

## RtI Action Plan (2)

School: \_\_\_\_\_ Team Members Completing Action Plan \_\_\_\_\_

<b>1. Leadership (Support, Infrastructure, Flexible Use of Resources)-2.75</b>		
Summary of Current Status	Annual Goals	Action Steps
<ol style="list-style-type: none"> <li>1. Central administration strongly endorses the three-tier model as evidenced by the level of implementation in all elementary buildings and participation in the statewide learning sites for secondary</li> <li>2. Principal leads and supports the transition to RtI:               <ul style="list-style-type: none"> <li>○ Principal is planning ahead for implementation steps through distributed leadership using the members of the leadership team</li> <li>○ Principal is planning for reallocation of staff by collaborating with school staff and district administration</li> </ul> </li> <li>3. Policies exist for implementation and processes at the elementary level. District policies reflect necessary revisions at the elementary level. Policies at the secondary have not yet been adjusted.</li> <li>4. A schedule is being researched and developed for next year to support RtI</li> <li>5. Changes were made in the beginning of the year based on collaboration between administration and staff (grouping was adjusted based on assessment of student needs)</li> <li>6. Building principal and district administration support flexibility of staff roles</li> </ol>	<ol style="list-style-type: none"> <li>1. Central administration of the school district strongly endorses the three-tier model as an organizing structure for instruction and resources.</li> <li>2. Building Administrators lead and support RtI with demonstrated commitment to the efficient and flexible use of time and resources.</li> <li>3. School district policies and procedures have been revised, as necessary to implement the model (Title 1, Sp. Ed. Plan).</li> <li>4. The building infrastructure (i.e. schedule) supports RtI.</li> <li>5. Scheduling supports time allocations required for implementation (screening, data analysis teaming (grade level and student specific) , intervention planning/implementation/monitoring, professional development, etc.).</li> <li>6. Administration supports change in staff role in addressing student needs (general, remedial, special education.)</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>No action steps needed</i></li> <li>2. <i>No action steps needed</i></li> <li>3. Review the elementary RtI policies and make adjustments/revisions to reflect the secondary model of RtI.</li> <li>4. Solidify a schedule for the middle school based on the research being done by a subgroup of the RtI team with staff input.</li> <li>5. Ensure that the building schedule allows for (screening, data analysis teaming [grade level and student specific], intervention planning/implementation/monitoring, professional development, etc.).</li> <li>6. Clearly define the roles of all staff within the RtI framework (general education teachers, special education teachers, reading specialists, other specialists and paraprofessionals)</li> </ol>

## 2. High Quality General Education Instruction Using Standards-Aligned Core Curriculum For All Students -3

Summary of Current Status	Annual Goals	Action Steps
<ol style="list-style-type: none"> <li>1. Curriculum Maps</li> <li>2. LFS school training</li> <li>3. Adopt PSSA Anchors</li> <li>4. Everyday Math</li> <li>5. Foss Science</li> <li>6. Houghton-Mifflin</li> </ol> <ul style="list-style-type: none"> <li>• Comprehensive Literacy – Reading is currently in 6<sup>th</sup> grade, but only in 7<sup>th</sup> or 8<sup>th</sup> grade for strategic or intensive</li> <li>• Teacher observations (formal and Informal)</li> <li>• 4Sight Assessment</li> <li>• PSSA Review</li> <li>• Co-Taught classes and holding each other accountable</li> <li>• Everyday Math, FOSS, &amp; Houghton Mifflin provide fidelity checklist</li> <li>• When classroom referrals come in they are mostly coming from the hallways, busses, cafeteria, etc.</li> <li>• If classroom referrals do come in, the majority come from a very small sample of teachers. There is a very small percentage – 1-2% of students who have exhausted all of the behavior options available.</li> <li>• LFS, SWBS, Everyday Math, Corrective Reading, FOSS, classroom observations and walk-through checklists</li> </ul>	<ol style="list-style-type: none"> <li>1. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened and benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards in literacy and math.                             <ul style="list-style-type: none"> <li>• Screenings are research-based, predictive of future performance on standards, and benchmarked (conducted 3-4 times/year, e.g. 4Sight Benchmark)</li> <li>• Efficiently administered by trained staff.</li> <li>• Administration fidelity is monitored.</li> </ul> </li> <li>2. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and:                             <ul style="list-style-type: none"> <li>• Maintained in a database which generates user friendly summaries of data.</li> <li>• Graphed for easy display, analysis and interpretation.</li> <li>• Demonstrates the degree of risk for individual students and groups of students at specific grades.</li> </ul> </li> <li>3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.</li> </ol>	<ul style="list-style-type: none"> <li>• Revisit Adopt-an-Anchor Maps</li> <li>• Solidify/Restructure curriculum to align all teaching areas to the instructional/PSSA schedule</li> <li>• Common reading strategies are taught in all content areas</li> <li>• Fidelity checks for common reading strategies</li> <li>• Walkthroughs used to inform instruction and data collection for teaching strategies</li> </ul>

### 3. Universal Screening -2.3

Summary of Current Status	Annual Goals	Action Steps
<p>1. Universal screenings are in place :</p> <ul style="list-style-type: none"> <li>○ 4sight – Administered four times per year in reading and math. Teachers received training and updates to ensure fidelity. Guidance provides support by coordinating the test, checking classrooms during testing.</li> <li>○ DIBELS – administered at the 6<sup>th</sup> grade level three times per year. The same assurances are in place to assure that the assessment is administered with fidelity.</li> </ul> <p>2. Screening data is shared:</p> <ul style="list-style-type: none"> <li>○ Sometimes data reports are compiled and shared.</li> <li>○ Teachers do not consistently access the member center for 4sight.</li> <li>○ Do not have data managers to compile the data.</li> <li>○ PSSA results posted in lobby. 4Sight graph is displayed in hall, not current. [In a more confidential setting the middle school has not really displayed more specific data.]</li> </ul> <p>3. Teachers are given their passwords and taught where to find the data, but there is no formal process in place to analyze the data. Data was transferred from 4Sight into Performance Tracker.</p>	<p>4. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened and benchmarked a minimum of three times per year to determine academic and behavior status against grade-level standards in literacy and math.</p> <ul style="list-style-type: none"> <li>• Screenings are research-based, predictive of future performance on standards, and benchmarked (conducted 3-4 times/year, e.g. 4Sight Benchmark)</li> <li>• Efficiently administered by trained staff.</li> <li>• Administration fidelity is monitored.</li> </ul> <p>5. Screening data is shared with administrative teams, grade level teams, student specific teams and parents, and:</p> <ul style="list-style-type: none"> <li>• Maintained in a database which generates user friendly summaries of data.</li> <li>• Graphed for easy display, analysis and interpretation.</li> <li>• Demonstrates the degree of risk for individual students and groups of students at specific grades.</li> </ul> <p>6. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.</p>	<p>1. Strengthen system to support universal screening procedures:</p> <ul style="list-style-type: none"> <li>○ Review administration and scoring procedures annually for 4Sight and ORF measures with all staff to ensure consistency and fidelity.</li> <li>○ Explore adoption of ORF measure at grades 7 and 8.</li> <li>○ Develop a checklist for fidelity of administration for 4Sight</li> <li>○ Use fidelity checklist from DIBELS to monitor administration</li> </ul> <p>2. Share data in a systematic way:</p> <ul style="list-style-type: none"> <li>○ Identify two data managers in each grade level to access and maintain databases and generate user friendly reports/graphs</li> <li>○ Provide training for data managers</li> <li>○ Determine a clear school policy about when and how to share results of screening with students and parents</li> <li>○ Post general school data regarding status in a prominent place</li> </ul> <p>3. Provide training to all instructional staff:</p> <ul style="list-style-type: none"> <li>○ Analysis and interpretation of results</li> <li>○ Structured format for instructional decision-making</li> </ul> <p>3a. Schedule screening assessment dates and data-analysis meetings (within one week of test administration) at the beginning of the year and communicate dates to all staff</p>

#### 4. Shared Ownership -3

Summary of Current Status	Annual Goals	Action Steps
<ul style="list-style-type: none"> <li>• All students with the exception of our emotional support students receive on grade level instruction and support. High teacher turnover has been a barrier to that training in tiered intervention.. All staff, including paraprofessionals, has had LFS training.</li> <li>• Everyone participates in the 4sight testing. LFS requires curriculum maps and formative assessments.</li> <li>• Learning Support teachers are strategically assigned. ESL teachers are, as well.</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff (general, special, remedial, ESL) assumes an active role in all aspects of assessment, curriculum and instruction in the standards aligned system.               <ul style="list-style-type: none"> <li>• All staff own and share all students.</li> <li>• Training is provided to staff assuming non-traditional roles in the Rtl instructional framework.</li> <li>• All role changes are strategically planned and supported with appropriate training and coaching.</li> </ul> </li> <li>2. School resources and staff expertise are allocated based on student need. Expert teachers and specialists are assigned to the most needy students.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop a more structured tier system for the students who experience severe behavior/conduct struggles</li> <li>• Alternative education setting for students exhibiting tier 3 behavior</li> </ul>

## 5. Professional Development For All Staff -2

Summary of Current Status	Annual Goals	Action Steps
<ul style="list-style-type: none"> <li>• Full time Instructional Coach</li> <li>• CADRE team</li> <li>• Informal, on-going professional development with specialists</li> <li>• English and Math evaluate 4Sight</li> <li>• RtI Leadership Team, CADRE Team, LFS Instructional Coach, Learning Center Team provides a strong behavior component</li> <li>• Summer Academy, Two Hour Delays, In-Service Days, Faculty Meetings</li> </ul>	<ol style="list-style-type: none"> <li>1. Professional development is ongoing, job-embedded and includes the relevant areas essential to the effective implementation of RtI and improved student outcomes.</li> <li>2. All personnel have received an overview of the RtI framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instructional leaders.</li> <li>3. All staff receives training in effective use of data for instructional decision making (data analysis teaming), progress monitoring, effective instruction, principles of differentiation, parent engagement, reading and mathematics instruction, schoolwide behavior support and other areas as identified. Guided practice is an integral component of professional development activities.</li> <li>4. Key school personnel are identified for enhanced training in specific components of the three-tier model (screening, intervention, data analysis) to build school capacity and to ensure sustainability of the RtI strategy.</li> <li>5. The district professional development calendar provides sufficient time and flexibility for professional development in the components of RtI.</li> </ol>	<ul style="list-style-type: none"> <li>• Schedule Summer Academy session for teachers new to Swatara</li> <li>• Revisit Adopt-an-Anchor Maps</li> <li>• Solidify/Restructure curriculum to align all teaching areas to the instructional/PSSA schedule</li> <li>• Consistently use faculty meeting time for professional development on scientifically based reading strategies</li> <li>• Develop a literacy leadership team to empower all teachers to learn reading strategy instruction</li> <li>• Utilize October 9 professional development day and 2-hour delay professional development on December 2 and February 11 for data analysis of 4Sight and PSSA RtI Leadership team will use time on June 11 Summer Academy session to develop a calendar for professional development topics and data analysis</li> </ul>

## 6. Data-based Decision-making 1.25

Summary of Current Status	Annual Goals	Action Steps
<ul style="list-style-type: none"> <li>• CADRE Strongest in-6<sup>th</sup> grade and some 7<sup>th</sup> grade and not evident in 8<sup>th</sup> grade.</li> <li>• Not working in concert with grade level team.</li> <li>• In 6<sup>th</sup> and 7<sup>th</sup> grade there is some tiered intervention for skill groups during flex periods.</li> <li>• Not Yet</li> <li>• Time is built into the schedule. Some teams use the time better than others. The teams do have access to the 4Sight data and the integrated skills test.</li> </ul>	<ol style="list-style-type: none"> <li>1. Building, grade level/content area and student-centered teams meet collaboratively to review assessment data and make instructional decisions.               <ul style="list-style-type: none"> <li>• Teachers receive user-friendly data in advance.</li> <li>• A structured team facilitation process and format are used.</li> </ul> </li> <li>2. Collaborative leadership teams (representing grade levels, content areas, administration, and special ancillary support staff) set measurable grade-wide goals, develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (i.e. _____% of students will meet benchmark by January).               <ul style="list-style-type: none"> <li>• Adjust core instruction</li> <li>• Research-based supplement to core program.</li> <li>• Implementation logistics are planned and staff is trained.</li> <li>• Strategies are monitored and fine tuned in response to progress data.</li> <li>• Implementation fidelity is monitored.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Training for teachers to access the Member Center for 4Sight.</li> <li>2. Training for teachers to understand how to analyze the reports from the Member Center.</li> <li>3. Establish guidelines for teachers as far as who can access the data. (Communicate to teachers how this process will work – who gets the data, when, to whom do they give it and what do they do with it).</li> <li>4. Create a centralized system that will allow teachers to access any assessments that have been given, what skill areas have been targeted, what interventions have been tried, up-to-date progress monitoring data, and any type of communications that have been made home.</li> <li>5. Develop a protocol for how to analyze data.</li> <li>6. Collaborate with guidance as students are being identified for Tier 2 and 3 interventions.</li> <li>7. Determine how students will be progress monitored during behavioral interventions and how will up-to-date progress be shared with teachers who aren't necessarily conducting the progress monitoring.</li> </ol>

**6. Data-based Decision-making 1.25  
(Continued)**

Summary of Current Status	Annual Goals	Action Steps
	<p>3. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> <li>• Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress toward prescribed benchmarks.</li> <li>• Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules.</li> </ul> <p>4. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> <li>• Tier 1 - minimum of four times per year; Tier 2- minimum one time monthly (bi-monthly recommended); Tier 3-minimum weekly.</li> </ul> <p>5. Time is scheduled for grade-level and student level team collaboration and follow-up activities.</p>	

## 7. Relational And Behavioral Supports – 2

Summary of Current Status	Annual Goals	Action Steps
<ul style="list-style-type: none"> <li>• Evolving Process – Good Choice Points, SWPBS Data (but teachers don't have opportunity to review the data).</li> <li>• Tiered Behavioral Program, ISS program implemented, Remedial reading, ESL, Learning Center used to keep students on target</li> <li>• SAP</li> <li>• Code of Conduct in Agenda, but not explicitly teaching routines, Expectations are established in the beginning of the year especially for 6<sup>th</sup> grade. Some behaviors are Scaffolded (time in the hallway).</li> <li>• Available through the SAP team. Has been very efficient.</li> </ul>	<ol style="list-style-type: none"> <li>1. The school conducts universal screening of emotional, social, and behavior adjustments at all grade levels.</li> <li>2. School staff understands the relationship between effective instruction and behavior.</li> <li>3. A structured system is in place to provide students the appropriate level and intensity of support needed to engage in academic learning, remain in school, and complete course requirements successfully.</li> <li>4. The structured system includes the elements of PA's Resiliency/Wellness systemic approach:               <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Meaningful Student Engagement</li> <li>• Connectiveness and Bonding</li> <li>• Skills for Life</li> <li>• Clear and Consistent Boundaries</li> <li>• Unconditional Support</li> </ul> </li> <li>5. Attendance, discipline, behavior, and student performance data are used and monitored to design and implement a tiered system of academic and relational support.</li> <li>6. Expected behaviors are explicitly taught, practiced, and positively reinforced in all settings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider creating two full-time counselor positions.</li> <li>2. Send a team to the summer Governor's Institute on Behavior.</li> <li>3. Determine data to be collected regarding behavior and make the data available to staff.</li> <li>4. Consider what behavior curriculums to directly and explicitly teach appropriate behavior routines.</li> </ol>



**7. Relational And Behavioral Supports – 2  
(Continued)**

Summary of Current Status	Annual Goals	Action Steps
	<p>8. Staff members receive instruction in the principles of schoolwide positive behavior support.</p> <ul style="list-style-type: none"> <li>• Expectations and consequences are consistent, known and understood by staff and students.</li> <li>• A system is in place to positively reinforce appropriate student behavior.</li> <li>• Staff utilizes de-escalation techniques with inappropriate student behavior.</li> </ul> <p>9. A continuum of services including behavioral health services is available through the three tier process.</p>	

## 8. Tiered Intervention and Service Delivery System – 1.8

Summary of Current Status	Annual Goals	Action Steps
<p>6<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• Benchmark – 84 minutes core instruction, Houghton-Mifflin Leveled readers</li> <li>• Strategic – 84 min core, 42 minutes flex in Soar to Success, 6 Minute Solutions during Flex time</li> <li>• Intensive – 84 minutes core instruction, 42 min – Corrective Reading for Fluency during flex time</li> </ul> <p>7<sup>th</sup> Grade –</p> <ul style="list-style-type: none"> <li>• Benchmark – Reading Dept. Curriculum - Linguistics, PSSA, Anchors and eligible Content, Vocabulary, and Novels</li> <li>• Strategic Kids – 42 Min. Core Instruction - Report Forms (Project Read),</li> <li>• 42 min. flex 6 minute Solutions and/or Read About</li> </ul> <p>8<sup>th</sup> Graders –</p> <ul style="list-style-type: none"> <li>• Benchmark – Responding to Reading, full year course, 42 min. every other day</li> <li>• Strategic and/or Intensive get daily 42 minute instruction Corrective Reading, and some flex time in</li> <li>• Please note – some kids do not always get their intervention because of band, chorus, orchestra and even some content areas excuses (make-up work).</li> <li>• There are some fidelity checks available, but not necessarily being used. Some examples are 6 Minute Solutions,</li> <li>• Some Flexibility between Tiers</li> </ul>	<ol style="list-style-type: none"> <li>1. Students receive increasingly intense research-based interventions targeted at assessed skill deficits <b>in addition</b> to standards-aligned core instruction immediately after need is identified through assessment. A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place. All staff participates in interventions.             <ul style="list-style-type: none"> <li>• The team uses screening and informal assessment data to identify instructional needs and appropriate interventions for students.</li> <li>• Tier 2 intervention provides focused instructional time (may be embedded or additional instructional time-at least 30 minutes/day).</li> <li>• Tier 3 provides additional instructional time (30-60 minutes/day).</li> <li>• Intervention logistics (including training) are carefully planned (Who, What, Where, When).</li> <li>• Interventions vary by grouping, expertise, duration, frequency and time.</li> </ul> </li> <li>2. Scientific or evidence based interventions that are used in designing instruction for students at Tiers 2 and 3.</li> <li>3. A system is in place to ensure that interventions are implemented with fidelity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify students correctly over the summer for possible placement according to 4Sight, and PSSA. And ORF for incoming 6<sup>th</sup> graders. Make sure any information from the 5<sup>th</sup> grade year is communicated to the 6<sup>th</sup> grade teachers.</li> <li>2. Identify students correctly over the summer for possible placement according to 4Sight, and PSSA and ORF for incoming 7<sup>th</sup> graders, as well as skill group placement.             <ul style="list-style-type: none"> <li>Intensive students – administer a new ORF and the Gates McGinnity, as well as final 4sight and PSSA’s.</li> </ul> </li> <li>3. Below Basic students should not be in Foreign Language.</li> <li>4. Share student growth over the last year before they take the last 4Sight Benchmark in May.</li> </ol>

**8. Tiered Intervention and Service Delivery System – 1.8  
(Continued)**

Summary of Current Status	Annual Goals	Action Steps
	<p>7. Progress monitoring data determines the effectiveness of interventions and drive student movement through and between the tiers.</p> <ul style="list-style-type: none"> <li>• Team identifies student specific appropriate Rate of Improvement.</li> <li>• Progress monitoring logistics are identified (Who, What, Where, When)</li> <li>• Student progress is graphed and decision rules are identified.</li> <li>• Interventions are monitored and adjusted based on progress monitoring data.</li> </ul> <p>8. A system is in place to move student among tiers as needed. Decision making procedures are in place to determine what:</p> <ul style="list-style-type: none"> <li>• Students making acceptable progress in Tier 2 return to Tier 1 or may remain at Tier 2. Students not making acceptable progress are referred for Tier 3 intervention.</li> <li>• Students making acceptable progress in Tier 3 return to Tier 2 or Tier 1 intervention or may remain at Tier 3. Students not making acceptable progress may be referred for special education eligibility determination or continue at Tier 3 with progress monitoring and modified support to ensure student success. If continuing at Tier 3, PM results are examined regularly to determine if/when movement between levels should occur.</li> </ul>	

9. Parent Engagement -1		
Summary of Current Status	Annual Goals	Action Steps
<ul style="list-style-type: none"> <li>• A parent Advisory Groups has worked on some of the communication forms when we are ready to start that.</li> <li>• Forms are ready to use from the elementary model when strategies are implemented.</li> <li>• An announcement was made to the parents during a PTO meeting.</li> </ul>	<ol style="list-style-type: none"> <li>1. Parents are provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes timelines, explanations of interventions, and expectations.</li> <li>2. Parents are notified and requested to participate in the three-tier process as soon as their children begin tiered supports.</li> <li>3. Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress.</li> <li>4. Parents are informed and understand their right to request a special education evaluation at any time during RtI.</li> </ol>	<ol style="list-style-type: none"> <li>1. Post information on the website about RtI.</li> <li>2. Review forms and reports that the elementary has used and adapt them for middle school use.</li> <li>3. Look at creating reports that could be sent home in a students' home language.</li> <li>4. Schedule some sort of social event for the parents to come and learn about the RtI process. Maybe a Back-to-School pep rally that could be an opportunity to celebrate any successes realized over the summer. Check with area businesses to sponsor food.</li> </ol>

## 10. Eligibility Determination - 0

Summary of Current Status	Annual Goals	Action Steps
	<ol style="list-style-type: none"> <li>1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.</li> <li>2. A system is in place to use Rtl data to identify a specific learning disability. The determination includes Rtl outcome data and is part of a comprehensive evaluation of student eligibility.                             <ul style="list-style-type: none"> <li>• The evaluation team uses research-based norms or benchmarks to determine the magnitude of a student's deficit in basic academic skills.</li> <li>• The team uses student progress data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the academic skill deficit.</li> <li>• The team considers other factors (vision, hearing, language, social/behavioral, medical, lack of instruction, etc.) that may explain the student's difficulties in conducting the comprehensive evaluation, and assesses the degree of student need.</li> </ul> </li> </ol>	