



# RtI Action Plan

*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: Burton Street Elementary School District: Cazenovia Central School

Key Rtl Element/Feature: Tier 1- Core Instruction for General Education						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Instruction is aligned with the NYS Common Core Standards.	Reading, writing, social studies and science instruction does not meet the needs of students in both skills and Core Knowledge standards and Expeditionary Learning standards due to the rigorous nature of the new Common Core Standards	Teachers will all teach a module that will support Social Studies or Science to get a feel for the student thinking, talking, writing and vocabulary instruction that the Common Core calls for or use a structure (Comprehension Toolkit) that encompasses these features.	September 2013-June 2014	EngageNY, Comprehension Tool Kits and teacher training.	Teachers, principal, literacy coach, director of curriculum and Network Team	Implementation of instruction in vocabulary, comprehension skills reading and writing that support the new Common Core Standards.
		Classroom teachers will provide necessary scaffolding and supports for students reading below grade level in order to meet Common Core standards.	September 2013-June 2014	Additional texts, grade level team meetings, possible sub coverage	Literacy coach, Director of Curriculum	Improved student achievement

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**Key RtI Element/Feature: Parent Involvement**

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>All parents are given information regarding the RtI process: an introduction or overview of RtI as a tiered prevention process, types of intervention and ways they can support their child at home.</p> <p>Parents are provided info regarding their right to ask for an evaluation for SE services at any time during the RtI process.</p>	<p>Parents are provided screening results upon request; some classroom teachers provide screening results for select students.</p>	<p>District data coordinator will present information about screening, how to read individual screening results and how to read Individual Student Report (fourth grade parents) at curriculum night.</p> <p>All families will receive the Fall screening results for each student. Subsequent results will be shared by a request to the classroom teacher.</p>	<p>September 12, 2013</p> <p>September 30, 2013</p>	<p>Parent handout, district plan on RtI on website</p> <p>Color copies, mailing expenses</p>	<p>District Data Coordinator, Leadership Team</p>	<p>Attendance at parent curriculum night</p> <p>Parents will have a working knowledge of the screening results and be able to discuss with teacher at parent conferences.</p>

**Key RtI Element/Feature: Professional Development**

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Professional Development addresses critical elements of effective RtI implementation such as:</p> <ul style="list-style-type: none"> <li>a. using data to inform instruction</li> <li>b. Research based instructional practices and interventions</li> <li>c. Differentiated Instruction</li> <li>d. Scientifically based reading instruction</li> </ul>	<p>Professional Development is provided during Team Meetings (25 minutes). There is a need for a dedicated time that will provide PD that is current and supportive of needs of the staff.</p>	<p>Teams will meet monthly in addition to the whole school faculty meeting. Meetings will focus on Common Core topics along with analyzing student work.</p> <p>Teachers will have opportunities to attend book studies, study groups and refresher sessions on a variety of research based instructional practices and interventions held after school.</p>	<p>September 2013-June 2014</p>	<p>Professional texts for teacher study groups</p> <p>Teacher stipends</p>	<p>Principal, Director of Curriculum and Instruction, Literacy Coach</p>	<p>Increased student achievement</p>
<p>Research-based instructional practices &amp; interventions</p>	<p>Instructional time in the classroom is being impacted by disruptive behaviors and interruptions.</p>	<p>Using our Character Education Committee to guide us, a Behavioral Matrix will be established and all school personnel will be trained in the expected behaviors</p>	<p>September 2013-June 2014</p>	<p>Release time for Committee members to meet and create Matrix.</p> <p>Hiring Dave</p>	<p>Principal, Character Ed. Committee</p>	<p>Improved student behavior will result in a better learning environment as well as improved</p>

	Our current behavioral expectations are not school wide and clearly described.	.vocabulary.		Karem, Behavioral Specialist, to train Playground Monitors for consistency.		student achievement.
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**Key Rtl Element/Feature: Teaming and Collaboration**

Specific Rtl Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
Shared responsibility for all children is evident among General Education and Special Education educators.	There is some disagreement on which educator should see what student.	Monthly meetings to improve collaboration.		September 2013-June 2014	Principal, Special Education Director	Student needs will be met.
RTI Building Team has been established to review Student Data and make decisions about interventions	Spot check ins or "on the fly" discussions	Building Team will meet every 10 weeks with interventionists to review student progress monitoring data and make decisions about interventions.			Building Team and Interventionists	