

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 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: MS 447 District: NYC D15

Key RtI Element/Feature: Assessment: Screening						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
2/26: Universal Math and ELA screenings will occur 2-3 during the school year	Initial screening are completed in the Fall (by September 20)/Spring, and possibly Mid-Winter	Teachers need to be informed/trained/updated about how to administer Fastbridge (during department planning meetings first cycle of school year)	ASAP	Fastbridge Schedule technology	Classroom teachers RTI team providing instruction to teachers - at least one team member push in to each department planning meeting during the first cycle to make sure teachers can administer to their classes	All students will have data to guide Tier 2 & 3 instruction
29: Screening data is used to prioritize students for tiered intervention (All students are administered a universal screening assessment in reading and math)	FastBridge was just bought and will be used with all students September 2018	Dates need to be scheduled, confirmed; who takes the mid-winter screening needs to be discussed All students are screened in September. We need to create a data table to put all student data. Then, decide who is red, yellow, green, and who needs intervention.	End of September	FastBridge, data tables (need to create - based off FastBridge	Scheduling time for screening: Amanda & Jess	
28/31: PD for all staff to ensure reliable administration, scoring,	In June, Math and ELA departments received an initial look at the	Seth is coming to provide two trainings re: using FastBridge and how to use the data	October 1		(completing this on	

interpretation and use of data	FastBridge assessment tool, but will need to follow up with Seth regarding login details for staff, and additional training.			results)	8/28)	
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Key Rtl Element/Feature: Assessment: Diagnostic & Progress Monitoring

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>34: Progress monitoring occurs for all students who are performing below level</p> <p>Research-based diagnostic assessments are administered to students who were flagged as our target group.</p> <p>4: Explicit vocabulary instruction and development</p>	<p>Don't have a current assessment tool</p> <p>Inconsistent application of methodology discussed in Spring 2018 PD</p>	<p>Purchase assessment tool.</p> <p>Take all red/yellow students and give them diagnostic tool to see where they are struggling.</p> <p>Decide groups based on student need similarities</p> <p>Possible opportunities within curriculum mapping; establishing standard practices (word walls, other protocols, etc.; sharing best practices from departments, grades, etc.</p>	<p>Progress monitor every eight weeks</p> <p>Ongoing development</p>	<p>Refer to Kay's Spring 2018 PD</p>	<p>MTSS teachers</p> <p>teachers assigned</p> <p>Arin, Cara</p>	<p>Students show growth every 8 weeks. If no growth, reassess and problem solve</p> <p>Consistent application; Student growth! :)</p>

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
46 Refine data management system		We will develop time during staff meetings to review student data with teams (Post Benchmark Meeting)	Need to decide how often	Post Benchmark Meeting recording form (purple sheet from conference)	MTSS Leadership	
Leadership team articulates purpose and makes plan to analyze data and plan PD.					Teachers (should bring data)	
Planning Tier 1 interventions	All ELA teachers have one 40-minute Department planning meeting, per cycle	Same as above;	On-going, once per cycle	Progress Monitoring Recording Form (green sheet from conference)		
12/14: Planning Tier 2 interventions	All ELA teachers have one 40-minute Lit Lab planning meeting, per cycle	Lit Lab meetings are for designing research-based interventions	On-going, once per cycle			
20/22: Planning Tier 3 interventions						

Key RtI Element/Feature: Infrastructure: Scheduling

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
51: Scheduling allows for students to receive ADDITIONAL instruction	Lit Lab lessons have been defined in order to provide small group interventions; we began creating a toolbox of intervention strategies	Provide planning meetings in teacher schedules specifically to plan for Lit Lab; schedule rooms for pull-out groups; schedule multiple classes for Lit Lab periods to match up so that we can create flexible groupings across classes	Scheduling decisions need to happen by September	Teaching/ Room Schedules	Eli Smith	The schedules work!
11: Tier 2 Instruction in reading/writing for at-risk students			3x per cycle	As needed?	All ELA teachers;	Student growth! :)
67 The leadership team is given adequate time to meet regularly.	Student schedules include three 40-minute periods of Lit Lab, per cycle.	Action is same as above;		N/A		It happened; notes
	Met when Kay visited school	Meet to discuss upcoming PS to staff, re-evaluate current practices	Bi-Monthly		MTSS Core Team	Teacher data teams are doing this work
48 Data teams meet 2-3 X/year to review and address grade level data	N/A	Data teams will meet in Monday PDs, organized by grade and subject level (organization still to be determined)	Sept-Dec - MTSS team teaches and models to whole staff about how to do a problem-solving cycle	Intervention tool boxes	MTSS Core Team	Student growth! :)
			Jan. onward - teacher data teams work on their own problem-sol	Data tracker		
				Problem-solving cycle worksheets		

			ving cycles (identifying problems and tool box resources to work on in both Tier I and II instruction)	(started but need to be finished) Planning time to do this		
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Key Rtl Element/Feature: Administrative and RTI Leadership Team						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>67: The leadership team is given adequate time to meet regularly.</p> <p>48 Leadership team meets 2-3 X/year to review and address grade level data</p>	Team knows its function and met monthly when Kay came.	We need to establish regular bimonthly meetings (Tuesdays?) to review data, MTSS inquiry cycle status, and plan PDs.	2x a month	Time, Space, Schedule, possibly per session	Arin and Emily to set up and whole team to participate	Meeting notes
Key Rtl Element/Feature: Professional Development						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>58/59 PD that provides specific details is part of the school's overall strategic plan and PD to All faculty</p> <p>62 Group PD is followed up in classrooms by the administrator and coach. PD study is sustained.</p> <p>68 Fidelity Checks inform PD</p>	<p>Spring 2018: Kay delivered series of 3 workshops on Vocabulary as a Tier I support; dept. Meeting follow up</p> <p>Kay delivered 1 day Tier II reading intervention to ELA teachers</p> <p>Tiffani and Emily</p>	<p>Creating, executing work in subcommittees:</p> <ol style="list-style-type: none"> 1. Planning to roll out PD (August) 2. Inquiry team- decide how several of the protocols/ documents given will work into the entire inquiry process (August) 3. Peer tutors during Lit Lab (both low and 	<p>All year</p> <p>September-December: sloooooow rollout - one cycle with modeling (use sample student data (Owen?) and focus on reading)</p> <p>January-June: three cycles that are teacher driven by</p>	<p>Jim Wright, school psychologist;</p> <p>George Batsche, cycles of inquiry;</p> <p>Ross Esslinger, principal @</p>	MTSS committee	Celebration share outs where staff highlights their successful attempts at Tier I and II interventions

	<p>conducted follow up PD with ELA teachers</p> <p>Emily sets up Lit Lab folder with subfolders for resources and lessons for Tier II interventions</p> <p>Administrators have not provided explicit feedback on Tier I and Tier II practices in observations.</p>	<p>potentially high groups) (September)</p> <p>4. Scheduling the Fastbridge assessment -- directions come with the carts (taped to the top) Amanda and Tiffani (September 12-13)</p> <p>5. Scheduling Lit Lab (overlapping grade/class schedules, dedicated rooms) (September)</p> <p>6. Planning data systems for recording progress (September)</p> <p>MTSS Committee: Meets in Aug. to plan PDs</p> <p>Tier 1 Instruction:</p> <p>Tier II Instruction (Lit Lab & Math Lab):</p> <p>Administrators provide feedback to teachers on Tier I and Tier II instruction through observation cycles</p>	<p>grade</p> <p>Celebratory share of bright spots and effective cycles (3x per year)</p>	<p>Iroquois MS</p>		
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**Professional Development - Identified Areas of Need
In Unabridged Survey (June 2017)**

- A. Assessment: Screening procedures and use of data
- B. Assessment: Increase Progress Monitoring To Gauge Progress
- C. Explicit Communication/Advocacy of RTI Vision, Process, Effectiveness by School Leadership
- D. Parent Involvement and Communication

****Abridged Survey Administration

Indicators

Assessment: Screening---

- 27 data team meetings at grade level meetings,
- 28/31 pd for all staff to insure reliable administration, scoring, interpretation and use of data
- 29 screening data is used to prioritize students for tiered intervention
- 32 Boosters
- 33 Decision Rules identify students

Assessment: Diagnostics to target specific student needs

Assessment: Progress Monitoring in Tier 2, 3, and Special Education

- 34 Occurs
- 35 Graphed and shared at grade level meetings (typically mid-semester or after 6-8 data points)
- 36, 37, 40 PD of teachers to not only administer, but apply info to inform flexible tier movement and instruction
- 38 Share with parents
- 39 Assign roles and schedule for PM
- 41, 42 Boosters and Fidelity Checks

Infrastructure, School Leadership

- 46 Refine data management system
- 47A, B, C, D Data management to allow for macrolevel evaluation of RTI/ MTSS System
- 48 Data teams meet 2-3 X/year to review and address grade level data
- 49, 53 RTI data is used to evaluate school improvement and to adjust the RTI process

- 50 The RTI model specifics are communicated and transparent to all staff members
- 51 Scheduling allows for students to receive ADDITIONAL instruction
- 66 Leadership team knows its function
- 67 The leadership team is given adequate time to meet regularly.

PD

- 58/59 PD that provides specific details is part of the school's overall strategic plan and PD to All faculty
- 62 Group PD is followed up in classrooms by the administrator and coach. PD study is sustained.
- 68 Fidelity Checks inform PD

Parents

- 63 Parents are given detailed info about the RTI process
- 64 Parents of students deemed at risk on screening are notified. PM info is shared with parents.

ADD:

Tier 2

- 17-PM are used to gauge response to Tier 2 intervention
- 18-Checks for fidelity protocol

Tier 3

- 24-PM are used to gauge response to Tier 2 intervention
- 25-Checks for fidelity protocol