

**Response to Intervention:  
Readiness Self-Assessment Tool**

Response to Intervention Critical Feature		In Place Status			Next Steps to Consider
		No	Partial	Yes	
<b>Administrative Support</b>	1. Central administration of the school district strongly endorses the three-tier model as an organizing structure for assessment and intervention.				
	2. The principal strongly supports the three-tier model as an organizing structure for assessment and intervention.				
	3. The building administrator is involved in the implementation of the three-tier model.				
	4. School district policies and procedures have been revised, as necessary, to implement the three-tier model.				
	5. The school district has revised their Special Education and Title 1 plans to accommodate the three-tier model and the use of RtI in eligibility decision making.				
<b>Scientifically Research-Based Core Programs</b>	6. Core programs in reading and math are standards-based and research-based.				
	7. Core programs are implemented with fidelity by all staff.				
<b>Instruction</b>	8. Teachers employ research-based instructional practices (e.g., Ten Effective Teaching Principles)				
	9. Teachers are skilled at differentiating instruction to address student needs.				
<b>Universal Screening</b>	10. Universal screening of reading and math is conducted at least three times a year for all students.				