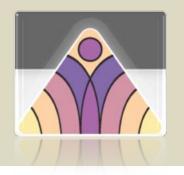
NYS RESPONSE TO INTERVENTION TECHNICAL ASSISTANCE CENTER



Rtl Action Plan

The Rtl Action Plan is designed as a tool that identifies specific Rtl components that will be addressed on a yearly basis.

DIRECTIONS:

After completing the NYS Rtl Readiness Survey and analyzing the results page for your entire school staff, the Rtl Core Design Team will identify specific Rtl indicators that need specific attention or modification.

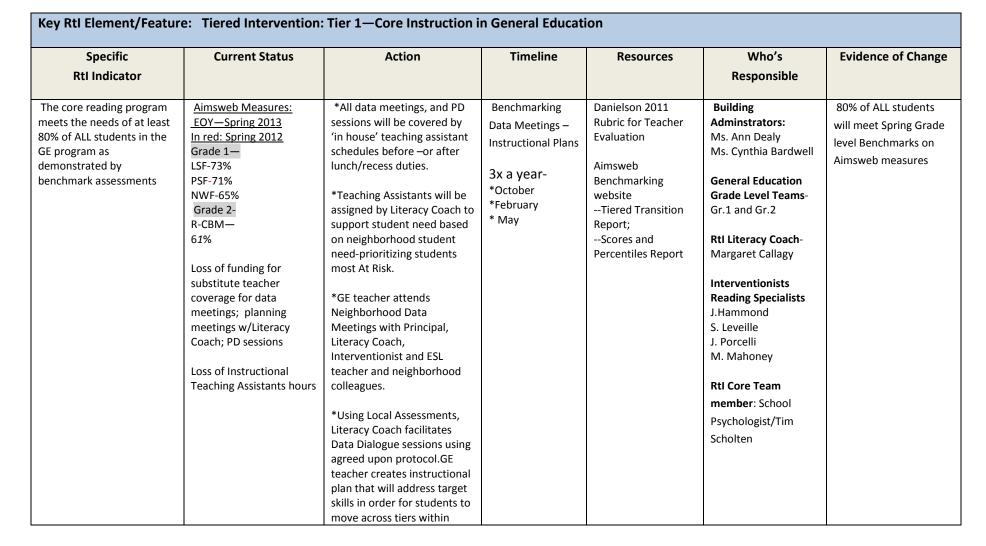
- 1. School Year: Identify the school year the action plan will begin
- 2. Name of school and district: Place the school's name and district above the chart
- 3. Key Rtl Element/Feature: Identify the Rtl component feature from the NYS Rtl Readiness Survey in which your school will focus on for the action 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 Rtl 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: ____Brookside Elementary School_____ District: ___Ossining





Key Rtl Element/Feature:	Tiered Intervention: Tier	Tier 1. Interventionist and ESL teacher collaborates on intervention instructional plan within Tier 2 /Tier 3. *Professional Development addressing- Formative Assessments Structure & Components of Literacy Block Differentiation/Flexible Grouping Common Core Standards Student Portfolio—Using student work to determine learning goals and documenting student growth	1			
Specific	Current Status	Action	Timeline	Resources	Who's	Evidence of Change
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
•	Current Status Results of 2011	Action *Classroom teachers-Tier 1	Timeline 3x a year:	Resources *Tiered Intervention	Responsible Building	*Documentation of
Rtl Indicator Checks for fidelity of implementation of intervention are conducted			3x a year: December	*Tiered Intervention Menu of programs Implementation	Responsible	*Documentation of Interventionists formal/informal observation by building
Rtl Indicator Checks for fidelity of implementation of	Results of 2011 Brookside Rtl Self-	*Classroom teachers-Tier 1 undergo formal and informal observations *Interventionists undergo	3x a year:	*Tiered Intervention Menu of programs	Responsible Building Administrators: Ms. Ann Dealy	*Documentation of Interventionists formal/informal
Rtl Indicator Checks for fidelity of implementation of intervention are conducted	Results of 2011 Brookside Rtl Self- Assessment Results:	*Classroom teachers-Tier 1 undergo formal and informal observations	3x a year: December	*Tiered Intervention Menu of programs Implementation	Responsible Building Administrators: Ms. Ann Dealy	*Documentation of Interventionists formal/informal observation by building

Interventions are matched to students' specific needs	Results of 2011 Brookside RtI Self- Assessment Results: 49% partial	* Intervention Team Meeting-after each Benchmarking Period; Interventionists gather; and use diagnostic data to match	Intervention Team 3x a year	*Aimsweb Progress Monitoring Data *I-Ready— Local Diagnostic	Building Adminstrators: Ms. Ann Dealy Ms. Cynthia Bardwell	Documentation of Interventionists formal/informal observation by building administration
	49% partial implementation3%no implementation	student with appropriate intervention *Classroom teacher representation from each grade to promote building level communication *Neighborhood Team Meetings to use data to distribute personel resources towards students who are identified as Tier 2 within classroom settings. *Interventionists meet w/ building administration and Literacy Coach to review progress monitoring data Establish consistency with designed data meeting schedule and protocol to strengthen communication between classroom teachers;	*September/ October *December/ January *February/March *April/May *Interventionists Literacy Coach Articulation – monthly October-May	Assessment Tool: Student Reports	Rtl Literacy Coach- Margaret Callagy Interventionists Reading Specialists	Aimsweb—Summary of Impact Report Results I-Ready—Student Profile Report
Key Rtl Element/Feature:	Tiered Intervention: Tie	Interventionists /Literacy Coach's articulation of individual students and PM data. 3—Supplemental and Custo	mized Intervention			
Specific Rtl 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	Results of 2011 Brookside Rtl Self- Assessment Results: 26% partial implementation 3% no implementation 41% don't know	*Interventionists undergo formal and informal observations Literacy Coach conducts fidelity checks 2 times monthly	3x a year: October December February April	Tiered Intervention Menu of programs Implementation checklist *ISA –Interactive Strategies Approach Facilitator Guide * Danielson 2011 Rubric for Teacher Evaluation	Building Administrator: Ms. Ann Dealy Ms. Cynthia Bardwell Rtl Literacy Coach- Margaret Callagy	Documentation of Interventionists observation by building administration
Interventions are matched to students' specific needs	Results of 2011 Brookside RtI Self- Assessment Results: 21%partial implementation 8%don't know	Intervention Team Meeting- after each Benchmarking Period; Interventionists gather; and use diagnostic data to match student with appropriate intervention Classroom teacher representation from each grade to promote building level communication *Interventionists meet w/ building administration and Literacy Coach to review progress monitoring data * Protocol is designed to strengthen communication between classroom teachers; Interventionists /Literacy Coach's articulation of individual students and PM data.	Intervention Team- - 3x a year *September/ October *December/ January *February/March *April/May *Interventionists Literacy Coach Articulation – monthly October-May	*Aimsweb Progress Monitoring Data Aimsweb—Summary of Impact Report *I-Ready— Local Diagnostic Assessment Tool: Student Reports	Building Adminstrators: Ms. Ann Dealy Ms. Cynthia Bardwell Rtl Literacy Coach- Margaret Callagy Interventionist Reading Specialists	Documentation of Interventionists formal/informal observation by building administration Aimsweb—Summary of Impact Report Results I-Ready—Student Profile Report

participation in the RtI process is solicited when their child begins a secondary or tertiary tiered intervention Brookside Rt Self- Assessment Results: November/March Notification Letter to Parents Adminis Solicited Parents 18% partial implementation 18% pontial implementation NoterventionistsParent Outreach Efforts March Rtl / ISA Parent Handbook Rtl Liter Coach- Articles 23% don't know *Parent Involvement Data collected; used to adjust building efforts *Parent Involvement Data collected; used to adjust building efforts *InterventionistsParent collected; used to adjust building efforts The ventionistice intervention is the parent collected; used to adjust building efforts *Rtl Circe intervention is the parent collected; used to adjust building efforts *Rtl Circe intervention is the parent intervention is the parent intervention is the parent collected; used to adjust building efforts *Rtl Circe intervention is the parent intervention is the parent interventinterventintervention is the parent intervention is the	Key Rtl Element/Feature: Specific Rtl Indicator	Parent Involvement Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Key Rtl Element/Feature: Professional Development	participation in the RtI process is solicited when their child begins a secondary or tertiary tiered intervention	Brookside Rtl Self- Assessment Results: 18% partial implementation 15% no implementation 23% don't know	November/March *Ongoing teacher/parent communication *InterventionistsParent Outreach Efforts *Parent Involvement Data collected; used to adjust		Notification Letter to Parents *RtI/ ISA Parent Handbook *Current and Relevant Articles EngageNY Rtl website	Building Administrators Ms. Ann Dealy Ms. Cynthia Bardwell Rtl Literacy Coach- Margaret Callagy Interventionists Rtl Core Team members: School Social Worker- Sarah Sullivan/ Tim Scholten	*Attendance of parents at PT conferences *Interventionists log of parent communication *Attendance at Parent Events *Data system designed and used to shape future Parent Involvement efforts
Specific Rtl Current Status Action Timeline Resources W		-	Action	Timeline	Resources	Who's Responsible	Evidence of Change

improvement/strategic plan	Interactive Strategy	building principal.	1:1 Coaching)	Interactive Strategies	Margaret Callagy	*Teacher Reflection-
	Approach (ISA)—Early			Approach/ISA by		Evaluation
	Intervention for Reading	Across district buildings:		Donna Scanlon		
	Difficulties 2011-2012	PreK- through Grade 8 Interventionists and Special Ed.		Participant binder		
		teachers		ISA Professional		
				Development website		
				and resources		