



# 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: Fletcher Elementary School District: Jamestown Public Schools

**Key Rtl Element/Feature: Data Analysis**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Decision Making Tree to use at PLC meetings prior to CSE referrals	Flowcharts developed by Stephanie David	Choose specific timelines, decisions used, cut scores, and goal setting	14-15 school year	Literacy Coach RtI Team	RtI Team	Development of actual plan

**Key Rtl Element/Feature: Interventions at Tiers 2 and 3**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Interventions are matched to students' specific needs	Triangle that defines each tier	After progress monitoring, make decisions based on data  More specific interventions to match skill and age  Intensive students would have specific interventions (more intensive if they don't respond to the intervention)	14-15 school year	PD RtI Team	RtI Team	Better Response to Intervention and more movement between tiers

**Key Rtl Element/Feature: Integration of Behavior and Academics**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Improved Academic Engaged Time	Have not yet done this	Get PD for teachers Define AET for teachers and define how to measure	14-15 school year	PBS team PD	PBS team RtI team	More academic engaged time as measured through observational data

**Key Rtl Element/Feature: Scheduling Tiers 2 and 3**

Specific Rtl Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
Scheduling	Difficulty fitting in enough minutes for Tier 2 and Tier 3 students	Specific time frames in schedule for Core Instruction and Supplemental Instruction	Accel Time	14-15 school year	Principal Teachers	More academic growth and movement from Tier 3 and Tier 2 to Tier 1