

RtI Action Plan

Created June 2019, Revised September 2019

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: Allegany-Limestone Middle-High School District: Allegany-Limestone Central School District

Key RtI Element/Feature: Assessment: Screening						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q01 I devote a regular portion of my instruction to vocabulary development that includes repeated exposure to new words, sufficient modeling, and practice with opportunities to use words in multiple contexts (i.e., writing, discussion, extended reading).</p>	<p>Q1: This was addressed last school year (18-19) in grade level team meetings</p> <ul style="list-style-type: none"> • strategies were shared and implemented (focused on work from Doug Fisher) 	<p>Q1: Continue to discuss at grade level meetings. Keep it on the weekly and monthly agenda</p> <p>Q1: Continue to provide strategies and interventions (from Doug Fisher or other research based practices)</p> <p>Q1: Develop long range plan for the use of Literacy Coach</p>	<p>September 2019 to June 2020</p>	<p>Grade Level Meeting Agendas</p> <p>Research based strategies from Doug Fisher or other resources</p>	<p>RtI Leadership Team</p>	<p>Improved test scores: I-Ready (vocabulary)</p>
<p>Q04 I differentiate instruction (e.g., text level, supported instruction) based on the reading/writing levels and needs of my students.</p>	<p>Q4: This was discussed as a need at grade level team meetings last year (18-19)</p> <ul style="list-style-type: none"> • At the 8th grade level Jenna shared practices and resources with the teaching team 	<p>Q4: Identify how we already differentiate in the classroom by giving examples of good differentiation strategies at grade level meetings</p> <p>Q4: Clearly define differentiated instruction</p>	<p>September 2019 to June 2020</p>	<p>Grade Level Meeting Agendas</p> <p>Research based strategies from Doug Fisher or other resources</p>	<p>RtI Leadership Team</p>	<p>Overall improvement in I-Ready scores as well as the state assessment</p> <p>APPR Evaluations</p>

Key RtI Element/Feature: Assessment: Progress Monitoring

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q21 I have been provided adequate professional development to understand and make informed decisions based on academic screening data.</p> <p>Q22 and Q23 Students performing below grade level expectations are progress monitored frequently (1 time per week to 1 time per month depending on measure). Progress monitoring data are graphed and routinely shared at each grade level with teachers and administrators.</p>	<p>Q21: Conversations at Grade Level Meetings</p> <p>Q22/23: Occuring at Grades 6, 7 and 9 Tier III only</p>	<p>Q21: PD delivered in January on Staff Development Day/Inservice Day about differentiated instruction (January 24)</p> <ul style="list-style-type: none"> • Grades 6-8 <p>Q21: Share exemplars for different content areas in differentiated instruction</p> <p>Q22/23: Leadership Team review tools at grade level meetings and how to roll out data to staff</p>	<p>September 2019 to June 2020</p> <p>September 2019 to Jun 2020</p>	<p>Q21: Inservice day</p> <p>Q21: Shared exemplars</p> <p>Q22/23: I-Ready and other existing data collection tools</p>	<p>Q21: Paige Kinnaird (Director of Instruction)</p> <p>Q21: Amy Piper</p> <p>Q22/23: Leadership Team</p>	<p>Q21: Observations (APPR Evaluations)</p> <p>Q22/23: Fluidity between Tiers (Tier III to Tier II, Tier II to Tier I)</p>

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q28 There is a school-wide plan to identify and address social/emotional/behavioral needs of all students.</p> <p>Q31 Scheduling allows for students to receive additional or supplemental intervention.</p>	<p>Q28: SIT is investigating and has identified this as a goal</p> <p>Q31:</p>	<p>Q28: Based on attendance and behavioral performance data - develop a check in/check out system</p> <p>Q28: Planned Discussions - Safe & Civil Schools - develop a system for implementation (Behavior and Attendance on same form)</p> <p>Q28: Code of Conduct - Attendance Policy (Letters in PowerSchool, process & procedure for contacting families, planned discussion protocol for grade-level teachers, interventions for attendance issues)</p> <p>Q28: Add attendance to grade-level meetings for discussion</p> <p>Q28: Invite Mr. Straub to be part of the RtI Leadership Team</p> <p>Q28: Tiered Discipline Policy (Classroom, administrator responsibilities roles - 3 before me even with discipline)</p> <p>Q31: Establish Post-Benchmark Data analysis meetings (following RtI TAC protocol)</p> <p>Q28/31: Establish Role and Responsibility of Literacy Coach w/ RtI Leader Team</p>	<p>September 2019 to June 2020</p>	<p>Student Management System (Powerschool)</p> <p>Data Warehouse reports</p> <p>SIT Meeting minutes</p>	<p>RtI Leadership Team</p> <p>DDC</p> <p>Building Administrator</p> <p>Director of Instruction</p> <p>Literacy Coach</p> <p>SIT</p>	<p>Meeting minutes from Post Benchmark data analysis meetings</p> <p>Minutes from grade level team meetings</p> <p>Master schedule for 20-21</p>

		Q31: Review Master schedule to allow time for supplemental instruction in grade 8				
Key RtI Element/Feature: Infrastructure: Scheduling						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Qo8 Additional or supplemental instructional time in reading/writing (at least 20-30 minutes per session, 3-4 times per week, staff to student ratio approximately 1:5) is offered in addition to ELA instruction for at-risk readers.	Currently, scheduling allows for students to receive supplemental/additional intervention during AIS Grades 6 and 7 are receiving supplemental instruction during the class day with PALS and CSR	AIS curriculum for study skills for first month of school (to be developed by Paige and Amy this summer) AIS begins first week of school Set aside time to meet with teachers of study skills classes to review curriculum and expectations with periodic administrative oversight throughout the school year	September 2019 to June 2020	Read and research best practices Time during grade level meetings	Building Administrator Director of Instruction Study Skills Teachers Grade level teams/teachers	Improved scores on I-Ready for Tier II and III students

Key RtI Element/Feature: Administrative and RTI Leadership Team

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q34 The principal actively participates in grade-level team meetings to analyze student reading performance data and to help teachers plan instruction.</p>	<p>Principal is attending grade level team meetings and individual teacher data meetings</p>	<p>Q34: Bi- monthly district administrative team meetings include RtI Demonstration Project updates regarding progression of Action Plan and additional resources required.</p> <p>Q34: Regularly scheduled meetings with building administrative team and Consortium Member to discuss issues as related to RtI Demonstration Project and data.</p> <p>Q34: Tiered Intervention Data Meetings after i-Ready diagnostic</p> <p>Q34: Progress Monitoring Meetings - Sarah, Paige, Christine & Penny</p> <p>Q34: Student concerns meeting</p> <p>RtI Coordinator and Principal work with consortium member to revise District AIS plan</p>	<p>July 2018 to June 2019</p>		<p>RtI Leadership Team</p> <p>Administrative Team</p> <p>Building Administrator</p> <p>RtI Coordinator (Director of Instruction)</p>	<p>Job descriptions</p> <p>Record of meetings held and documented</p>

Key RtI Element/Feature: Professional Development						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
See Above	See Above	See Above	S/A	S/A	S/A	PD calendar

September 24th

- Finalize Action Plan
- Develop protocols and processes for items on Action Plan (DRAFT FORM)
- Review Tiered interventions and student initial placements (Fall i-Ready Data)
- One Liners
 - **Walk and Talk**
 - Catch and Release
 - **One Ear**
 - Hats Off
 - **To the right**
 - Please honor our dress code
 - H.A.B.L.A.
 - **Respect**