

East Moriches 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:** 2019-2020
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.

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Key RtI Element/Feature: Tiered Intervention: Tiers 1, 2, and 3

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Faculty are able to utilize data from various resources (AimswEBPLUS, iReady, and NewsELA) to make programmatic decisions and make recommendations in respect to Tier 1, 2, and 3 supports.	Faculty - Partial Implementation, aware of data but need to assign and utilize consistent interventions from a faculty created intervention toolbox, and assess effectiveness through progress monitoring.	Refine Literacy Intervention Menu Refine Math Intervention Menu Prescribe item(s) on menus to teachers during benchmark and progress monitoring mtgs; and raise awareness and reintroduce interventions in PD sessions and faculty mtgs.	Faculty - Ongoing throughout 19/20	Intervention Menus AimswEBPLUS Reports iReady Reports NewsELA Report	RtI Coordinator Curriculum Coordinator Principal RtI Leadership Team	AIMSWEB, iReady, and NewsELA results. Survey Results Parent Meetings Implementation Checklist

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Assess overall risk at each grade level, determine if risk is reducing across benchmark periods; prioritize students for intervention and plan next steps such as progress monitoring.	Partial Implementation - AimswEBPLUS and Assessment Data shared and calendar dates established.	Additional time (60 minutes +) needed during post benchmark and progress monitoring mtgs Secure sub coverage well in advance Do this 3x/year at after-school Faculty Meetings or Conference Days, so sub coverage is not needed.	Three times a year for benchmark AimswEBPLUS data Use iReady NewsELA to assess Tier 2 and 3 students to further pinpoint needs.	RTI Calendar	Principal RtI Coordinator Curriculum Coordinator	Hold to scheduled meetings on RtI Calendar Notes from mtgs using modified mtg protocols from TAC website.

Key RtI Element/Feature: Infrastructure: Scheduling

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
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<p>Secure time within the master schedule for Needs Based Instruction at all levels.</p> <p>Secure designated person (Teacher or TA) to do Progress Monitoring.</p> <p>Consistency among (& within) grades, & across all core areas in regard to strategies to improve literacy & math skills.</p>	<p>Partial Implementation -</p> <p>NBI 5-TAs scheduled 1x/wk for Math & 1x/wk for Reading.</p> <p>NBI 6-TA scheduled every other day in one class.</p> <p>NBI 7/8-2 TA floaters in Walz, Nielsen, Graham, & Wunsch's (Academic Labs)</p>	<p>Continual review of master schedule, specifically for 7/8 Gr.</p>	<p>Ongoing throughout 19/20 school year.</p>	<p>Team Mtgs</p> <p>Faculty Mtgs</p> <p>PDT Team</p> <p>District PD Days</p>	<p>RtI Coordinator</p> <p>Curriculum Coordinator</p> <p>Principal</p>	<p>Classroom observations</p> <p>Master Schedule</p>
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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 in the area of Social and Emotional Learning (SEL) and establishing and reinforcing the need for clear behavioral expectations through consistent protocol and practices within every classroom.	<p>Code of Conduct (Appendix A) revised during 18/19 by committee.</p> <p>7/8 Behavior Checklist</p> <p>Dream Class as "District Read" in 19/20</p>	<p>Create Soc/Emo/Behavioral Menu.</p> <p>Use Faculty Mtgs and PD to build consensus & consistency among faculty to establish clear behavioral expectations and maximize time on task through positive reinforcement.</p> <p>Create Positive Behavior Chart listing expectations in various settings.</p> <p>Establish "One Liners" as a means to remind students of expectations.</p> <p>Use "Planned Discussion" as initial disciplinary intervention. (?)</p>	<p>Introduction of Dream Class in Fall 2019.</p> <p>Utilize chapters as focus points in Faculty Mtgs and Team Mtgs throughout the year.</p>	<p>Dream Class Text</p> <p>Principal Webinars by TAC</p> <p>7/8 Behavioral Checklist</p>	<p>All Faculty and Staff</p> <p>Support Staff (Counseling/Psychology Team)</p> <p>Curriculum Coord</p>	<p>Building Wide Positive Behavior Chart</p> <p>"One Liners"</p> <p>Discipline referrals</p> <p>Submitted "Planned Discussion" forms</p>

Key RtI Element/Feature: Parent/Student Involvement

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's	Evidence of
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					Responsible	Change
Parents and students understand the results of screening when shared with them.	Students/Parents - Minimal awareness of the function of screening and use of data.	<p>Present AimswebPLUS (AWP) assessment reports at P/T Conferences</p> <p>Develop correspondence to show current level and the MTSS/RtI Process - TBD</p> <p>Student check-in meetings to discuss progress, goal setting and student growth.</p>	<p>Throughout 19/20</p> <p>Letter generated after each benchmark when groups are formed and notification sent when change in support or status</p>	<p>P/T Conferences</p> <p>AimswebPLUS Reports</p> <p>iReady Reports</p> <p>NewsELA Reports</p>	<p>RtI Coordinator</p> <p>Curriculum Coordinator</p> <p>Principal</p> <p>RtI Leadership Team</p>	<p>AimswebPLUS, iReady, and NewsELA results.</p> <p>Survey Results</p> <p>Parent Meetings</p> <p>Implementation Checklist</p>

Key RtI Element/Feature: Screening

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Faculty are able to consistently nominate students as level 1, 2, or 3 in respect to Social/Emotional/Behavioural Needs	Screeners and system developed by Support Staff	<p>PD - Process of nominating students for Social/Emotional/Behavioral Support</p> <p>Start process earlier (timeline created by support staff) and expand use to all grade levels. - DUE DATE OCT 31</p>	<p>Initial Screening in the Fall of 2019 as decided by support staff.</p> <p>Faculty/Team Mtgs. - Ongoing throughout 19/20</p>	<p>Support staff</p> <p>Tier indicator and intervention document</p>	<p>RtI Coordinator</p> <p>Curriculum Coord</p> <p>Principal</p> <p>RtI Leadership Team</p>	<p>Ratings on Screening Device (Fall compared to Spring)</p>

Key RtI Element/Feature: Screening/Professional Development

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Benchmarking utilizing a universal screener, accessing student data and reports	<p>Transitioning from AIMSWEB to AimswebPLUS</p> <p>Eich, Hempson, and Rountos trained in June of 2019</p>	<p>PD to understand and utilize new AimswebPLUS platform effectively, execute benchmarking, access and understand reports (Oct Faculty Mtg), and setup and execute progress monitoring (Nov Faculty Mtg).</p>	Ongoing PD throughout 19/20 school year	<p>Curriculum Coordinator</p> <p>AimswebPLUS training through BOCES</p>	<p>RtI Coordinator</p> <p>Curriculum Coord</p> <p>Principal</p> <p>Tech Supp- Rowley</p>	Proficient use of AimswebPLUS

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