



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 Readiness Survey and analyzing the results page for your entire school staff, the RtI Core Design 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



2014 - 2015

Name of School: Bronx Charter School for the Arts District: New York City Charter School

Key Rtl Element/Feature: Tier 1 Instruction						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
1. Tier 1 meets the needs of at least 80% of ALL students in general education.	Partial Implementation	<ul style="list-style-type: none"> -Reading Street series is used with fidelity. All classes have guided reading groups that use Reading Street leveled texts and Scholastic Leveled Library materials to differentiate instruction for all students in the class. -Foundations in use for Grades K-3 for whole-class phonics instruction. -Teachers received Professional Development for Foundations Level 2 & 3 	Sept. 2014 – June 2015	<ul style="list-style-type: none"> -Reading Street leveled texts -Scholastic leveled library -Foundations 	Classroom teachers, grade level supervisors, executive director	<ul style="list-style-type: none"> -Increase in number of general education students receiving only Tier 1 instruction -Improvement in quality of lesson plans
2. Tier 1 instruction in ELA, Science and Social Studies will be integrated across subject areas to provide students with increased understanding, time on topic, and cohesiveness of instruction.	-Partial Implementation	<ul style="list-style-type: none"> -Grade level teams have started making connections between Social Studies/Science units and Reading and Writing units, with assistance from grade level supervisors, coaches, and America's Choice literacy consultant. -Teachers work to identify coordinating reading and writing styles that fit with the topics being taught in other subject areas, allowing for more time with a 	Aug. 2014 – June 2015	<ul style="list-style-type: none"> -Reading Street -Scholastic leveled libraries -McGraw-Hill Science -McGraw-Hill Social Studies 	Classroom teachers, grade level supervisors, executive director	<ul style="list-style-type: none"> -Increase of student understanding of subject area content as demonstrated through genre-appropriate writing samples -Increase in student success with higher lexile texts, both with teacher assistance and

		<p>content area, increased levels of text complexity, and increased content and vocabulary awareness.</p> <p>-Goal is to elevate texts accessible to students and intensity of focus within topics.</p>		-McGraw Hill content specific leveled readers (Sci &SS)		independently
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Key Rtl Element/Feature: Tier 2 Instruction

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
1. Supplemental instructional time (at least 20-30 minutes/session, 3-4x/week) is offered in addition to the 90+ minutes of core reading instruction	-Full implementation – but further action needed	<p>-Extended day permits two Arts periods per grade, per day, allowing students to attend one period for Intervention and one period of Arts</p> <p>-Tier 2 students in Grades 1-5 receive supplemental reading services 3 times/week for 45 minutes/session.</p> <p>-Kindergarten students receive services 4 times/week for 20-25 minutes/session.</p>	Sept. 2014 – June 2015	Rtl Literacy Coach, Intervention teachers	Rtl Literacy Coach, Intervention teachers, Executive Director	Rtl schedule
2. Intervention teachers will provide cohesive instruction that coordinates with the instructional needs of individual grade levels	Partial Implementation	<p>-In K-2, Intervention teachers will focus on foundational reading skills, paving the way for classroom teachers to focus on strategies for comprehension, deep thinking, and responding to texts.</p> <p>-In Grades 2-5, Intervention teachers will match / supplement the comprehension strategies and genre of writing being focused on in the Tier 1 classroom.</p> <p>-Intervention classes will provide additional access points to strategies,</p>	October 2014 – June 2015	Rtl Literacy Coach, Intervention teachers, Grade level teams	Rtl Literacy Coach, Intervention teachers	-Intervention lesson plans, Grade level lesson plans, student work samples

		<p>genres of reading and writing, and content for struggling students.</p> <p>-Intervention teachers and Grade level teachers will meet for articulation meetings at change of units.</p>				
<p>3. Tier 2 interventions are research based and implemented by knowledgeable and trained staff.</p>	<p>Partial Implementation</p>	<p>-Intervention Teachers met with Dr. Stahl for extended planning time during site visit to revamp Intervention session routines to focus more intently on student needs, and in response to data (DIBELs, TRC, WTW Inventory)</p> <p>-Intervention teachers will work with K-2 students on foundational reading skills, with a session routine supported by Dr. Stahl's suggestions</p> <p>-Intervention teachers will work with Gr. 2-5 students on integrated topics that coordinate with the reading and writing strategies being used in the classroom, as well as in a similar area of Social Studies / Science content</p> <p>-In appropriate groups, teachers will also work with students on repeated readings to develop fluency</p> <p>-implement improved research based methods for comprehension in gr. 3-5</p> <p>-hire and most effectively utilize highly qualified teachers to provide intervention</p>	<p>October 2014 – June 2015</p>	<p>Dr. Stahl / Rtl TAC, Amplify tools and PD, ReadWorks, NewsELA, Words Their Way, Rtl Literacy Coach, Intervention teachers</p>	<p>Rtl Literacy Coach, Intervention teachers</p>	<p>-staff certification</p> <p>-ongoing PD attendance</p> <p>-use of research based practices for teaching comprehension</p>

Key RtI Element/Feature: Tier 3 Instruction

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>1. Supplemental instructional time (at least 60 minutes/session, 5x/week) is offered in addition to the 90+ minutes of core reading instruction</p>	<p>Full implementation – but further action needed</p>	<p>-Tier 3 students in Grades 1-5 receive supplemental reading services 4 - 5 times/week for 45 minutes/session.</p> <p>-Extended day permits two Arts periods per grade, per day, allowing students to attend one period for Intervention and one period of Arts</p>	<p>Sept. 2014 – June 2015</p>	<p>RtI Literacy Coach, Intervention teachers</p>	<p>RtI Literacy Coach, Intervention teachers, Executive Director</p>	<p>RtI schedule</p>
<p>2. Intervention teachers will provide cohesive instruction that coordinates with the instructional needs of individual grade levels</p>	<p>Partial Implementation</p>	<p>-In Grades 1-2, Intervention teachers will focus on foundational reading skills, paving the way for classroom teachers to focus on strategies for comprehension.</p> <p>-In Grades 3-5, Intervention teachers will match / supplement the comprehension strategies and genre of writing being focused on in the Tier 1 classroom, as well as supporting the foundational reading development of the students who struggle most</p> <p>-Intervention classes will provide additional access points to strategies, genres of reading and writing, and content for struggling students.</p> <p>-Intervention teachers and Grade level teachers will meet for articulation meetings at change of units.</p>	<p>October 2014 – June 2015</p>	<p>RtI Literacy Coach, Intervention teachers, Grade level teams</p>	<p>RtI Literacy Coach, Intervention teachers</p>	<p>-Intervention lesson plans, Grade level lesson plans</p>

<p>3. Tier 3 interventions are research-based and implemented by knowledgeable and trained staff</p>	<p>Partial Implementation</p>	<ul style="list-style-type: none"> - Rtl Teachers met with Dr. Stahl for extended planning time during site visit to revamp Intervention session routines to focus more intently on student needs, and in response to data (DIBELs, TRC, WTW Inventory) -Intervention teachers will work with Gr. 1-2 students on foundational reading skills, with a session routine supported by Dr. Stahl's suggestions -Intervention teachers will work with Gr. 3-5 students on integrated topics that coordinate with the reading and writing strategies being used in the classroom, as well as in a similar area of Social Studies / Science content. Tier 3 students will also receive word study and fluency support. -implement improved research based methods for comprehension in Gr. 3-5 -hired teacher who is trained in using research-based practice diagnostically to better assess and instruct Tier 3 students (as of 2013) - Intervention teachers trained to use Amplify BURST with Tier 3 students 	<p>Sept. 2014 – June 2015</p>	<p>Dr. Stahl / Rtl TAC, Amplify tools and PD, ReadWorks, NewsELA, Words Their Way, Rtl Literacy Coach, Intervention teachers</p>	<p>Rtl Literacy Coach, Intervention Teachers</p>	<ul style="list-style-type: none"> -staff certification -ongoing PD attendance --use of research based practices for teaching struggling students
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Key Rtl Element/Feature: Assessment: Sharing Data

Specific Rtl Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
1. Students performing below grade level expectations are Progress Monitored frequently	Full implementation – but further action needed	<ul style="list-style-type: none"> -Tier 2 students are progress monitored bi-weekly -Tier 3 students are progress monitored weekly -Running records will be kept for students within their classroom guided reading group to monitor comprehension and accuracy 	DIBELs Next Progress Monitoring tools, leveled readers, guided reading texts	October 2014 – June 2015	Rtl Literacy Coach, Intervention Teachers	<ul style="list-style-type: none"> -Student data can be checked through Amplify database -Student data used for decision making
2. Progress Monitoring data are routinely shared with staff and parents	Partial Implementation	<ul style="list-style-type: none"> -Monthly parent meetings scheduled to share Progress Monitoring data and information about the interventions being provided to students -Grade team meetings between classroom teachers and Intervention teachers facilitated by Rtl Literacy Coach to share Progress Monitoring data with classroom teachers, and articulate classroom genres of study and expectations 	DIBELs Next Progress Monitoring tools, Amplify Rtl tools, running records, Rtl Literacy Coach	October 2014 – June 2015	Rtl Literacy Coach, Intervention Teachers, Classroom teachers	<ul style="list-style-type: none"> -Monthly Meeting Schedule and Agendas -for teachers -for parents
3. Progress Monitoring data are maintained for every student requiring this level of assessment	Partial Implementation	<ul style="list-style-type: none"> -maintaining schedule of Tier 2 biweekly PM and Tier 3 weekly PM -implementing schedule PM for students on “watch lists” to better monitor potentially at risk Tier 1 students -ongoing work on better PM of response to comprehension intervention 	DIBELs Next Progress Monitoring tools, Amplify Rtl tools, running records, Rtl Literacy Coach	October 2014 – June 2015	Rtl Literacy Coach, Intervention Teachers, Classroom teachers	Progress Monitoring data for all students in Rtl Tiers 2 and 3