



Rtl Action Plan

2014-2015



Name of School: Groton Elementary School

District: Groton Central School District

Key Rtl Element/Feature: 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(s) reflects research-based instruction that is systematic and explicit.	<p>Partial Implementation-</p> <p>K-2 Curriculum Camps: July 2014</p> <ul style="list-style-type: none"> Created year- long curriculum maps aligned to the CCSS in the areas of: Listening & Learning, Foundations, Writing Workshop, and Skills Strand (grade 2 only) <p>3-5 Curriculum Camps: July 2014</p> <ul style="list-style-type: none"> Created year-long curriculum maps aligned to the CCSS for Expeditionary Learning Modules (4 per grade) Aligned assessments to state-provided rubrics as needed 	<p>K-2:</p> <ul style="list-style-type: none"> Full implementation of the state-provided Listening & Learning ELA curriculum in K, 1, 2 Full implementations of the state-provided phonics Skills Strand curriculum in grade 2 Create/update year-long curriculum maps aligned to CCSS for writing Looking at Student Work Protocols – scheduled as assessments occur <p>3-5:</p> <ul style="list-style-type: none"> Roll-out of all four NYS curricular modules & maintain pace to complete all curriculum by the end of June Professional Development needs identified as roll-out occurs Looking at Student Work Protocols- scheduled as assessments occur 	Throughout 2014-2015 school year, morning APPR meeting times, ½ days or curriculum days	<p>www.engageny.org</p> <p>Jenn Gondek- TST BOCES</p> <p>Beth Dryer – TST BOCES</p> <p>Network Team Institute- Albany</p>	<p>Literacy Coach</p> <p>Building & Associate Principals</p> <p>Grade-level teams</p>	<ul style="list-style-type: none"> Completed curricular documents uploaded to Groton's "share folder" Learning from Student Work Protocols: ½ days, Grade level team meetings All units/modules taught in completion by year's end

Key RtI Element/Feature: Parent Involvement

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Parents are given information regarding the RtI process.</p>	<p>Partial Implementation-</p> <ul style="list-style-type: none"> • Parents received general information at open house. • Parents receive quarterly reports regarding their child's progress in Tier 2/Tier3 groups. • Parents receive a letter informing them of Tier 2/Tier 3 status 	<ul style="list-style-type: none"> • Host an information night specifically for parents of children in Tier 2/Tier 3 (after RtI letters go home) 	<p>Fall: 10/15/14 Winter: TBD Spring: TBD</p>	<p>www.nysrti.org/page/for-parents AIMSWeb Results Charts/Graphs</p>	<p>Literacy Coach RtI Core Team</p>	<ul style="list-style-type: none"> • Parents gain an understanding of what RtI is and how their child is progressing • Increased communication between parents/providers due to knowledge of the RtI system

Key RtI Element/Feature: Teaming/Collaboration

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>A building based RtI problem-solving team has been established to review student data and make decisions about tiered interventions</p>	<p>Partial Implementation-</p> <ul style="list-style-type: none"> Literacy coach and school psychologist are members of the core data team and examine data and progress made with interventions 	<ul style="list-style-type: none"> Reach out to other RtI Design Team members to become part of the core data team process throughout the school year 	<p>2014-2015 school year & benchmark windows</p>	<p>www.nysrti.org</p>	<p>Literacy Coach RtI Core Team</p>	<ul style="list-style-type: none"> A team meets to examine & discuss data A team meets to determine the effectiveness of interventions Data team decisions are broadened to a group greater than 2 members

Key RtI Element/Feature: Progress Monitoring

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Regular checks of fidelity of progress monitoring administration are conducted.</p> <p>“Refresher” or booster practice sessions are provided as needed and indicated by fidelity checks.</p>	<p>Partial implementation-</p> <ul style="list-style-type: none"> A progress monitoring Screening Implementation Checklist was distributed during an AIMSWeb refresher training prior to benchmarking. They were recommended for use as a self-assessment/guide-line of the protocols for teachers. AIMSWeb Training provided for all new staff on 9/17/2014 Refresher Training for all staff on 9/17/2014 	<p>Guide the teachers in the following ways:</p> <ul style="list-style-type: none"> Determine times when each teacher progress monitors regularly Complete 5 fidelity checks during progress monitoring of each teacher using the Screening Implementation Checklist Use results to foster conversation about administration and plan for ongoing professional development around the administration of AIMSWeb measures. Individual contact with Literacy Coach/Principal to address inconsistent or unreliable administration , as needed. Refresher training for all Benchmarking teachers prior to each assessment window. 	<p>2014-2015 School Year</p>	<p>AIMSWeb Measure Screening Implementation Checklist (for each benchmark assessment measure)</p> <p>Training “refresher” materials and quick-look guides</p> <p>Terry Ward – CNYRIC</p> <p>John Donegan – CNYRIC</p> <p>AIMSWeb User PLC</p> <p>RtI PLC</p>	<p>Literacy Coach</p> <p>Building & Associate Principal(s)</p>	<ul style="list-style-type: none"> Classroom observations Screening Implementation Checklist results shared with teachers by literacy coach, as necessary. Professional Development around AIMSWeb Administration based on Screening Implementation Checklist results. Screening Implementation Checklist results improve over time.

Key RtI Element/Feature: Tier 2/3- Supplemental Intervention

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Checks for fidelity of implementation of intervention are conducted on a regular basis.	No Implementation	<ul style="list-style-type: none"> • Utilize coaching tools and fidelity checklists for RtI teachers on a consistent basis (minimum 1x/month) • Provide professional development around Tier 2 and Tier 3 intervention as needed. • Provided additional training and modeling to teachers based on needs that are apparent due to fidelity checks. 	2014-2015 school year summer 2015	Leveled Literacy Intervention Wilson Foundations	Literacy Coach RtI Design Team	<ul style="list-style-type: none"> • Tier 2 & Tier 3 Interventions increase in fidelity over time • Ongoing PD throughout the school year

Key RtI Element/Feature: Tier 3

Specific RtI Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
<p>Addition or supplemental instructional time (at least 50 minutes per session, 5 times per week) is offered in addition to the 90+ minutes provided in core reading instruction</p> <p>Intervention is delivered in a smaller grouping format than Tier 2 (1:1 or 1:2)</p>	<p>Partial Implementation-</p> <p>Students at Tier 3 currently receive 50 minutes per session 5 times per week.</p> <p>Students at Tier 3 currently receive supplemental instruction in a small group format of up to 5 students.</p> <p>Building schedule was restructured to create intervention blocks (Fall '14)</p> <p>RtI providers are aligned with groups/grade levels</p>	<p>Guide the teachers in the following ways:</p> <ul style="list-style-type: none"> Consider Tier 3 groups to accommodate smaller, more targeted instructional groupings (up to 3 students). Restructure grade level, classroom, and building schedules (as needed) to accommodate a 50 minute instructional session 5 times per week for Tier 3 students. Align RtI providers to accommodate a central RtI slot per grade level, wherever possible. Provide research and resources supporting a smaller, more intensive setting for Tier 3 students. 	<p>Building schedule</p> <p>Classroom schedules</p> <p>RtI Provider schedules</p> <p>NYSED RtI Guidance Document: http://www.nysrti.org/docs/NYSED_RtI_Guidance_Document.pdf</p>	<p>2014-2015</p> <p>ongoing</p>	<p>Literacy Coach</p> <p>Building & Associate Principal(s)</p> <p>Grade Level Teams/RtI Providers</p>	<ul style="list-style-type: none"> Tier 3 groups formed with no more than 3 students per group by the end of 2015. Supplemental instruction groups at Tier 3 for 50 minutes per session, when possible, by the end of 2015.

Key RtI Element/Feature: Infrastructure

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>My school and/or district has an RtI implementation plan that will guide the RtI process over the next 3-5 years.</p>	<p>No Implementation-</p>	<ul style="list-style-type: none"> Determine the feasibility of maintaining a literacy coach position after the completion of the grant. Gain information regarding using RtI data to determine if a student may need special education services. 	<p>2013-2015</p> <p>2013-2014 school year</p>	<p>Budget information</p> <p>Professional Development via the RtI Summer Institute 2013/2014</p>	<p>District Superintendent</p> <p>School Psychologist, RtI Core Team</p>	<ul style="list-style-type: none"> Budget information, maintenance of Literacy Coach position beyond the conclusion of the grant 1/2015 Drafts of district guidelines for the use of Response to Intervention Process in special education qualification (ROI).