RtI Action Plan (2019-20)

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

DIRECTIONS:

After completing the NYS RtI Self-Assessment Tool for MS Readiness & Implementation Survey and analyzing the results page for your entire school staff, the RtI Leadership Team will identify specific RtI 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 RtI Element/Feature:** Identify the RtI component feature from the NYS RtI 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 RtI 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 Algonquin Middle School 2019 - 2020

Key RtI Element/Feature: Assessment: Screening

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
45. There is a school-wide plan to identify and address social/emotional/behavioral needs of all students.	Currently not using a SEB screening tool	Research screening tools for SEB Develop in-house "Minute Meeting" protocol to identify potentially disengaged students	September-November	FastBridge TAC Consortium Members (Aldridge, Iroquois MS)	Principals, counselors, psychologist	Research notes Minute Meeting results

Key RtI Element/Feature: Assessment: Progress Monitoring

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q34 - Students performing below grade level expectations are PM'd frequently (1 time per week to 1 time per month depending on measure) Q23 - Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.	Partial implementation	Implement progress monitoring measures in Tier 2 (once a month) and Tier 3 (twice a month) interventions Utilize FastBridge for math and reading interventions (Tier 2 - CompEfficiency) Implement new writing comprehension progress monitoring tool in Writing Workshop Develop writing progress monitoring implementation protocols and probes	October-June	FastBridge CBMs FastBridge RtIM	RtI Coordinator Interventionists	Results of progress monitoring assessment and adjustments made to interventions/instruction.

Key RtI Element/Feature: Infrastructure: Data-based Decision Making

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q47A - Data are used to determine the effectiveness of RtI by examining the number of students meeting benchmark per grade level per year	Currently limited to universal screening results, not based on progress monitoring information	Progress Monitoring Meetings - Discussion at team meetings about student progress focused on progress monitoring data in reading, writing and math interventions	November March	Use of progress monitor measures	RtI Coordinator Principal Interventionists RtI Leadership Team Team Leaders	Meeting minutes

Key RtI Element/Feature: Tier 1

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q11. 7. I explicitly teach self-regulatory, academic, and social skills that promote learning in my content area (e.g., considering others' viewpoints, respectful communication, asking for help, study skills, following directions). Q10. 6. I intentionally design and adjust my instructional environment to increase student motivation and academic engagement in learning (e.g., explicit rules/behavioral expectations, class-wide reinforcements and consequences, opportunities for active responding, frequent teacher feedback and encouragement).	Early stages of implementation	**Academic:** SRSD Writing Protocols - Integrated into writing across the building in content areas Summer Retreat Day - August 14 - Focused on Self-Regulation Strategies Curriculum teams discuss and identify areas for self-regulation instructional strategies to be embedded in their instruction **Social Emotional:** Utilize Leadership Team to conduct self study of common areas (cafeteria, hallways, Morning Meeting and daily student contact schedule) Investigate and develop "one-liners" to assist with correcting misbehavior Develop concrete statements for Warrior Way (focused on effort, respect and actions) Investigate what PBIS strategies have been successfully utilized at the elementary level	September-June	SRSD materials Summer program developed locally by teachers Utilize materials provided by TAC and Susan Isaacs	RtI Leadership Team Principals	Meeting minutes Summer PD materials Self-study results Draft "one-liners" Draft Warrior Way concrete statements

Key RtI Element/Feature: Tier 2

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q15. 11. Interventions provided at Tier 2 are research-based and implemented directly by staff who are knowledgeable about students needs and trained in the needed area of instruction.	In Progress	Writing Workshop Program Development (Mark DuMont & Beth Magill) Writing Workshop Progress Monitoring Development and Implementation	September-June	Kay's research-based writing probes	Mark, Beth & ELA Teachers	Prompts, progress monitoring charts

Key RtI Element/Feature: Tier 3						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Q18. 14. Tier 3 interventions are matched to the student's specific academic needs.	In progress	Research additional Tier 3 programming that is available (Just Words)	September-June	Kay's expertise	Interventionist	Program materials

Key RtI Element/Feature: Professional Development						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
Q42. 38. Professional development is provided to help teachers prevent social/emotional/behavioral concerns from impacting instruction and providing strategies and interventions when it does.	In progress	September Faculty Meeting Presentation (Summarizing the Summer Institute) Leadership team will focus on Social Emotional Behavioral topics for the 2019-20 year Trauma Informed Online Academy Program AP Transforms - "Strategies for teaching students with SEB challenges" (Kara Herrington) Participate in continued TAC work on SEB with Susan Isaacs Introduction to Tier 1 SEB interventions in faculty meetings throughout the year Work with Kay to develop increased capacity among the ELA and Literacy teachers on specific intervention strategies for Tiers 1-3; Possibilities for other staff members as well.	September-June	Materials provided by Susan Isaacs and the RtI TAC	RtI Leadership Team Principals	Staff survey results Faculty Meeting Notes AP Transforms Schedule Academy registration