RtI Action Plan

2019 - 2020

Name of School: George Fischer Middle School   District: Carmel

Key RtI Element/Feature: Assessment: Screening						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on academic screening data. (#28)	Implemented for all but new hires	All teachers and other instructional staff will be trained on the purpose and components of MTSS, including the purpose of universal screening with focus on Tier 2 Interventions.	September 2019	Presentation slides developed by Carmel Central School District (CCSD) personnel	Building leadership and/or members of the GFMS Response to Intervention Leadership Team (RTI LT)	Agenda of the Beginning of the Year (BOY) Faculty Meeting
Logistical arrangements involving screening have been established: who, what, where, and when. (#30)	*In place for academic learning, but not social emotional learning.*	*Leadership team will consider possible universal screeners for social emotional learning and make a recommendation to adopt one.*	*November 2019*	*Social Emotional District Committee* *PNW BOCES PBIS liaison*	*RTI Leadership Team*	*Minutes from RTI Leadership Team*

Key RtI Element/Feature: Assessment: Progress Monitoring						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on progress monitoring data. (#36)	*Implemented for all but new hires*	**New hires** will be trained in administering progress monitoring probes, in interpreting the resulting graphs, and in planning changes based on the graphs in: • instructional strategy, • instructional time, and/or • student/teacher ratio	October/ November 2019	AIMSweb progress monitoring probes and graphs	Reading Teacher /RTI 5-8 AIS teachers Math Specialist/ D. Santalis	Schedule and copies of handouts from training sessions
Progress monitoring data are graphed and routinely shared at the relevant grade level with teachers and administrators. (#35)	Partially implemented	*Grade level team meetings* will *take place and be based on AIMSweb progress monitoring graphs and other data.*	At least once in fall & spring when students have received 6-8 weeks of Intervention (or mid-point of quarter)	Same as above	RTI LT & Building administration	AIMSweb file of progress monitoring data and minutes of meetings at which the results were shared
Logistical decisions involving progress monitoring have been determined: who, what, where, when, and frequency of monitoring at each tier. (#39)	Partially implemented	A chart of progress monitoring procedures will be developed and disseminated to all content teachers.	April 2019	CCSD K-4 RTI Plan	AP C. Barrie Asst. Supt. J. Warden Reading Teacher / RTI 5-8 RTI TAC Consultant	Completed chart and record of dissemination and discussion at grade level or department meetings

Key RtI Element/Feature: Infrastructure: Data-based Decision Making						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Data are used to determine the effectiveness of RTI by examining number of students receiving Tier 2 and Tier 3 interventions by grade by year (#47B)	Not currently implemented	The RTI LT will compare students who are receiving services to students identified for Tier 2 and Tier 3 in AIMSwebPLUS.	October, February, and prior to beginning of the year faculty meeting	AIMSweb Plus, eSchool Plus, data reports submitted to the RTI TAC after each universal screening	RTI Leadership	Agendas and minutes from meetings
Data are used to determine the effectiveness of RTI by examining of the number of students receiving special education by grade per year (#47C)	Not currently implemented	The RTI LT will examine GFMS's data on the number of students receiving special education and under what classifications.	Same as above	CCSD's referral and classification rates NYS Report Card	RTI Leadership	Same as above

Key RtI Element/Feature: Infrastructure: Scheduling						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
There is a school-wide plan to identify & address academic needs of all students (44).	Partially implemented	Review K-4 RtI Plan and revise the plan to fit 5 – 8 needs. Develop a GFMS PowerPoint for academic and social-emotional behavioral	June 2019	Current CCSD RTI Plan for K-4	Asst. Sup. J Warden AP C. Barrie Dir. of Student Data Systems & Assessment	GFMS RtI Plan in writing and completely disseminated to the faculty
An RtI model, which specifies the number of tiers, types of interventions at each tier, and screening and progress monitoring protocols, has been adopted by my school or district and communicated with staff. (#50).	Partially implemented Provided currently by reading specialists	The RTI LT will • develop a specific description of tiers 1, 2, and 3, of interventions at each tier, and of screening and progress monitoring protocols at GFMS; • discuss best allocation of teacher resources to implement tiered instruction; • present the plan to the CCSD MTSS committee for review and feedback; and • present the plan to the Board for adoption.	June 2019	EschoolPlus schedules NYSRTI.org Florida Center for Reading Research Principals' and/or RTI Coordinators' monthly seminars	RTI LT	GRMS RTI description document

Key RtI Element/Feature: Administration and RTI Leadership Team

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
The principal regularly communicates with district/central office regarding the RtI process, student data, and professional development needs in his/her building.(#57)	*Partially implemented*	*Principal will send benchmark reports to the district office and board regarding RTI at GFMS.*	*November & April*	*AIMSweb report*	*Principal, J Piscitella* *AP, Christopher Barrie*	*reports*

Key RtI Element/Feature: Parent Involvement

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
All parents are given information regarding the RtI process which involves an introduction or overview of RtI as a tiered prevention/ intervention process, types of interventions, and ways they can support their child at home. (#63)	Partially implemented	An RtI Introduction Letter will be reexamined and made available to parents online or through the mail each year.	August/ September each year	NA	Principal, J Piscitella	Letter mailed and put online

Key RtI Element/Feature: Tier One

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
A system for determining fidelity of content area instruction is established and routinely implemented. (#3)	Not implemented	Observation of Tier 1 instruction by administration with emphasize ~~on~~ reading comprehension strategies and explicit vocabulary instruction Faculty meetings/Department Meetings: routine discussion of implementing Tier One and identification of areas in need of PD	Ongoing	Tier One Menu	All Administrators Department Chairs	Observation Notes
When appropriate, teachers devote a regular portion of their instruction to vocabulary development that included repeated exposures to new words, sufficient modeling, and proactive with opportunities to use words in multiple contexts. (#4)	Partially implemented	Vocabulary committee will continue and expand ~~develop launch~~ the initiative surrounding vocabulary instruction. Post vocabulary terms on bulletin boards in hallways.	October 2019	Research based vocabulary	GFMS Vocabulary Committee Jamie Walner All Staff Joan Miller	All teachers have word walls Administrators noting follow up activities
Teachers include direct and explicit comprehension strategic and instruction that enhances their students' ability to comprehend text within their content area. (#5)	Not implemented	Provide PD on collaborative ~~teaching~~ strategic reading (CSR). Department chairs will turn key to their respective departments	October 2019	~~Reciprocal teaching training materials~~ CSR training materials	All Administrators Department Chairs Joan Miller	Observations

Key RtI Element/Feature: Tier Two						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Additional or supplemental instructional time in reading/writing (at least 20-30 minutes per session, 3-4 times per week, staff to student ratio approximately 1:5) is offered in addition to ELA instruction for at-risk readers. (#11)	*Not implemented*	*Scheduling committee/RTI Leadership would look at schedule to propose modifications to allow for time in grades 5 & 6*	*October 2019*	*Master Schedule*	*Principal, J Piscitella* *AP, Christopher Barrie* *RTI Leadership*	*Minutes*
Interventions provided at Tier 2 are research-based and implemented directly by staff who are knowledgeable about students' needs and trained in the needed area of instruction.(#12)	*Not implemented*	*Provide PD on collaborative teaching reading* *Provide PD on STARI*	*November 2019*	*Joan Miller* *STARI website*	*RTI Leadership* *Joan Miller*	*Implementation of strategies in classrooms* *observations*
Interventions are provided for students who show significant social/emotional/behavioral problems that interrupt learning and adjustment in school. (#15)	*Partially implemented*	*Leadership team will consider possible interventions for social emotional learning and make a recommendation to adopt one.* *Provide PD on techniques that could be utilized as Tier 1 interventions for social/emotional/behavioral problems that interrupt learning.* *Department chairs will turn key to their respective departments*	*January 2019*	*Social Emotional District Committee* *PNW BOCES PBIS liaison* *School Psychologist*	*RTI Leadership* *School Psychologist*	*Observations* *Data on Referrals*