for major items.
 - a. **On Track.** Indicates that MPS has provided the necessary evidence to document the successful completion of all significant requirements for that quarter.
 - b. **Behind Schedule.** Indicates that MPS either has not provided some key evidence or was unable to successfully complete all significant elements of the indicator for that quarter.
 - c. **Warning.** Indicates that MPS is significantly behind schedule in implementing key elements of that indicator for that quarter.

Note: Multiple warning indicators, a succession of warning indicators for the same requirement, or a warning indicator for a high priority/time sensitive requirement may result in an enforcement action.

Appendix I

IV. Evidence.

1. **Submission.** MPS shall submit evidence that addresses the specific School year goals and quarterly indicators by the deadline indicated in the CAR. All evidence is to be submitted to the DPI electronically unless otherwise noted.
2. **Approval.** The DPI will review the evidence submitted by MPS to determine whether the evidence submitted satisfies the standards and requirements outlined in the CAR.
 - a. Within two weeks of the submission, the DPI shall notify MPS either that:
 - (1) The evidence submitted was satisfactory; or
 - (2) Specific pieces of evidence were not submitted, were insufficient, or were incomplete.
 - b. Upon notification of inadequate evidence, MPS shall have two weeks to resubmit adequate evidence.
3. **Request for Extension.** If MPS is unable to produce the necessary evidence by the prescribed deadline, then it may request an extension.
 - a. Extensions must be requested at least one week in advance of a submission or resubmission deadline.
 - b. Extensions may not exceed five days, unless extraordinary circumstances are demonstrated.
 - c. Extensions will be considered on a case-by-case basis and may be granted in part or in full.
 - d. The granting of an extension is at the sole discretion of the State Superintendent or his designee.
4. **Enforcement.** Failure to submit evidence by a deadline without an extension may trigger an enforcement action as necessary.

V. Enforcement Provisions.

1. **Defer or reduce federal Title I funds.**
 - a. Authority. Under Wis. Stat. §115.28(9) and §16.54(4), 20 U.S.C. §6316(c)(10)(C) and pursuant to 20 U.S.C. § 6316(c)(10)(A), the State Superintendent may defer programmatic funds or reduce administrative funds to a district in corrective action.
 - b. Enforcement Action(s). As is necessary to enforce the corrective action requirements, the State Superintendent may:
 - (1) Reduce some or all Title I administrative funds. Any funds that are reduced shall be reallocated to other districts per federal guidelines; or

Appendix I

- (2) Defer some or all Title I administrative or programmatic funds. The DPI shall not pay claims on funds that have been deferred until the State Superintendent finds the district in compliance. Deferred funds may be carried over from one year to the next, per federal guidelines;

Enforcement action(s) are at the sole discretion of the State Superintendent

MPS Grace Period. On Feb. 4, 2010, the State Superintendent issued MPS a notice to reduce administrative funds and defer programmatic funds. MPS requested a hearing on the matter, which the State Superintendent referred to an administrative law judge. The parties voluntarily settled the matter on May 21, 2010 under an agreement where MPS recognized the State Superintendent's authority to defer or reduce Title I funds, while the State Superintendent agreed to a one-year grace period during which he will not exercise this authority. The grace period shall be in effect until July 1, 2011.

2. Withhold state aid.

- a. Authority. Under Wis. Stat. §121.006(2)(d), the State Superintendent may withhold state aid from any district that does not comply with a directive issued by the State Superintendent under Wis. Stat. §118.42(3)(a) or (b).
- b. Appeal. If the State Superintendent withholds state aid from a school district, the school board may request a hearing under Wis. Stat. §227.42.
- c. Special permission from DOA is required to carry over withheld state aid from one year to the next. In general, funds not released to the district under this section would lapse at the end of the fiscal year.

Appendix II: List of Sections 4 and 5 Documents Required for Department Approval

1. Response to Intervention (Academics and Behavior) District Plan
2. Universal Screening System Grades K-8
3. Universal Screening System Grades 9-12
4. Progress Monitoring System
5. Implementation Integrity Measures for Screening, Progress Monitoring, Tier 1 Core Instruction, and Tier 2 Interventions
6. Comprehensive Mathematics (Numeracy) Plan
7. Comprehensive Literacy Plan
8. Involving Parents and Community Members in RtI Planning and Implementation