

# East Moriches RtI Action Plan

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*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:** 2018-2019
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 school's 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

2018 - 2019

Name of School: East Moriches School District: East Moriches

Key RtI Element/Feature: Assessment: Screening						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Faculty are able to utilize data to make programmatic decision.	Faculty - Partial Implementation, aware of data but need to assign specific interventions, progress monitor and reassess.	Refine list of research based interventions, prescribe during benchmark and progress monitoring mtgs.	Faculty - Ongoing throughout 18/19	Faculty Meeting Team Meetings PDT and District Wide PD Days	RtI Coordinator	Survey Results
Parents and students understand results of screening when shared with them.	Students/Parents - Minimal awareness of the function of screening and use of data.	Present assessment reports at P/T Conferences	Students/Parents	Intervention Toolkit	Curriculum Coordinator	Parent Meetings
Faculty are able to consistently nominate students as level 1, 2, or 3 in respect to Social/Emotional/Behavioural Needs	Referral to LST and/or to support staff (Guidance/Psychologist)	Present to parents at a PTO Meeting about screening and the RTI/MTSS Model	Spring of 2018	P/T Conferences	Principal	Implementation Checklist
		Student check-in meetings to discuss progress and goal setting		AIMSWEB Reports	RtI Leadership Team	
		PD - Process of nominating students for SocialEmotional/Behavioral Support	Faculty/Team Mtgs. - Ongoing throughout 18/19	iReady Reports		
				NewsELA Reports		

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Use periodic grade level and subject area data team meetings using AIMSWEB assessments, iReady Assessments, and module assessments to overall risk at grade level, is risk reducing across benchmark periods, prioritizing students for intervention and planning next steps such as progress monitoring.	Partial Implementation - AIMSWEB and Assessment Data shared but specific calendar dates or mtgs with follow up to assess success and fidelity needed	<p>Schedule benchmark meetings to discuss overall grade level achievement and determination and justification of student groupings of Tiered Support Groups.</p> <p>Schedule progress monitoring mtgs to discuss overall success of interventions and determine need for problem solving mtg.</p> <p>Use PD days and Faculty Mtgs following each benchmark to discuss overall grade level achievement, as well as areas of strengths and opportunities for growth and how core instructional practice can be used to increase achievement.</p>	<p>Three times a year for benchmark AIMSWEB data and every six weeks to review Tiered Support Groups</p> <p>Use iReady to assess Tier 2 and 3 students to further pinpoint needs.</p>	RTI Calendar	Principal RtI Coordinator Curriculum Coordinator	Hold to scheduled meetings on RtI Calendar

## Key RtI Element/Feature: Infrastructure: Scheduling

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Secured time within the master schedule for Needs Based Instruction at all levels.</p> <p>Consistency among (and within) grade levels (5, 6, 7 and 8) and across all core areas in regard to strategies to improve literacy skills.</p>	Partial Implementation - Occurring but not on a consistent basis	<p>Team meetings and Professional Development (K. Stahl) to develop a bldg wide approach towards building literacy skills such as (but not limited to) guided reading, vocabulary instruction, and writing technique.</p> <p>Continual review of master schedule, specifically (for 18/19) for 7/8 Gr.</p>	Ongoing throughout 18/19 school year.	<p>Team Mtgs</p> <p>Faculty Mtgs</p> <p>PDT Team</p> <p>District PD Days</p> <p>Observe Elem. School Classes</p>	RtI Coordinator Curriculum Coordinator Principal	<p>Classroom observations</p> <p>AIMSWEB Data (MAZE and CBM)</p> <p>iReady Data</p>

## Key RtI Element/Feature: Administrative and RTI Leadership Team

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Assign roles within the team (Using NYS/TAC Mtg Protocol Forms from Summer 2018 Institute) to strengthen use and purpose of mtgs as well as the support offered to faculty	Partial Implementation - RtI Coordinator assigned but not regularly scheduled	Assign leadership members to teachers referring students to check in (bi-weekly) to assess understanding of interventions as well as support teachers in managing the collection of data prior to a follow up to the initial referral mtg.  Review intervention tracking forms during follow up (check-in) mtgs.	Ongoing throughout the 2018/2019 School Year	RtI Calendar  RtI Meetings (referral and Leadership Meetings)  Consultation and Check-In Mtgs	RtI Coordinator  Principal  RtI Leadership Team	Mtg Forms  Completion of Intervention Tracking Forms (w/ data)  Progress Monitoring AIMSWEB Reports - with Interventions listed.

## Key RtI Element/Feature: Professional Development

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Professional Development needs are identified and offered that improve the implementation of Tier 1 interventions specific to literacy, understanding the RtI/MTSS process and data-based decision making following universal screening and progress monitoring	Partial Implementation - Professional Library Collection	Sharing best practice of Tier 1 interventions at faculty meetings, common planning periods, and PD Sessions (Kay's presentation).  Professional Development on Tier 1 Interventions (PALS Protocol)  Regular RtI Leadership Team Mtgs.	Ongoing through 2018/2019 School Year	Professional Library  Online resources (examples: NYS RTI TAC Website and Intervention Central)	Curriculum Coordinator  Principal  RtI Coordinator  RtI Leadership Team  Faculty	RtI Minutes and Interventions  Tiered Intervention Inventory Sheet

**Key Rtl Element/Feature:**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change

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