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| RtI Action Plan |
| *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. |
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**RtI Action Plan**

**2019 - 2020**

**Name of School:Brooklyn Science and Engineering Academy District: New York City - District 18**

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| **Key RtI Element/Feature: Assessment: Screening** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | **Resources** | | **Who’s Responsible** | **Evidence of Change** |
| After universal screeners are administered (DRP and Aimsweb), a secondary assessments is provided (Slosson). | - We have begun administering Slosson.  -Administering teachers should meet to norm and discuss findings and next steps. | -Results of Slosson as well as screeners should be charted for each student qualifying for secondary assessment.  -Data meeting will be held with RtI teachers. | -Two weeks after data is completed for DRP/Aimsweb | -Slosson | | -Goldman  -Robertson | -The use of secondary assessments will allow for students to be placed in the appropriate program (i.e. Rewards, Great Leaps, University of West Virgina). |
| **Key RtI Element/Feature: Assessment: Progress Monitoring** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | **Resources** | | **Who’s Responsible** | **Evidence of Change** |
| Data from student PM measures are graphed in terms of level of performance as well as rate of progress per skill area assessed. | -Use of Math and ELA district assessments. Data teams will refine alignment of each skill and standard to the skills being taught in each unit.  -Aimsweb data | -Teachers must align questions to state expectations.  -Skills and standards must be aligned to the pacing.  - Data from Unit assessments and benchmarks (Aimsweb ) must be charted and analyzed. | -September 2019 through June 2020  -Calendar of assessment window | -AImsweb  -DRP  -Engage NY  -Great Leaps  -Comprehension Connections | | Goldman  DeFilippis  Campbell  Robertson | At each benchmark, students will be making a 15% increase in the number of questions being answered correctly as it relates to the skills of focus. |
| **Key RtI Element/Feature: Infrastructure: Data-based Decision Making** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | **Resources** | | **Who’s Responsible** | **Evidence of Change** |
| Student, classroom, and school level efficacy data are used to make improvements to the school’s overall RtI process. | -RtI teacher team (ELA and RtI teachers meet to share data and modify instruction throughout the tiers. | * Unit plan data must be charted and posted for all staff to view. * Aimsweb & DRPdata must be charted and posted for all staff to view. * RtI Teacher teams meet to go over assessment and modify interventions implementations. | DRP  Benchmarks - November, February, & May | -Unit Assessment Data  -Aimsweb  -DRP  -Great Leaps  -Interventions  -Reading Inventory (701)  - | | Goldman  DeFilippis  Campbell  Oliveri  RtI teacher team (ELA teachers: Ridor, Khanis,, Ross)  Interventionists: Goldman  Gordon (Sped/RtI), Jean(Sped/RtI), Robertson (Sped/RtI) | Students will make a 15% gain in their assessments (Aimsweb, DRP, Great Leaps) |
| **Key RtI Element/Feature: Infrastructure: Scheduling** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | | **Resources** | **Who’s Responsible** | **Evidence of Change** |
| -Data from each screening administration are graphed according to grade level and classroom per skill area assessed. at least 3x per week (5-day cycle) 2 periods of ELA 1 dedicated to Tier 2 intervention | Screening is completed. Data sharing meetings need to be consistent | -Data Team meetings must be scheduled.  -Plans must be developed for students who are not moving throughout the teris | November, February, & May | | - DRP  -Aimsweb  -Unit Assessment Data | -All teachers  -RtI/MTSS Leadership Team | Data from Unit and benchmark assessments is collected within 2 weeks of one another and there is a direct relationship between growth on both assessments. |

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| **Key RtI Element/Feature: Administrative and RTI Leadership Team** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | **Resources** | | **Who’s Responsible** | **Evidence of Change** |
| The LT articulates the school’s RtI vision and how it can be used to support all students.  Teacher teams meet to plan implementation, review data, and modify accordingly. | Complete | - Summer PD discuss RtI mission & vision as it relates to screening, instruction, and progress monitoring.Alignment between RtI teachers and content teachers.  - Taking time to analyze what is important for students to know.  -Discussing for implementation  -PL Series and data sharing. Planning as PL series | July 2019- June 2020 | Screening Data from June 2019 | | RtI/MTSS Leadership Team; RtI teacher team | Clear alignment between RtI curriculum and Unit plans |
| **Key RtI Element/Feature: Professional Development** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | | **Resources** | **Who’s Responsible** | **Evidence of Change** |
| PD addresses critical elements of effective RtI implementation such as:  Using data to inform instruction B. Research-based instructional practices and interventions  Regular RtI teacher teams meetings and smaller planning teams by grade meet for data inquiry and to modify instruction. | Complete | -Discuss mission and vision of RtI in Summer PD.  -Develop PD plan for the year (Planning, Assessment, Questioning/Discussion, & Differentiation) | July 2019-June 2020 | | - Lori Strong  -BSEA Instructional Priorities handbook  -RtI interventions menu | -Leadership Team  -RtI teacher team | Implementation of shared strategies across content areas. |

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| **Key RtI Element/Feature: Social Emotional Supports** | | | | | | | |
| **Specific RtI Indicator** | **Current Status** | **Action** | **Timeline** | | **Resources** | **Who’s Responsible** | **Evidence of Change** |
| Tier 1: PBIS Rewards are utilized by all teachers; restorative circles are implemented for all students.  Tier 2 and 3: Students received small group and 1-1 support by guidance.  BIPs are implemented for students needed social and emotional support. | In progress  Complete | -Teachers receive training in PBIS/Rewards  -Guidance department follows the protocols of the BIP plan and implementation | July 2019-June 2020 | | -PBIS Rewards site  -BIP | -DeFilippis  -Mapp | Reduction in referrals to guidance. |