# RtI Action Plan

## 2010 - 2011

**Name of School:** JOSEPH A. EDGAR INTERMEDIATE SCHOOL            **District:** ROCKY POINT UNION FREE SCHOOL DISTRICT

| Key RtI Element/Feature: ASSESSMENT: UNIVERSAL SCREENING | | | | | | |
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| **Specific RtI Indicator(s)** | **Current Status** | **Action** | **Timeline** | **Resources** | **Who's Responsible** | **Evidence of Change** |
| • My school has an already identified screening/benchmarking tool that will be used for determining at-risk status.<br>• My school has established a regular schedule for screening ALL students in grades K-4 a minimum of three times per year. | • School has identified screening benchmark tools to identify at risk students | Benchmark all students grades<br><br>Grade 3-5 using all identified tools | Complete all Benchmark baseline<br><br>Testing by October 1, 2011 | AIMS Web<br><br>Think Link<br><br>LC Benchmark<br><br>Slossan/Schlagel | AIMS web:Reading teachers/administration<br><br>Think Link /LC/ Slossan<br><br>Schlagel<br><br>Classroom teachers | Establish baseline data in September<br><br>Check for growth over time through universal screening 3x per year Sept/Jan/May |

| Key RtI Element/Feature: | ASSESSMENT: PROGRESS MONITORING | | | | | | |
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| **Specific RtI Indicator(s)** | **Current Status** | **Action** | **Timeline** | **Resources** | **Who's Responsible** | **Evidence of Change** |
| • Logistical decisions involving progress monitoring have been determined: who, what, where, when, and frequency of monitoring at each tier.<br>• Students performing below grade level expectations are progress monitored frequently (weekly and/or biweekly). | • Reading teachers meet monthly to discuss individual student progress<br>• Progress monitor students at-risk<br>• Fundations grade 3 classroom teachers<br>• Wilson at-risk students<br>• Special education teachers /reading teachers | Continue to investigate small group strategies<br><br>Increased guided reading time<br><br>5x week for at risk students,<br><br>Minimum 3x week all students<br><br>Extra Help/After School Reading<br><br>Bi-monthly staff training in reading strategies by grade level<br><br>Collegial Circles with individual teachers/reading teachers | On-going | AIMSweb protocols<br><br>Think Link probes<br><br>Writing Lab<br><br>Learning Lab ELA | Reading teachers<br><br>Classroom teachers<br><br>Reading teachers<br><br>Special education teachers | Student growth / screening subtests<br><br>Grade level growth |

**Key RtI Element/Feature:   ASSESSMENT – DIAGNOSTIC**

| Specific RtI Indicator | Current Status | Action | Timeline | Resources | Who's Responsible | Evidence of Change |
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| • Progress monitoring tools include a combination of curriculum based measures and informal measures (reading inventories/checklist rubric/running records)to gauge progress and inform instruction | • In progress, continued staff development to enhance teacher skills | Bi-monthly day long staff training by grade level<br><br>Use LC assessment kit with greater fidelity<br><br>Collegial Circles around data | September-June 2010-11 | Professional development in house<br><br>Attendance at conferences | Reading teachers/administration<br><br>Conference providers | Improvement in fidelity of assessment instruments<br><br>Increase comparability of student scores |

**Key RtI Element/Feature:   ASSESSMENT – PROGRESS MONITORING (DIAGNOSTIC)**

| Specific RtI Indicator | Current Status | Action | Resources | Timeline | Who's Responsible | Evidence of Change |
|---|---|---|---|---|---|---|
| • Regular checks of fidelity of progress monitoring administration are conducted. | • On-going progress<br><br>• Monitoring for at-risk students<br><br>• WIST (Wilson)<br><br>• WADE (WILSOM) | Small group with progress monitoring (2wks)<br><br>Wilson Intensive | Wilson Reading<br><br>Rigby Readers | Ongoing | Intervention team<br><br>Special education teachers | Growth over time<br><br>Improve progress monitoring fidelity procedures |

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| | • QRI (Reading)<br><br>• Rigby (Reading) | | | | | |