

**Modified Building Level RTI Implementation Fidelity Checklist (MFC)**

Webster Groves School District

Date: \_\_\_\_\_ Building: \_\_\_\_\_

**FORM MODIFIED- SOURCE FOR FORM: IL-ASPIRE FIDELITY CHECKLIST (v3.0)**

Please indicate your level of agreement with having observed the following:	IN PLACE STATUS		
	Strongly Agree (3)	Agree (2)	Need More Information (1)
1. I understand the Rtl Step-by-Step Process and have been instructed, if appropriate, on how to use the accompanying forms.			
2. I am familiar with best practice/scientifically based interventions.			
3. I am familiar with progress monitoring practices.			
4. Progress monitoring data is collected on students in my class.			
5. High quality instruction and best practice/research-based interventions are identified for use to match students' needs.			
6. Student progress and rates of improvement (ROI) are measured over time to make important educational decisions.			
7. Data is used to indicate who needs strategic and intensive instruction within the classroom.			
8. Universal, targeted and intensive interventions are used to match students' instructional needs.			
9. A universal screening process is implemented for all students in targeted grades at least three times per year to ensure students with targeted learning needs are addressed early and effectively. (AIMSweb)			
10. Data generated from universal screening (AIMSweb) is organized, shared with staff and used as a basis for decision making at all three tiers.			
11. Overall, students are improving at an adequate rate <b>OR</b> student data is reviewed to monitor improvement over time.			
12. A percentile breakdown of students at each level (universal, targeted and intensive) is calculated using data at each benchmark.			
13. Universal screening data is used in a formal problem identification process.			
14. Progress monitoring/benchmarking is used to evaluate the effectiveness of the instruction/intervention.			
15. Parent Involvement exists in the school as part of the problem solving implementation.			
16. The principal sets expectations for implementation of RTI /Problem Solving within the school.			
17. A member of the Grade Level Team/Problem-Solving Team meets with the referring teacher/staff member and follows-up as part of the intervention support.			
18. A follow-up Intervention meeting is scheduled at the initial Problem-Solving meeting based on individual student case.			