

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.

RTI ACTION PLAN

2019/2020

Name of School: Spencer-Van Etten Middle School

District: Spencer-Van Etten

Key Rtl Element/Feature: Instruction						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Differentiating Tier 1 Instruction - Core Instruction in General Education	Teachers are not utilizing consistent instructional practices across grade levels	Order leveled curriculum books for at least one unit for 6 th grade & 7 th grade. Develop differentiated unit based on novels Implement and discuss 8 interventions from summer TAC Training at monthly combined ELA/SE department & monthly staff meetings. Develope calendar for intervention delivery 2019-20.	October 2019 Monthly through June 2020 September 2019	RTI Team Full day release time, (½ day with 6 th , half day with 7 th)	Korie will share intervention calendar	Faculty meeting agenda and minutes

Defining Tier 2 Implement Tier 2 interventions within regular class periods	Below 10% T3 11-25% T2	Present Tier 2 definition to Staff	Opening faculty meeting 2019/2020 School Year		Principal, Rtl Coordinator and Rtl team	Clarity of definition
Regular fidelity checks of progress monitoring administration are conducted. (41)	Presently not doing fidelity checks	Department consistency training for Aimsweb Oral Reading Fluency, Teachers College running records and comprehension measures, and SRSD. Create checklist for both measures (Checklist for SRSD through TAC.) ½ day afternoon Korie will will do walk through observations for assessment fidelity checks with the ELA dept.	Sept./Oct. combined department meetings During the 2nd marking period Throughout the school year	Schedule team meeting agendas Substitute for Korie one afternoon	Rtl Coordinator	Department meeting minutes: conversations of consistency Checklist creation
Implementation of Research based writing strategy- Self-Regulated Student Development (SRSD) Writing Strategy	Currently not utilizing research based writing strategy for tier 1 instruction	Train staff in SRSD writing strategy Implement SRSD strategies in tier 1 instruction	January 2020 have all teachers Trained November 2019 have strategies implemented	SRSD Releasing Writers Teaching Materials Brenda and	Brenda and Korie will complete fidelity checks utilizing the SRSD observation	Completion of SRSD teacher observation rubrics

			in tier 1	Korie have received the Train the Trainers professional development	rubrics	
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Key RtI Element/Feature: Infrastructure: Data-based Decision Making						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
There is a school-wide plan to identify and address social/emotional/behavioral needs of all students Q28	Currently there are 3 different committees responsible for RTI, PBIS and SSEC (School Safety and Educational Climate)	Visitation with Iroquois MS MTSS Team Creation Define Roles (Counselor, Social Worker, Psychologist, administration) and meeting protocol Collaboration between/combination of teams Begin to create online database creation (Onenote)	September/October 2019 October/November 2019 2019-20 School year	Iroquois MS Tanya Eckert PBIS Team/Julie Powell	Brandon Foley MTSS Team SSEC Team	Meeting Minutes, meeting protocol and creation of Database

Choose and implement SEB screener and define SEB Tiers and movement	There is no social emotional screener nor way to move between SEB Tiers	Research social emotional screeners for 2020-21 implementation. Define criteria for moving between SEB Tiers	2019-20 School year	PBIS Team/Julie Powell RTI Team Brandon Foley	MTSS Team Brandon Foley	Screener in place SEB Tiers Document
Staff develop skills to analyze and use data to improve student outcomes in Tier 2. 28, 36	Inconsistent teacher assessment analysis of gaps in grade level curriculum	Teachers learn to develop mini-lessons to reteach curriculum gaps and reassess. Incorporate 2 or 3 day “pause time” between units for reteaching/enrichment I Do, We Do, You Do NWEA training for how to use reports (Conference Day)	2019-2020 school year	Protocol development by instructional specialists, teachers during common planning and team time NWEA/NWEA Users group	RTI Coordinator Instructional specialists Classroom teachers (ELA/Math) Nicole Delaney/Brandon Foley/Tina Lampila	Observed staff contributions will reflect understanding Work reflected in team meeting minutes

Key Rtl Element/Feature: Administrative and RTI Leadership Team

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
1. Sharing Year #3 Action Plan 2019/2020			September Faculty Meeting	Copy of Action Plan	Rtl Team	Meeting minutes

Key Rtl Element/Feature: Professional Development

1. Ongoing PD for best practices 61, 62	Many staff members attend conferences but do not have time to share new knowledge with all staff.	Members of building Rtl team attending SRSD Cohort 2 session and Train the Trainer	August 2019	SRSD Training/TAC Team	Tina Lampila Brandon Foley MS Instructional Staff	Members will provide resources from conference to MS staff when they return
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Key Rtl Element/Feature: Parent Involvement – NWEA Flyer and Reports home

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Parents of students deemed at risk are notified about their child's performance on screening measures Q41	There is inconsistent parent knowledge about their child's continued performance on NWEA	<p>Create informational flyer about NWEA and send with each report</p> <p>Send reports following each administration of NWEA to families with report cards in Wednesday folders, and send all-call for parents to look for it</p>	Prior to first mailing October 2019	NWEA reports	<p>ES/ MS RTI Coordinators– will create NWEA flyer</p> <p>Linda will print Student Profile Reports for sending home with students following each NWEA administration</p>	<p>Completed flyer</p> <p>Letters home</p>