



RtI Action Plan

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*The RtI Action Plan is designed as a tool that identifies specific RtI components that will be addressed on a yearly basis.*

**DIRECTIONS:**

After completing the NYS RtI Readiness Survey and analyzing the results page for your entire school staff, the RtI Core Design Team will identify specific RtI indicators that need specific attention or modification.

1. **School Year:** Identify the school year the action plan will begin
2. **Name of school and district:** Place the school's name and district above the chart
3. **Key RtI Element/Feature:** Identify the RtI component feature from the NYS RtI Readiness Survey in which your school will focus on for the action plan. Components include Tiered Intervention: Tier 1, 2, and 3, Assessment: Screening, Progress Monitoring, Infrastructure, Leadership, Professional Development, Teaming/Collaboration, and Parent Involvement.
4. **Specific RtI Indicator:** Below each component are specific indicators. For example, under the Tier 1 subgroup, the first indicator states "The core reading program(s) address the 5 pillars of reading..."
5. **Current Status:** Identify your schools current status of that specific indicator as either "no implementation," "partial implementation," or "full implementation – but further action needed."
6. **Action:** Explain the action(s) your school will take to achieve the next step to full implementation of this indicator.
7. **Timeline:** Assign a timeframe/date of when the task needs to be completed.
8. **Resources:** Identify necessary resources your school needs to accomplish this task (personnel, curriculum, screeners, interventions, budget, etc).
9. **Who's Responsible:** Identify the school staff member who will assume primary responsibility for this action.
10. **Evidence of Change:** Determine what the outcome will look like when your school is at full implementation for this specific indicator. Establish what criteria you will use to determine if there is any evidence of change.



RTI ACTION PLAN

2013 - 2014



Name of School: Brookside Elementary School District: Ossining

Key Rtl Element/Feature: Tiered Intervention: Tier 1—Core Instruction in General Education						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
The core reading program meets the needs of at least 80% of ALL students in the GE program as demonstrated by benchmark assessments	<p><u>Aimsweb Measures:</u>  <u>EOY—Spring 2013</u>  <u>In red: Spring 2012</u>  <u>Grade 1—</u>            LSF-73%            PSF-71%            NWF-65%  <u>Grade 2-</u>            R-CBM—            61%</p> <p>Loss of funding for substitute teacher coverage for data meetings; planning meetings w/Literacy Coach; PD sessions</p> <p>Loss of Instructional Teaching Assistants hours</p>	<p>*All data meetings, and PD sessions will be covered by 'in house' teaching assistant schedules before –or after lunch/recess duties.</p> <p>*Teaching Assistants will be assigned by Literacy Coach to support student need based on neighborhood student need-prioritizing students most At Risk.</p> <p>*GE teacher attends Neighborhood Data Meetings with Principal, Literacy Coach, Interventionist and ESL teacher and neighborhood colleagues.</p> <p>*Using Local Assessments, Literacy Coach facilitates Data Dialogue sessions using agreed upon protocol.GE teacher creates instructional plan that will address target skills in order for students to move across tiers within</p>	<p>Benchmarking Data Meetings – Instructional Plans</p> <p>3x a year-            *October            *February            * May</p>	<p>Danielson 2011 Rubric for Teacher Evaluation</p> <p>Aimsweb Benchmarking website            --Tiered Transition Report;            --Scores and Percentiles Report</p>	<p><b>Building Administrators:</b>            Ms. Ann Dealy            Ms. Cynthia Bardwell</p> <p><b>General Education Grade Level Teams-</b>            Gr.1 and Gr.2</p> <p><b>Rtl Literacy Coach-</b>            Margaret Callagy</p> <p><b>Interventionists Reading Specialists</b>            J.Hammond            S. Leveille            J. Porcelli            M. Mahoney</p> <p><b>Rtl Core Team member:</b> School Psychologist/Tim Scholten</p>	80% of ALL students will meet Spring Grade level Benchmarks on Aimsweb measures

		<p>Tier 1. Interventionist and ESL teacher collaborates on intervention instructional plan within Tier 2 /Tier 3.</p> <p>*Professional Development addressing- --Formative Assessments --Structure &amp; Components of Literacy Block --Differentiation/Flexible Grouping --Common Core Standards --Student Portfolio—Using student work to determine learning goals and documenting student growth</p>				
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**Key Rtl Element/Feature: Tiered Intervention: Tier 2-supplemental Intervention**

<b>Specific Rtl Indicator</b>	<b>Current Status</b>	<b>Action</b>	<b>Timeline</b>	<b>Resources</b>	<b>Who's Responsible</b>	<b>Evidence of Change</b>
Checks for fidelity of implementation of intervention are conducted on a regular basis	<p>Results of 2011 Brookside Rtl Self-Assessment Results:</p> <p><b>39%</b> partial implementation</p> <p><b>23%</b> no implementation</p> <p><b>13%</b>--don't know</p>	<p>*Classroom teachers-Tier 1 undergo formal and informal observations</p> <p>*Interventionists undergo formal and informal observations</p> <p>*Literacy Coach conducts fidelity checks 2 times monthly</p>	<p>3x a year:</p> <p>December</p> <p>February</p> <p>April</p>	<p>*Tiered Intervention Menu of programs Implementation checklist</p> <p>*ISA –Interactive Strategies Approach Facilitator Guide</p> <p>* Danielson 2011 Rubric for Teacher Evaluation</p>	<p><b>Building Administrators:</b> Ms. Ann Dealy Ms. Cynthia Bardwell</p> <p><b>Rtl Literacy Coach-</b> Margaret Callagy</p>	<p>*Documentation of Interventionists formal/informal observation by building administration</p>

Interventions are matched to students' specific needs	<p>Results of 2011 Brookside RtI Self-Assessment Results:</p> <p><b>49%</b> partial implementation</p> <p><b>3%</b>--no implementation</p>	<p>* Intervention Team Meeting--after each Benchmarking Period; Interventionists gather; and use diagnostic data to match student with appropriate intervention</p> <p>*Classroom teacher representation from each grade to promote building level communication</p> <p>*Neighborhood Team Meetings to use data to distribute personnel resources towards students who are identified as Tier 2 within classroom settings.</p> <p>*Interventionists meet w/ building administration and Literacy Coach to review progress monitoring data</p> <p>Establish consistency with designed data meeting schedule and protocol to strengthen communication between classroom teachers; Interventionists /Literacy Coach's articulation of individual students and PM data.</p>	<p>Intervention Team--</p> <p>3x a year</p> <p>*September/October</p> <p>*December/January</p> <p>*February/March</p> <p>*April/May</p> <p>*Interventionists</p> <p>Literacy Coach</p> <p>Articulation – monthly</p> <p>October-May</p>	<p>*<b>Aimsweb</b> Progress Monitoring Data</p> <p>*<b>I-Ready</b>—Local Diagnostic Assessment Tool: Student Reports</p>	<p><b>Building Administrators:</b> Ms. Ann Dealy Ms. Cynthia Bardwell</p> <p><b>RtI Literacy Coach-</b> Margaret Callagy</p> <p><b>Interventionists Reading Specialists</b></p>	<p>Documentation of Interventionists formal/informal observation by building administration</p> <p>Aimsweb—Summary of Impact Report Results</p> <p>I-Ready—Student Profile Report</p>
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**Key RtI Element/Feature: Tiered Intervention: Tier 3—Supplemental and Customized Intervention**

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
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<p>Checks for fidelity of implementation of intervention are conducted on a regular basis</p>	<p>Results of 2011 Brookside RtI Self-Assessment Results:</p> <p><b>26%</b>--partial implementation  <b>3%</b>--no implementation  <b>41%</b>--don't know</p>	<p>*Interventionists undergo formal and informal observations</p> <p>Literacy Coach conducts fidelity checks 2 times monthly</p>	<p>3x a year:</p> <p>October</p> <p>December</p> <p>February</p> <p>April</p>	<p>Tiered Intervention Menu of programs Implementation checklist</p> <p>*ISA –Interactive Strategies Approach Facilitator Guide</p> <p>* Danielson 2011 Rubric for Teacher Evaluation</p>	<p><b>Building Administrator:</b>  Ms. Ann Dealy  Ms. Cynthia Bardwell</p> <p><b>RtI Literacy Coach-</b>  Margaret Callagy</p>	<p>Documentation of Interventionists observation by building administration</p>
<p>Interventions are matched to students' specific needs</p>	<p>Results of 2011 Brookside RtI Self-Assessment Results:</p> <p><b>21%</b>--partial implementation  <b>8%</b>--don't know</p>	<p>Intervention Team Meeting- after each Benchmarking Period;  Interventionists gather; and use diagnostic data to match student with appropriate intervention</p> <p>Classroom teacher representation from each grade to promote building level communication</p> <p>*Interventionists meet w/ building administration and Literacy Coach to review progress monitoring data</p> <p>* Protocol is designed to strengthen communication between classroom teachers; Interventionists /Literacy Coach's articulation of individual students and PM data.</p>	<p>Intervention Team- -</p> <p>3x a year</p> <p>*September/ October  *December/ January  *February/March  *April/May</p> <p>*Interventionists Literacy Coach Articulation – monthly October-May</p>	<p>*<b>Aimsweb</b> Progress Monitoring Data</p> <p>Aimsweb—Summary of Impact Report</p> <p>*<b>I-Ready</b>— Local Diagnostic Assessment Tool: Student Reports</p>	<p><b>Building Administrators:</b>  Ms. Ann Dealy  Ms. Cynthia Bardwell</p> <p><b>RtI Literacy Coach-</b>  Margaret Callagy</p> <p><b>Interventionist Reading Specialists</b></p>	<p>Documentation of Interventionists formal/informal observation by building administration</p> <p>Aimsweb—Summary of Impact Report Results</p> <p>I-Ready—Student Profile Report</p>

Key Rtl Element/Feature: Parent Involvement						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Parents are notified and their participation in the Rtl process is solicited when their child begins a secondary or tertiary tiered intervention	Results of 2011 Brookside Rtl Self-Assessment Results:  <b>18%</b> partial implementation  <b>15%</b> no implementation  <b>23%</b> don't know	*Parent –Teacher conferences November/March  *Ongoing teacher/parent communication  *Interventionists--Parent Outreach Efforts  *Parent Involvement Data collected; used to adjust building efforts	June 2013    March	*Rtl Parent Notification Letter to Parents  *Rtl/ ISA Parent Handbook  *Current and Relevant Articles --EngageNY --Rtl website --PTA organizations	<b>Building Administrators</b> Ms. Ann Dealy Ms. Cynthia Bardwell  <b>Rtl Literacy Coach-</b> Margaret Callagy  <b>Interventionists</b>  <b>Rtl Core Team members:</b> School Social Worker- Sarah Sullivan/ Tim Scholten	*Attendance of parents at PT conferences  *Interventionists log of parent communication  *Attendance at Parent Events  *Data system designed and used to shape future Parent Involvement efforts
Key Rtl Element/Feature: Professional Development						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Professional development relative to Rtl is part of the school's overall school	Rtl Literacy Coach received Professional Development in	Rtl Literacy Coach will deliver professional development to interventionists, psychologist,	October 2013 thru March- 2014 (6 days plus	Text: <u>Early Intervention for Reading Difficulties</u> –	<b>Rtl Literacy Coach-</b>	*Documentation of PD implementation

improvement/strategic plan	Interactive Strategy Approach (ISA)—Early Intervention for Reading Difficulties 2011-2012	building principal. Across district buildings:  PreK- through Grade 8 Interventionists and Special Ed. teachers	1:1 Coaching)	<u>Interactive Strategies Approach/ISA</u> by Donna Scanlon  Participant binder  ISA Professional Development website and resources	Margaret Callagy	*Teacher Reflection-Evaluation
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