



RTI ACTION PLAN



2011 - 2012

Name of School: Burton Street Elementary

District: Cazenovia

Key Rtl Element/Feature: Infrastructure

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
A data management system has been established in our building or district that houses student performance data electronically.	Moving from DIBELS to AIMSweb	<p>All staff will be trained to use AIMSweb as our Universal Screening instrument and for Progress Monitoring.</p> <p>Classroom teachers will be trained to administer the MAZE test for Comprehension.</p> <p>Fidelity meetings will be held before each Universal Screening administration.</p>	June 2011-September 2011	AIMSweb probes	<p>SWAT Team</p> <p>District Data Coordinator</p> <p>Literacy Coach</p> <p>Classroom teachers</p> <p>Leadership team</p>	<p>All Benchmarking and Progress Monitoring data will be collected and stored electronically by AIMSweb.</p>

Key RtI Element/Feature: Tiered Intervention: Tier 1- Core Instruction in General Education

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
A system for determining fidelity of core instruction is established and routinely implemented	Need for system	5X5 walk-throughs grade level team meetings to discuss expectations embedded professional development on core instruction peer demonstration lessons	September 2011 - June 2012 March 2012		Principal Literacy coach classroom teachers	More consistent use of materials, instructional strategies and professional resources

Key RtI Element/Feature: Tiered Intervention: Tier 2- Supplemental Intervention

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
A menu of research/evidence based interventions is available for the purpose of matching instruction to students' targeted needs. Interventions are matched to student's specific need. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.	Currently limited to Leveled Literacy Intervention, FastForWord and small group-teacher developed intervention. Need for menu of additional interventions. Use interventions we have.	Pilot additional interventions Research additional interventions Interactive Strategies Approach (30 hours) PD- Donna Scanlon Use Decision Rules during Student success Team meetings to determine if intervention is working and what changes to provider, intensity, or frequency may be needed.	September 2011- June 2012	PAL 2 Comprehension Tool Kit for Small Groups Wilson Road to Reading CogMed progress monitoring and Decision Rules	RTI Leadership Team Team, reading teachers Literacy Coach SST Team Leadership Team	Teachers/ interventionists will have access to a menu of interventions to match student need

Key RtI Element/Feature: Progress Monitoring

Specific RtI Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
Students performing below grade level expectations are progress monitored frequently.	Not Currently implementing a standard progress monitoring tool.	Classroom teacher's progress monitor students well below weekly, below average and in a Tier 2 Intervention 2 x month (K-2). Reading teachers progress monitor their students in their Tier 2 interventions weekly or bi-monthly	AIMSweb probes downloads	September 2011-June 2012	Classroom teachers and Interventionists.	All students that are below and well below average on benchmark assessments will be progress monitored
Progress monitoring data to determine intervention effectiveness	Data not currently viewed consistently to determine success of intervention	Data meeting every 6-8 weeks	Data Meeting protocols	Fall 2011-Spring 2012	Literacy, Data coordinator,	Data will be viewed at each meeting to see if intervention is working.
Regular fidelity checks of progress monitoring administration	Need for consistent, frequent monitoring	Data will be reviewed monthly	AIMSweb		Principal	
Progress monitoring tools include a combination of RCBM and informal assessments to gauge and inform instruction	need for training on use of additional assessments	Training will be given to reading teachers on using additional assessments	PAL 2 and other diagnostics as identified	Fall 2011-Spring 2012	School Psychologist Literacy Coach Data Coordinator Principal	New assessments and progress monitoring will be given

