



RTI ACTION PLAN

2011 - 2012



Name of School: Brookside School

District: Ossining Union Free School District

Key Rtl Element/Feature: Screening						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>SCREENING:</p> <p>My school has already identified an assessment tool that will be used for screening benchmarking</p> <p>All staff has received initial training on the administration of screening measures at their respective grade levels.</p>	<p>A regular schedule for screening ALL students in grade 1-2 three times per year is in place.</p> <p>Currently assessing Grade 1 –all students in Aimsweb WIF</p> <p>Students below benchmarks then screened on LSF and PSF</p>	<p>Standardize Universal Screening Measures in PSF and NWF 3X a year</p> <p>Grade 1—Teachers will be trained on NWF and PSF measures</p> <p>Grade 1 – All students will be screened in the Fall using NWF, PSF, WIF</p>	<p>Fall-Winter-Spring</p> <p>September/Fall Benchmark Period</p>	<p>Get standardized directions from AimsWeb</p> <p>Fidelity Training Presentation</p> <p>AimsWeb Fidelity Checklists</p> <p>Scoring Protocol and Training</p> <p>Get standardized directions, probes from Aims-Web</p>	<p>Tim Scholten, Margaret Callagy and RTI Team</p> <p>Tim Scholten, Margaret Callagy and RTI Team</p> <p>Tim Scholten, Margaret Callagy and RTI Team</p>	<p>Fidelity of Implementation and Scoring</p> <p>Fidelity of Implementation, Administration and Scoring</p>

Key RtI Element/Feature: TEAMING/COLLABORATION

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Shared responsibility for all children is evident among general and special educators. School personnel support the RtI process.</p>	<p>Progress Monitoring currently conducted by teacher providing Intervention and subsequently entered into AIMS-Web and explained to parents</p>	<p>Offer continued professional development for all members of the instructional team including the classroom teacher to be able to print out, understand, use for instructional decision making and explain progress monitoring graphs to parents</p>	<p>September and ongoing</p>	<p>AIMS-Web Graphs Collaboration Time Substitutes</p>	<p>Margaret Callagy, Tim Scholten & RTI Team</p>	<p>All members of instructional team will understand, use and discuss progress monitoring graphs</p>
<p>The purpose of the building-based RtI Design Team has been identified along with its specific functions</p>	<p>RtI Design Team—Brookside Intervention Team—Rotating members of each grade and neighborhood serve to configure Tier II, Intervention Team</p>	<p>RtI Design Team--Reconfigure Tier II and Tier III, Intervention Team to include regular members and provide time for members to share information with neighborhood colleagues</p>	<p>September – and ongoing</p>	<p>AIMS-Web Graphs Collaboration Time Substitutes</p>	<p>Ferzeen Shamsi Intervention Team</p>	<p>Reconfigured Tier II/Intervention Team 5X year</p>

Key Rtl Element/Feature: Core Reading Instruction

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>A system for determining fidelity of core instruction in reading is established and implemented on a regular basis</p>	<p>33% of teachers identify fidelity of core instruction as established and fully implemented</p> <p>Core Reading –Literacy Block Rubrics--created with input from Brookside Faculty</p> <p>June-2011--Teachers used rubrics to self-assess Core Instruction implementation</p>	<p>Commence peer coaching to support teacher confidence in implementing Tier I Core Instruction</p> <p>Classroom teachers self-assess their level of implementation of Reading Workshop including all components, Foundations and word work</p> <p>Commence peer coaching to support increased understanding and sophistication of Reading Workshop including all components, Foundations implementation and word work instruction</p> <p>Classroom teachers self-assess their level of implementation of SIOP framework</p> <p>Commence peer coaching to support increased teacher understanding and sophistication of delivery of SIOP framework</p>	<p>September and ongoing</p> <p>October</p> <p>October and ongoing</p> <p>January 2012</p> <p>January and ongoing</p>	<p>Collaboration Time, PD Time, SIOP, LCI Consultant, Dr. Joan Miller, Foundations & word work material</p> <p>A self-created rubric addressing all components of reading</p> <p>A self-created rubric for SIOP addressing best practices for teaching ELLs</p>	<p>Margaret Callagy & RTI Team</p> <p>Margaret Callagy & RTI Team</p> <p>Margaret Callagy & RTI Team</p> <p>Margaret Callagy & RTI Team</p> <p>Margaret Callagy & RTI Team</p>	<p>85% of teachers identify fidelity of core instruction as established and fully implemented.</p>

Key RtI Element/Feature: Core Reading Instruction

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<p>The core reading program is research-validated for the population of learners with whom it is being used.</p>	<p>55% of teachers identify Core reading instruction reflects research-based instruction that is systematic and explicit</p> <p>62% of teachers disagree that our core reading program addresses the learning need of ELLs.</p> <p>SIOP framework has been introduced through teacher inquiry based PD.</p>	<p>Classroom teachers through grade level meetings will continue implementing Foundations; ensuring that all key concepts are taught systematically and explicitly.</p> <p>Consistency across grade level regarding implementation and pacing through monthly articulation.</p> <p>Continue faculty understanding of SIOP. Sheltered Instruction Observation Protocol</p>	<p>September and ongoing</p> <p>October</p> <p>October and ongoing</p>	<p>Professional Development</p> <p>Foundations PD and Pacing</p> <p>ISA resources from Dr. Scanlon</p> <p>Dr. Joan Miller</p> <p>LCI Consultant Support</p> <p>SIOP text and rubric</p> <p><u>Making Content Comprehensible for English Learners</u> by Jana Echevarria MaryEllen Vogt</p> <p><u>Balancing Reading & Language Learning</u> by Mary Cappellini</p> <p>LCI Consultant, PD sessions</p>	<p>Margaret Callagy</p> <p>Ann Dealy</p> <p>Ferzeen Shamsi & RtI Team</p>	<p>85% of teachers identify Core reading instruction reflects research-based instruction that is systematic and explicit.</p>