



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



2013 - 2014

Name of School: Fletcher Elementary School District: Jamestown Public Schools

Key Rtl Element/Feature: Professional Development

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Professional Development is on-going, job-embedded, and reflects key elements essential to effective RtI implementation	PD was provided for 9 staff members through literacy coach via the ISA/RtI provided by Dr. Donna Scanlon, University of Albany	Turn-Key training at grade level PLC's and/or ½ day workshops	13-14 school year	Materials provided through Scanlon training	Literacy Coach Principal Participants of 12-13 training	Implementation of strategies at Core and Tier 2

Key Rtl Element/Feature: Tier 3 instruction

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Interventions are matched to students' specific needs	Groups are pulled based on level of intensiveness	Problem-solve with reading teacher, literacy coach, and classroom teacher to focus interventions on specific skills within a similar goal range	13-14 school year	DIBELS data, informal reading screener (PsI), with a focus on skill deficits	Literacy Coach Reading teachers Classroom teachers	Increased number of students who move from Intensive to Strategic and Benchmark Specific skill gaps are closed for identified students

Key RtI Element/Feature: Grade Level Data Analysis Meetings

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
K- LNF, NWF, PSF scores 1 – NWF, DORF scores 2 – 4 – DORF scores	Collecting data required for TAC Goal setting varies by grade level SMART goals	Possibility of using grade level goal as SLO Consistency of measure across the building Post goals in conference room	13-14 school year	DIBELS data District SLO development	Grade Level Teams PLC leader	Progress at benchmark Attainment of goal for each grade level

Key RtI Element/Feature: Data Analysis Meetings (development of cut scores and decision rules)

Specific RtI Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
DIBELS, PASI, PSI, Fry Sight Words, SRI Lexiles, Module Assessments, Read Well Assessments	Tools are available, but not cut scores	Introduction of data meeting process at Full staff meeting Grade Level Specific Tools chosen by RtI team Grade Level Specific cut scores determined by RtI team K progress monitoring won't begin until after winter benchmark	DIBELS norms (district) Skill continuum for PASI/PSI Grade level expectations for sight words Guided reading goals CORE-based classroom assessments	By First Benchmark	RtI Action Team (Core Team— School Psychologist, Literacy Coach, Reading Teacher, Special Education Teacher, Principal)	Format developed for Data Analysis meetings