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<td>The core reading program(s) reflects research-based instruction that is systematic and explicit.</td>
<td>Partial Implementation - K-2 Curriculum Camps: July 2014 - Created year-long curriculum maps aligned to the CCSS in the areas of: Listening &amp; Learning, Fundations, Writing Workshop, and Skills Strand (grade 2 only) 3-5 Curriculum Camps: July 2014 - Created year-long curriculum maps aligned to the CCSS for Expeditionary Learning Modules (4 per grade) - Aligned assessments to state-provided rubrics as needed</td>
<td>K-2: Full implementation of the state-provided Listening &amp; 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 3-5: Roll-out of all four NYS curricular modules &amp; 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</td>
<td>Throughout 2014-2015 school year, morning APPR meeting times, ½ days or curriculum days</td>
<td><a href="http://www.engageny.org">www.engageny.org</a> Jenn Gondek- TST BOCES Beth Dryer – TST BOCES Network Team Institute- Albany</td>
<td>Literacy Coach Building &amp; Associate Principals Grade-level teams</td>
<td>• 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</td>
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| Parents are given information regarding the RtI process.                              | Partial Implementation-                                                                          | • Host an information night specifically for parents of children in Tier 2/Tier 3 (after RtI letters go home) | Fall: 10/15/14       | www.nysrti.org/page/for-parents AIMSWeb Results Charts/Graphs | Literacy Coach RtI Core Team | • Parents gain an understanding of what RtI is and how their child is progressing  
|                                                                                      | • Parents received general information at open house.                                            |                                                                                                 | Winter: TBD          |                                                                                |                      | • Increased communication between parents/providers due to knowledge of the RtI system   
<p>|                                                                                      | • Parents receive quarterly reports regarding their child’s progress in Tier 2/Tier 3 groups.   |                                                                                                 | Spring: TBD          |                                                                                |                      |<br />
|                                                                                      | • Parents receive a letter informing them of Tier 2/Tier 3 status                                |                                                                                                 |                      |                                                                                |                      |                                                                                  |</p>
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| A building based RtI problem-solving team has been established to review student data and make decisions about tiered interventions | Partial Implementation-                            | • Reach out to other RtI Design Team members to become part of the core data team process throughout the school year | 2014-2015 school year & benchmark windows | www.nysrti.org | Literacy Coach RtI Core Team | • 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 |
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| Regular checks of fidelity of progress monitoring administration are conducted. | Partial implementation-  
- 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/guideline 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 | Guide the teachers in the following ways:  
- 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. | 2014-2015 School Year | AIMSWeb Measure Screening Implementation Checklist (for each benchmark assessment measure)  
Training “refresher” materials and quick-look guides  
Terry Ward – CNYRIC  
John Donegan – CNYRIC  
AIMSWeb User PLC  
RtI PLC | Literacy Coach Building & Associate Principal(s) |  
- 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. |
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| Checks for fidelity of implementation of intervention are conducted on a regular basis. | No Implementation | • Utilize coaching tools and fidelity checklists for RtI teachers on a consistent basic (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 Fundations | Literacy Coach RtI Design Team | • Tier 2 & Tier 3 Interventions increase in fidelity over time  
• Ongoing PD throughout the school year |
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| 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 | Partial Implementation- Students at Tier 3 currently receive 50 minutes per session 5 times per week. | Guide the teachers in the following ways:  
- 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. | Building schedule  
Classroom schedules  
RtI Provider schedules  
Building & Associate Principal(s)  
Grade Level Teams/RtI Providers | 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. |
| Intervention is delivered in a smaller grouping format than Tier 2 (1:1 or 1:2) | Students at Tier 3 currently receive supplemental instruction in a small group format of up to 5 students.  
Building schedule was restructured to create intervention blocks (Fall ’14)  
RtI providers are aligned with groups/grade levels | | | | |

*Note: NYSED = New York State Education Department.*
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| My school and/or district has an RtI implementation plan that will guide the RtI process over the next 3-5 years. | No Implementation- | • 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. | 2013-2015  
2013-2014 school year | Budget information  
Professional Development via the RtI Summer Institute 2013/2014 | District Superintendent  
School Psychologist, RtI Core Team | • 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). |