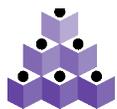


Building Administration Fidelity Action Plan

Using the following elements of fidelity, you can form a goal plan for your school. Please consider the following elements as a guide to start thinking about how to formulate a plan for establishing the essential elements of implementing RTI with fidelity. Decide where you and your staff are on each of the following elements and start with the aspect you feel the most comfortable working on first.

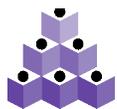
Element of Fidelity	Person Responsible	Action Steps	Goal date
Organizational Capacity			
Works diligently to cultivate an atmosphere that is conducive to trying new approaches.			
Helps school integrate new scientifically research based programming within its existing practices and routines.			
Establishes a leadership team to facilitate decision-making about training needs, staff development, intervention implementation, and implementation of assessments.			
Assesses staff on views about RTI, such as morale, trust, collegiality, and methods of resolving disagreements.			
Encourages shared decision-making time for staff members.			
Facilitates a shared vision among staff members.			



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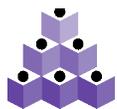
Element of Fidelity	Person Responsible	Action Steps	Goal date
Develops effective mechanisms (such as department teams) for encouraging frequent and open communication and feedback on overall implementation efforts.			
Helps department teams develop procedures to enhance strategic planning by establishing clear roles and responsibilities for expected task accomplishments.			
Chooses effective leaders to set priorities, establish consensus, offer incentives, and manage the RTI implementation process.			
Ensures continuous professional development.			
Establishes a procedure to assess building data.			
Determine a timeline for how often data will be assessed.			



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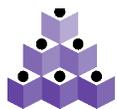
Element of Fidelity	Person Responsible	Action Steps	Goal date
Provides a concrete data based decision making system to determine how to provide scientifically research based tiered interventions.			
Meets with leadership team on a regular basis to discuss data and procedures for providing scientifically research based tiered interventions.			
Communicates to and involves staff in changes to organizational structures, staff roles, and financial allocations to fully support interventions.			
Uses data to assure integration of staff selection, training, coaching and assessments with associated scientifically research based interventions.			
Fidelity of Program Characteristics			
Collaborates with school teams to ensure that training is in place for interventions.			
Recruits individuals with expertise in the program area, screening, progress monitoring, or intervention to conduct the trainings and serve as mentors.			



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Element of Fidelity	Person Responsible	Action Steps	Goal date
Considers qualities and expertise of staffs when choosing staff to implement an intervention.			
Chooses staff members for intervention implementation who feel they are able to effectively implement (self-efficacy) the interventions.			
Ensures coaches are trained to assist teachers in implementing scientifically research based interventions.			
Develops a timeline for how often coaches will assist teachers.			
Works with each staff member to develop a professional development plan.			
Fidelity of Intervention Characteristics			
Works with leadership team to choose scientifically research based interventions that fit with the school's needs, staff preferences, organizational practices, mission, priorities, and values.			



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Element of Fidelity	Person Responsible	Action Steps	Goal date
Has a documentation system in place when making data based decisions about which students will receive intervention services.			
Determines and documents a specific schedule and place in which to provide interventions.			
Develops a system to observe teachers for fidelity of implementation on screening, progress monitoring, and scientifically research based intervention application.			
Provides teachers a timeline and rationale on how often and when classroom observations will occur.			

