RtI Action Plan

2011 - 2012

Name of School: **West Street School**   **District:**   **Geneva City School District**

Key RtI Element/Feature: Tier 1 Core Instruction

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
The core Reading Program meets the needs of at least 80% of all students in the general education population	(Fill in exact Data of performance) Findings: Concern: Fluency Rate & Sustaining Skills	Second gr. Students will sustain independent reading - 15 minutes by Nov, & 30 min. by March 1st Gr. Students will sustain independent reading - 15 minutes by March and 30 by June. Kindergarten Students will sustain independent reading - 10 minutes by March and 20 by June -- k-2 Independent Centers will be differentiated to build sustaining strategies -- Kindergarten incorporates daily shared reading using levels A and B	Optimal levels in place by June per grade level ------------------- Sept-June ------------------- September-November	Independent reading boxes (Article XII) Classroom browsing boxes Book room Library ------------------- Managed Independent learning center activities Optional - Daily 5 & C.A.F.E. Buddy Study/Word Study Curriculum principles ELA map on TechPaths RTI TAC webinars for turnkey training -------------------	Teachers & Coaches ------------------- Teachers and coaches Aussie ELA committee ------------------- Anne Dinan; k teachers; ESL	Incorporate and monitor Sustained Reading Times K-2 by making sustained reading times visible in lesson plans or schedule Increase in the number of students reaching benchmark at the end of the year K-2 ------------------------- Increase in the number of students reaching benchmark at the end of the year K-2 ------------------------- Majority of K students at or above Level A

		Lap Books from K LLI getting started lessons (ESL at K also uses for primary instruction)		Lap Books, Staff Development around basics of Lap Books	teacher	ready for guided reading in December
		-- Teachers will post objectives, assess formally & informally for student understanding, & effectively use teaching time daily	-------------------- Sept-June	-------------------- Curriculum map; Aussie FOCUS book	------------------- Gr. Lvl Team & Coach, Aussie Consultants; Teaching and Learning Committee	-------------------------- Learning Walks Sept., Feb. & ? Increase in the number of students reaching benchmark at the end of the year K-2
		-- Pilot test PALS at grade 2 level for Tier 1 only for 8-10 weeks	------------------- Sept -December	-------------------- PALS manuals and materials	------------------- T. Janczak/P. Foote; TAs; additional staff	------------------------- Rate of growth of grade 2 students in Pilot PALS using ORF data (compare to last year's data and ORF norms
A system for determining fidelity of core instruction is established & routinely implemented	Need to implement fidelity checklist for elements of a guided reading lesson with self-assessment and coaching for guidance and feedback	Develop fidelity checklist for guided reading sometime in September Share fidelity checklist for guided reading with classroom teachers Conduct fidelity checks on a monthly basis per teacher (by coaches)	September October Nov.-June (1st-2nd) and Jan.-June (K)	Fidelity checklist; (see FCRR checklist) Self-assessment for GR from F&P; template for GR planning Professional texts and PD powerpoints; information from coaches	Steering committee workgroup Steering committee reps to grade level Coaches; teachers	Increase in fidelity of guided reading protocol

| ESOL teachers provide Tier 1 instruction | No ESOL curriculum | Implement ESOL curriculum | TBD

Sept-June | TBD

Sample curriculum map from Greece, District Content Maps, ESOL RTI Conference, Conf. Days Wrk. | TBD

ESOL Team & Anne Dinan, Karen Fahy ELA Dept. Chairs & BETAC (new org?) | TBD

Curriculum & identification & purchase of materials to support |

Key RtI Element/Feature: Tier 2 & 3 Interventions

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.	2 New AIS staff members who are unfamiliar with programs and assessments; Special Ed teachers need refresher in Fundations No checks currently happening	Develop fidelity checklists for LLI & Fundations Interventions utilizing teacher manuals to follow implementation process from start to finish Provide PD to 2 New AIS staff members on LLI and Fundations and follow-up training Conduct fidelity checks	Sept. Aug and Sept. Oct. - June	LLI Systems & Fundation kits Fidelity checklist PD DVDs Fidelity checklist and coaching notes	AIS, Special Ed., Coaches AIS staff and coaches Steering committee with AIS rep Coaches	Fidelity Checklists completed At least 80% of intervention protocol implemented correctly PD provided Decrease in the number of students needing Tier 2/3 intervention as determined by DIBELS data and local assessments

Interventions are provided as prescribed	Interruptions in instructional schedule Inconsistent monitoring of student attendance	Create common method for documentation of attendance Analyze documentation for factors contributing to interruptions	Sept. Mid-year and end-of-year	Attendance document (electronic for easier analysis later-code with reason for no lesson)	Steering Committee workgroup with AIS rep.	Common system to track attendance

Key RtI Element/Feature: Assessment

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
School has an established universal screening and progress monitoring system; however, questions exist about the amount of additional assessments done and purpose	Assessments for different purposes—not all for driving instruction	Assessment Audit to look at gaps and redundancies Align assessment information with curriculum and report card language (i.e., come to common consensus for "owning" HF words)	Sept.-June	Evaluation Plan, TAC Assessment Audit, Curriculum Map, NYS ELA Assessments, Report Cards	ELA Team, Anne Dinan-SAS Teachers RTI Steering Committee Review	Completed assessment audit Evaluation Plan recommendations for 2012-13 school year Recommended changes for Report card 2012-13

Key RtI Element/Feature: Professional Development

Specific RtI Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
Professional Development is on-going, job-embedded, and reflects key elements essential to effective RtI implementation.	Need training in DIBELS Next --------------------------- Re-assess training needs of faculty and staff	DIBELS training for Intervention team --------------------------------------- Administer RTI Readiness and Implementation Survey	DIBELS Next Modules, universal screen & progress monitoring --------------------------- NYS RTI Self-Assessment Survey (Survey Monkey)	By Sept. 13 -------------- By Oct. 2011	RTI Team ------------------- RTI TAC- survey monkey	All Intervention Team trained with fidelity --------------------------- RTI survey results posted on website and shared with staff for planning purposes

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	Need PD as it relates to RTI and ESL	Attend RTI TAC Regional Training (ESL)	Regional TAC trainings	Oct. 4	TAC and selected Staff members	Attendance at TAC training and sharing information with faculty and staff
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	Need to learn to use assessment information to determine efficacy of core and to differentiate instruction	Attend RTI TAC Regional Training (CORE)	RTI TAC coaching webinars Regional TAC trainings	Nov. 4	Coaches TAC and selected Staff members	Webinar attendance and turn-key training Attendance at TAC training and sharing information with faculty and staff
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	Need to unpack/align the Common Core State Standards with ELA map on TechPaths	Confer with AUSSIE through onsite and virtual support	Aussie Common Core State Standards ELA Map on TechPaths Continuum of Literacy Learning	Oct-June	Aussie	----------------------------
						Refined curriculum map and