The 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 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 school’s 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**

*2018-2019*

**Name of School:** __MS 447__________________________________________  **District:** _____NYC D15_________________

<table>
<thead>
<tr>
<th>Specific RtI Indicator</th>
<th>Current Status</th>
<th>Action</th>
<th>Timeline</th>
<th>Resources</th>
<th>Who’s Responsible</th>
<th>Evidence of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26: Universal Math and ELA screenings will occur 2-3 during the school year</td>
<td>Initial screening are completed in the Fall (by September 20)/Spring, and possibly Mid-Winter</td>
<td>Teachers need to be informed/trained/updated about how to administer Fastbridge (during department planning meetings first cycle of school year) Dates need to be scheduled, confirmed; who takes the mid-winter screening needs to be discussed All students are screened in September. We need to create a data table to put all student data. Then, decide who is red, yellow, green, and who needs intervention. Seth is coming to provide two trainings re: using FastBridge and how to use the data</td>
<td>ASAP</td>
<td>Fastbridge, Schedule technology</td>
<td>Classroom teachers RTI team providing instruction to teachers - at least one team member push in to each department planning meeting during the first cycle to make sure teachers can administer to their classes</td>
<td>All students will have data to guide Tier 2 &amp; 3 instruction</td>
</tr>
<tr>
<td>29: Screening data is used to prioritize students for tiered intervention (All students are administered a universal screening assessment in reading and math)</td>
<td>FastBridge was just bought and will be used with all students September 2018</td>
<td>In June, Math and ELA departments received an initial look at the</td>
<td>End of September</td>
<td>FastBridge, data tables (need to create - based off FastBridge)</td>
<td>Scheduling time for screening: Amanda &amp; Jess</td>
<td></td>
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<tr>
<td>28/31: PD for all staff to ensure reliable administration, scoring,</td>
<td></td>
<td></td>
<td>October 1</td>
<td></td>
<td>(completing this on</td>
<td></td>
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</table>
Interpretation and use of data

<table>
<thead>
<tr>
<th>Key RtI Element/Feature: Assessment: Diagnostic &amp; Progress Monitoring</th>
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<tbody>
<tr>
<td><strong>Specific RtI Indicator</strong></td>
</tr>
<tr>
<td>34: Progress monitoring occurs for all students who are performing below level</td>
</tr>
<tr>
<td>Research-based diagnostic assessments are administered to students who were flagged as our target group.</td>
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<tr>
<td>Specific RtI Indicator</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>46 Refine data management system</td>
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<td></td>
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<tr>
<td>All ELA teachers have one 40-minute Department planning meeting, per cycle</td>
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<tr>
<td>12/14: Planning Tier 2 interventions</td>
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<tr>
<td>20/22: Planning Tier 3 interventions</td>
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<tr>
<td>Specific RtI Indicator</td>
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<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>51: Scheduling allows for students to receive ADDITIONAL instruction</td>
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<tr>
<td>11: Tier 2 Instruction in reading/writing for at-risk students</td>
</tr>
<tr>
<td>67 The leadership team is given adequate time to meet regularly.</td>
</tr>
<tr>
<td>48 Data teams meet 2-3 X/year to review and address grade level data</td>
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</tbody>
</table>

*Problem-solving cycle worksheets*
| ving cycles | (identifying problems and tool box resources to work on in both Tier I and II instruction) | (started but need to be finished) Planning time to do this |
### Key RtI Element/Feature: Administrative and RTI Leadership Team

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<tr>
<td>67: The leadership team is given adequate time to meet regularly.</td>
<td>Team knows its function and met monthly when Kay came.</td>
<td>We need to establish regular bimonthly meetings (Tuesdays?) to review data, MTSS inquiry cycle status, and plan PDs.</td>
<td>2x a month</td>
<td>Time, Space, Schedule, possibly per session</td>
<td>Arin and Emily to set up and whole team to participate</td>
<td>Meeting notes</td>
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<tr>
<td>48 Leadership team meets 2-3 X/year to review and address grade level data</td>
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### Key RtI Element/Feature: Professional Development

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<td>58/59 PD that provides specific details is part of the school’s overall strategic plan and PD to All faculty</td>
<td>Spring 2018: Kay delivered series of 3 workshops on Vocabulary as a Tier I support; dept. Meeting follow up</td>
<td>Creating, executing work in subcommittees: 1. Planning to roll out PD (August) 2. Inquiry team- decide how several of the protocols/ documents given will work into the entire inquiry process (August) 3. Peer tutors during Lit Lab (both low and high)</td>
<td>All year</td>
<td>Jim Wright, school psychologist; George Batsche, cycles of inquiry; Ross Esslinger, principal</td>
<td>MTSS committee</td>
<td>Celebration share outs where staff highlights their successful attempts at Tier I and II interventions</td>
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<tr>
<td>62 Group PD is followed up in classrooms by the administrator and coach. PD study is sustained.</td>
<td>Kay delivered 1 day Tier II reading intervention to ELA teachers</td>
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<tr>
<td>68 Fidelity Checks inform PD</td>
<td>Tiffani and Emily</td>
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</tbody>
</table>
conducted follow up
PD with ELA teachers
Emily sets up Lit Lab
folder with subfolders
for resources and
lessons for Tier II
interventions
Administrators have
not provided explicit
feedback on Tier I and
Tier II practices in
observations.

potentially high groups
(September)
4. Scheduling the
Fastbridge assessment
-- directions come with
the carts (taped to the
top) Amanda and Tiffani
(September 12-13)
5. Scheduling Lit Lab
(overlapping
grade/class schedules,
dedicated rooms)
(September)
6. Planning data systems
for recording progress
(September)

MTSS Committee: Meets in Aug.
to plan PDs

Tier 1 Instruction:
Tier II Instruction (Lit Lab &
Math Lab):

Administrators provide
feedback to teachers on Tier I
and Tier II instruction through
observation cycles

grade
Celebratory share
of bright spots and
effective cycles (3x per year)

Iroquois MS
Professional Development - Identified Areas of Need
In Unabridged Survey (June 2017)

A. Assessment: Screening procedures and use of data
B. Assessment: Increase Progress Monitoring To Gauge Progress
C. Explicit Communication/Advocacy of RTI Vision, Process, Effectiveness by School Leadership
D. Parent Involvement and Communication

****Abridged Survey Administration

**Indicators**

**Assessment: Screening---**
27 data team meetings at grade level meetings,
28/31 pd for all staff to insure reliable administration, scoring, interpretation and use of data
29 screening data is used to prioritize students for tiered intervention
32 Boosters
33 Decision Rules identify students

**Assessment: Diagnostics to target specific student needs**

**Assessment: Progress Monitoring in Tier 2, 3, and Special Education**

34 Occurs
35 Graphed and shared at grade level meetings (typically mid-semester or after 6-8 data points)
36, 37, 40 PD of teachers to not only administer, but apply info to inform flexible tier movement and instruction
38 Share with parents
39 Assign roles and schedule for PM
41, 42 Boosters and Fidelity Checks

**Infrastructure, School Leadership**

46 Refine data management system
47A, B, C, D Data management to allow for macrolevel evaluation of RTI/ MTSS System
48 Data teams meet 2-3 X/year to review and address grade level data
49, 53 RTI data is used to evaluate school improvement and to adjust the RTI process
50 The RTI model specifics are communicated and transparent to all staff members
51 Scheduling allows for students to receive ADDITIONAL instruction
66 Leadership team knows its function
67 The leadership team is given adequate time to meet regularly.

PD

58/59 PD that provides specific details is part of the school’s overall strategic plan and PD to All faculty
62 Group PD is followed up in classrooms by the administrator and coach. PD study is sustained.
68 Fidelity Checks inform PD

Parents

63 Parents are given detailed info about the RTI process
64 Parents of students deemed at risk on screening are notified. PM info is shared with parents.

ADD:

Tier 2
17-PM are used to gauge response to Tier 2 intervention
18-Checks for fidelity protocol

Tier 3
24-PM are used to gauge response to Tier 2 intervention
25-Checks for fidelity protocol