

RTI ACTION PLAN

2018 - 2019

Name of School: George Fischer Middle School

District: Carmel

Key Rtl Element/Feature: Assessment: Screening						
Specific Rtl 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.	September 2018	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)	Minutes of the Beginning of the Year (BOY) Faculty Meeting
Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings. (#27)	Partially implemented		January 2018	Same as above	RTI LT Teacher rep (M. Hausler) RTI LT Dept. Chair rep (L. Steiner) Dir. of Student Data Systems & Assessment Reading Teacher / RTI 5-8	Same as above
		Screening data will be discussed by each grade level after each universal screening session using NY Tac Post Benchmark and Recording Form	October, February, June of each year	Same above	Department Chairpersons	Schedule of relevant grade level /department meetings included in annual GFMS schedules

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)	Partially implemented	English and math teachers of Grades 5-8, (all AIS and special ed teachers) will be trained in administering progress monitoring probes, in interpreting the resulting graphs, and in planning changes based on the graphs in: <ul style="list-style-type: none"> instructional strategy, instructional time, and/or student/teacher ratio 	October/ November 2018	AIMSweb progress monitoring probes and graphs	Reading Teacher /RTI 5-8 AIS teachers M. Donovan 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 progress monitoring meetings will take place and be based on the NYS RTI TAC Progress Monitoring Protocol and Recording Sheet	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	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 the # of students meeting benchmark by grade level per year (#47A)	Not currently implemented	The RTI LT will examine AIMSweb data after each universal screening period to identify trends and make recommendations.	October, February, and prior to beginning-of-the-year faculty meeting	AimswebPLUS, eSchoolPLUS, data reports submitted to the RTI TAC after each universal screening	RTI LT	Agendas and minutes from meetings
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.	Same as above	Same as above	Same as above	Same as above
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	Director of Sp Ed GFMS Psychologist Dir. of Student Data Systems & Assessment	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.	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 <ul style="list-style-type: none"> 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 articulates the school's RtI vision and how it can be used to support ALL students (#54)	Fully implemented Except for new hires. Information has been presented at some faculty meetings 2016-2017 SY	Principal will reconvene the other two committees of the MTSS model.	January 2019	MTSS Overview	Principal, J Piscitella	

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 Faculty meetings/Department Meetings: routine discussion of implementing Tier One and identification of areas in need of PD	November 2018	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 develop launch the initiative surrounding vocabulary instruction. Post vocabulary terms on bulletin boards in hallways.	October 2018	Research based vocabulary	GFMS Vocabulary Committee Jamie Walner All Staff	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 reciprocal teaching Department chairs will turn key to their respective departments	October 2018	Reciprocal teaching training materials	All Administrators Department Chairs Joan Miller	Observations