

RtI Action Plan (2018-19)

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 Algonquin Middle School 2018 - 2019

Key RtI Element/Feature: Assessment: Screening						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q26 - My school conducts academic screening for all students a minimum of two to three times per year.</p> <p>Q19 - Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.</p>	<p>Administered twice in Grade 6 and once in Grades 7 & 8 in 2017-18</p> <p>Spring '18 data shared at June Faculty Meeting</p>	<p>Implement universal screening fall, winter, spring in grades 6-8</p> <p>October, January and June faculty meeting presentations and discussion activities</p>	<p>September, December, May</p> <p>October, January, June Faculty Meetings</p>	FastBridge	<p>RtI Coordinator</p> <p>Principal</p>	Administration of selected universal screening
Key RtI Element/Feature: Assessment: Progress Monitoring						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q34 - Students performing below grade level expectations are PM'd frequently (1 time per week to 1 time per month depending on measure)</p> <p>Q23 - Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.</p>	<p>Discussed and piloted progress monitoring measures</p> <p>Curriculum cabinet members became certified in three measures each</p>	<p>Implement progress monitoring measures in Tier 2 (every other week) and Tier 3 (every week) interventions</p> <p>Use FastBridge for math and reading interventions</p> <p>Use RtIM to enter progress monitoring scores for students in Writing Workshop</p>	October-June	<p>FastBridge</p> <p>NYS Rubric for Writing</p> <p>Lexia</p> <p>CBMs</p> <p>FastBridge</p> <p>RtIM</p>	<p>RtI Coordinator</p> <p>Interventionists</p>	Results of progress monitoring assessment and adjustments made to interventions/instruction.
Key RtI Element/Feature: Infrastructure: Data-based Decision Making						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q47A - Data are used to determine the effectiveness of RtI by examining the number of students meeting benchmark per grade level per year	Conducted spring Post-Benchmark Data meetings.	<p>Post-Benchmark Meetings (in teams using TAC protocols)</p> <p>Progress Monitoring Meetings (providers with RtI Leadership Team group)</p> <p>Problem-Solving Meetings (referred to team meetings or student support services meetings, as needed for students who have not made progress in measures)</p> <p>Complete development/revision of decision making tree</p>	<p>September-June</p> <p>September</p>	<p>Use of universal screening</p> <p>Use of progress monitor measures</p> <p>Draft decision making tree</p>	<p>RtI Coordinator</p> <p>Principal</p> <p>Interventionists</p> <p>RtI Leadership Team</p> <p>Team Leaders</p>	<p>Meeting minutes</p> <p>Student performance reports from universal screening.</p>
Key RtI Element/Feature: Infrastructure: Scheduling						

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q51 - Scheduling allows for students to receive additional or supplemental interventions	Math 7 during homeroom Writing Workshop in Access 6-8 AIS ELA for Grades 7 & 8 Morning Tier 3 for Grade 6	Implement the following new interventions for 2018-19: <ul style="list-style-type: none"> Supplemental Math 6-8 for Tier 3 Reading Workshop 6 for Tier 2 Writing Workshop 6-8 for Tier 2 (redeveloped program) Math Morning Meeting 7 & 8 for Tier 2 Expanding Morning Tier 3 to Grades 6-8 	September-June	Lexia PowerUp! Reflex Math New local Tier 3 Math Xtra Math HD Word Writing Workshop Stations	Principal Interventionists	Screening benchmarks Progress monitoring measures

Key RtI Element/Feature: Administrative and RTI Leadership Team

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Q54 - The principal articulates the school's RtI vision and how it can be used to support ALL students.	Strong, basic understanding of RTI	Integrate an every other day RtI Leadership Team structure into the building Develop and implement meeting protocols to support data-based decision making (post-benchmark, progress monitoring and problem solving meetings) Develop annually revised monthly RtI action calendar for RtI Coordinator, Data Coordinator and administrators Develop annual calendar of screening, progress monitoring and meeting Modify meeting protocol sheets provided by TAC to fit AMS needs	September-June	Faculty meetings Team meetings Leadership Team meetings RtI Leadership Team meetings Support Services meetings TAC Protocols	Principal RtI Coordinator Team Leaders Interventionists Counselors Psychologist Data Coordinator	Emails to staff Survey results Copies of faculty meeting minutes Copies of Leadership Team meeting minutes Copy of monthly RtI Action Calendar

Key RtI Element/Feature: Professional Development

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q62 - Opportunities for follow-up are provided that allow for integration of PD content into classroom practice.</p> <p>Q39 Professional development is provided to help teachers integrate academic learning behaviors (e.g, (group processing skills, following directions) with content area instruction.</p>	<p>Faculty meeting sessions were provided.</p> <p>Webinar opportunities</p> <p>Team meetings in grade 6 changed approach</p> <p>“RtI 101 Webinar” in curriculum teams</p> <p>Curriculum cabinet groups worked on Tier 2 and 3 programming</p>	<p>Tier 1 Summer Vocabulary and Reading Institute (August 7)</p> <p>Writing Workshop & Reading Workshop EDC Group (July 9-11)</p> <p>September 19 Joan Miller Differentiation Workshop (11:30-2:30pm)</p> <p>October Doug Fisher Visible Literacy Learning Conference</p> <p>Webinars 23, 24 and 25 from NYS RtI TAC</p> <p>Faculty meeting activities on assessment, protocols</p> <p>Hattie and Marzano focus for instructional strategies</p> <p>Curriculum team meetings will focus on Tier 2 and 3 in ELA and math</p> <p>RtIM professional development</p> <p>Readminister staff NYS RtI TAC Needs Assessment Survey</p>	September-June	<p>Webinars</p> <p>Marzano and Hattie research articles</p> <p>TAC Consultant</p> <p>RtIM</p> <p>Conference materials from Doug Fisher presentation</p> <p>NYS RtI TAC Needs Assessment Survey</p>	<p>RtI Coordinator</p> <p>Principal</p> <p>Curriculum leaders</p> <p>Interventionists</p>	<p>Webinar attendance</p> <p>Faculty meeting minutes</p> <p>Curriculum team meeting minutes</p>

Key RtI Element/Feature: Parent						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Q40 - All parents are given information regarding the RtI process which involves an introduction or overview of RtI as a tiered prevention/intervention process, types of interventions, and ways they can support their child at home.</p> <p>Q41 - Parents of students deemed at risk are notified about their child's performance on screening measures.</p>	<p>Parent RtI Breakfast was offered in the winter. Five families participated.</p>	<p>Open House Session (before Open House) on RtI by RtI Coordinator</p> <p>General parent communications developed by the RtI Leadership Team</p> <p>Review methods of providing progress reports on AIS students and possibly revise format</p> <p>Involve counselors in parent contact for student interventions and progress (use 6th grade as an entry point conversation with script provided by RtI Coordinator)</p>	September -June	<p>Record parent workshop for additional families to watch the webinar</p>	<p>RtI Coordinator</p> <p>Principal</p> <p>Technology teacher to record parent session</p>	<p>Parent communications</p> <p>Video of Open House session</p>