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| RSP Implementation Checklist |
| 1. **Gather Baseline Data**
* *Teachers need to know how well prepared their students are in order to help the students reach their growth targets. Beginning of the year assessments can help teachers determine learning gaps in specific skills and identify students with a substantial deficiency in reading.*
* *The RSP Template presents a framework for recording baseline data and ensuring a high quality RSP with all necessary elements.*
 | **Baseline Data:**[ ]  The beginning-of-year kindergarten assessment will be administered to obtain baseline data. The mid-year dyslexia reading screener will be included in the body of evidence in determining the need for an RSP for kindergarten students.[ ]  The beginning-of-year state-approved assessment for grades 1-3 will be administered to obtain baseline data. |
| **Skill Deficiency:**[ ]  Data from a state-approved assessment is used to identify specific skill deficiencies. [ ]  phonological awareness [ ]  phonics [ ]  fluency [ ]  vocabulary [ ]  comprehension [ ]  morphology [ ]  syntax [ ]  orthography |
| 1. **Identify students in need of an RSP**
* *Teachers must identify students who are one or more grade levels behind in reading or reading readiness, have been identified through screening as at risk of dyslexia, or have a formal dyslexia diagnosis.*
* *Determination is based on a body of evidence that includes the state-approved reading assessment.*
* *If a student has an established or newly created IEP or IAP, the student’s plan should be reviewed to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.*
 | **Student RSP Identification:** [ ]  Analyze baseline data (including the state-approved assessment data) to identify students with substantial reading deficiencies.[ ]  Identify students who have been screened and determined to be at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia.[ ]  Include teacher observation in the body of evidence when determining the need for RSP.[ ]  Review RSP for any students with an IEP to ensure alignment of goals and evidence-based reading instruction is provided.* An RSP may be incorporated within the IEP and does not require a separate plan. These students will also be identified as receiving an RSP.

[ ]  Evaluate students with limited English proficiency to identify reading proficiency level in the student’s home language before determining if a significant reading deficiency exists.* An RSP should be incorporated within the IAP and does not require a separate plan. These students will also be identified as receiving an RSP.
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| 1. **Develop RSP Growth Targets**
* *A growth target is the amount of student improvement expected based on identified goals. Typically, a growth target will be set in terms of the percentage of growth expected from a state-approved assessment at the beginning of instruction to the end.*
 | ***The RSP Growth Targets:*** [ ]  The RSP has rate of improvement (ROI) and benchmark goals aligned to the student’s current assessment and screener results.[ ]  The RSP has short-term objectives/targets that align to current data progress towards meeting student proficiency goals. |
| 1. **Provide Intensive Interventions/Services**
* *The teacher must decide how much time students need to demonstrate the desired growth. Typically, the interval of instruction will cover the full length of the course. Ultimately, an RSP must offer enough time for the expected growth to occur from the beginning of instruction to the end.*
* *Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.*
 | ***Intensive Interventions/Services:***[ ]  Intensive interventions and/or services are documented within the RSP and are being provided free of charge to every student who is identified as having a substantial reading deficiency. [ ]  Intensive interventions and/or services match the specific skill deficiency identified: phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, or syntax.[ ]  Intensive interventions and/or services align to evidence-based instruction.[ ]  Interventions may include but are not limited to: small group or individual instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; extended school day, week, or year; and summer reading programs. |
| 1. **Provide Professional Development Services**
* *The use of RSPs informs administrators in providing professional development opportunities regarding data analysis and assessment results.*
 | ***The RSP Professional Development***For a district's program to be effective, teachers must receive professional development in the use of:[ ] assessment data analysis[ ] components of the RSP [ ] specific reading skill deficiencies and needs for improvement [ ] high-quality instructional materials [ ] state-approved assessments |
| 1. **Document Reading Instruction Programming**
* *Section 167.645, RSMo, requires LEAs to provide evidence-based reading instruction for all students having an RSP.*
 | ***Reading Instruction Program***[ ]  Align reading instruction programming with evidence-based reading instruction.[ ]  Document reading instruction programming within the RSP.[ ]  Ensure reading instruction meets the need(s) of the identified skill deficiency of the student. |
| 1. **Monitor Progress**
* *To ensure that students are on track to reach their RSP goals, the teacher must monitor progress by recording formative data throughout the year.*
* *Accurate formative data allows the teacher to adjust instruction/intervention as necessary and continuously inform students of their progress.*
* *The RSP Progress Tracker is a tool for monitoring progress towards those goals.*
 | ***Progress Monitoring***[ ]  Ensure a plan is in place to monitor and evaluate progress on goals and objectives. [ ]  Revise intensive interventions based on data. |
| 1. **Communicate With Parents/Guardians**
* *Communicate with parents/guardians and make suggestions for regular parent-guided home reading*
* *Notify any parent or guardian of a student with an RSP in order to provide information of student needs, progress, and support opportunities.*
 | ***Parent/Guardian Communication***[ ]  Notify parent/guardian of any student with an RSP at least annually in writing, and include the following:[ ] description of current services provided[ ] description of proposed intensive interventions[ ] information and strategies for helping the student at home succeed in reading proficiency[ ]  Provide ongoing, regular updates at least four times per year from the student’s teacher concerning results of the intervention as described in the RSP and student’s progress. [ ]  Share strategies for parents to use, designed to supplement the programming described in the RSP.[ ]  Third grade parents/guardians will be notified in writing, in a timely manner, that a student on an RSP will be considered for retention if the student does not demonstrate reading proficiency growth by the end of third grade.[ ]  Teachers and principals will provide opportunities, including information sessions to discuss all of the above written notifications.[ ]  Consider communication with parents/guardians around the progress they are seeing with RSP goal support completed at home.\***The teacher will communicate with the parent/guardian in a language the parent understands.** |
| 1. **Address reading proficiency in the CSIP.**
* *Each LEA will address reading proficiency as part of its CSIP.*
 | ***Addressing Reading Proficiency in CSIP***[ ]  Draw upon information about students from assessments conducted and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. [ ]  Include strategies to reduce the percentage of absenteeism if more than 15 percent of an attendance center's students are not at grade level in reading by the end of third grade, including school and community strategies to raise the percentage of students who are proficient in reading.[ ]  Review chronic early elementary absenteeism for its effect on literacy development as part of its CSIP or contract. |
| 1. **Administer the end-of-year assessment and update the RSP**
* *Success on RSP is determined by performance on the designated end-of-year assessments. Summative results should also be recorded.*
 | ***Review and revise RSP based on end-of-year student assessment:***[ ]  Ensure students receive intensive reading instruction from a highly-qualified or effective teacher with expertise in teaching reading.[ ]  Implement and continually revise RSP until the student has met grade level reading proficiency.[ ]  Provide students increased daily time in school for intensive reading instruction beyond that received in the initial year.[ ]  Review RSP on a monthly basis at minimum.[ ]  Revise RSP to include additional strategies and interventions with increased frequency, intensity, or duration. |
| 1. **Report the specific interventions and supports as well as reading assessment data collected for grades K-5**
* *Once the RSPs are completed, the data will be collected, reported to DESE, and maintained by the district.*
 | **Once the RSP is complete:**[ ]  The district approval authority should ensure all the elements of a high-quality RSP are present.[ ]  The district will maintain a current version (and all previous versions) of the RSP will be placed in the student's permanent academic file and transferred with the student.[ ]  The district will submit required data to DESE.[ ]  The teacher will submit the RSP to the designated district approval person or committee (the district will provide guidelines on how such approval authorities should be established). |