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**  
2019-20

Name of School: **MS 447**  
District: **NYC District 15**

<table>
<thead>
<tr>
<th>Specific RtI Indicator</th>
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<tr>
<td>2/26: Universal Math and ELA screenings will occur Fall, Winter, Spring; testing windows are on FastBridge</td>
<td>Assessments are completed three times: Fall: by 10/21 Winter: by 2/5 Spring: by 6/5</td>
<td>Teachers need to be updated about administering Fastbridge (via email, and during first department meeting); shift from aReading to FASTtrack reading Fall dates are scheduled, confirmed by late August; All students are screened in September.</td>
<td>In progress; complete by October 21</td>
<td>Fastbridge (data tool), Google Docs (schedule and tech needs), Google Sheets (rosters, data, etc.)</td>
<td>ELA/Math teachers administer in during lab RTI Coordinator (DG) plans testing schedule (testing spans one A-F cycle: 9/23-10/2)</td>
<td>Screening Data will inform who receives Tier 2 &amp; Tier 3 interventions; these occur in Lit/Math Lab, SETTS, and with the SBST; Tier 1 support is occurring in all classes for CSR, vocabulary</td>
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<td>29: Screening data is used to prioritize students for tiered intervention (All students take universal screeners: FASTtrack Reading, aMath)</td>
<td>FastBridge continues to be the source for baseline data, and tracking growth</td>
<td>MTSS must convene to discuss data, outliers, and additional evidence not captured by FastBridge</td>
<td>Early October; prior to 10/31 deadline</td>
<td>Fastbridge (data tool), Google Sheets (data entry), Adjusted percentiles for identifying risk, Google Doc to present students identified</td>
<td>MTSS analyzes data; RTI Coordinator (DG) creates Google Sheet for school-wide data</td>
<td>MTSS and corroborate multiple data points with classroom observations to ensure tailored support</td>
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28/31: PD for all staff to ensure reliable administration, scoring, interpretation and use of data

- Initial data meeting is with MTSS team; thereafter with whole staff by grade teams
- RTI Coordinator (DG) will compile data and sort by national percentile and/or growth; Lori will support literacy/behavioral strategy; Seth for data analysis
- October 7 (Lori visits); October 21 for whole staff

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<th>Key RtI Element/Feature:</th>
<th>Assessment: Diagnostic &amp; Progress Monitoring</th>
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<td>34: Progress monitoring occurs for all students who are performing below level</td>
<td>Lit/Math Lab periods occur 1-3 per week; Strategic grouping occurs by by pairing two classes so that there are five teachers in every lab session</td>
<td>Implement ICEL/RIOT protocol with more fidelity; REWARDS/DIBELS/Wilson for high risk students; Continue to strategically groups based on student need similarities; discuss at Grade Team meetings to spread horizontally</td>
<td>Progress monitor every eight weeks</td>
<td>ICEL/RIOT protocol;</td>
<td>MTSS teachers, ELA/Math teachers</td>
<td>Students show growth every 8 weeks. If no growth, reassess and problem solve</td>
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<td>4: Explicit vocabulary instruction and development</td>
<td>CSR strategy introduced in all ELA classes; Roots work occurring in Grade 6 Social Studies and Math</td>
<td>Continue to establish consistency with standard practices (word walls, roots, Frayer Model, etc.; Vertical integration of vocabulary practices, and CRS</td>
<td>All year; protocols during Monday PD to share best practices, problem solving protocols</td>
<td>CSR, Vocabulary supports developed by NYCDOE</td>
<td>CSR by ELA teachers, SS/SCI will attempt more frequently thereafter;</td>
<td>Strategy and language consistencies across grades and subjects</td>
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<td>46 Refine data management system</td>
<td>FastBridge data is available to all staff; Post-benchmark helps to establish strategic grouping via risk assessment; All ELA teachers have one 40-minute Department and one Lit Lab planning meeting, per cycle Intervisitation will occur four times to spread best practices</td>
<td>Post Benchmark Meeting within grade teams to analyze/discuss results Lit Lab meetings are for designing research-based interventions Post-Intervisitation to discuss implementation of CSR or vocab strategies observed</td>
<td>3x per year: Fall, Winter, Spring On-going, once per cycle 4x per year;</td>
<td>Post Benchmark Meeting recording form (purple sheet from conference) Progress Monitoring Recording Form (green sheet from conference) Problem-Solving Protocol; Rounds protocol</td>
<td>MTSS Leadership</td>
<td>Fidelity with research-based programs during Lit Labs!</td>
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<td>Planning Tier 1 intervention Analysis through internal intervisitation protocols</td>
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<td>All teachers, by department</td>
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<td>2/14: Planning Tier 2 interventions</td>
<td>Literacy Specialists (Special Education, SETTS coordinators) develop protocols based on research-based tools (see intervention menu)</td>
<td>Literacy specialists create groups to service during Lit Lab, 3x per cycle;</td>
<td>Varies (see intervention menu)</td>
<td>Just Words, REWARDS, Dibels, Wilson, CSR</td>
<td>ELA, SETTS teachers</td>
<td>Fidelity with research-based programs during Lit Labs!</td>
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### Key RtI Element/Feature:  Infrastructure: Scheduling

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| 51: Scheduling allows for students to receive ADDITIONAL instruction 11: Tier 2 Instruction in reading/writing for at-risk students | Lit Lab lessons have been defined in order to provide small group interventions; Student schedules include three 40-minute periods of Lit Lab, per cycle.                                                                                                                                                                                                                       | Provide planning meetings in teacher schedules specifically to plan for Lit Lab; schedule rooms for pull-out groups; schedule multiple classes for Lit Lab periods to match up so that we can create flexible groupings across classes                                                                                                               | ELA teachers have 3 Lit Labs per cycle, one planning period per cycle 3x per cycle | Teaching/ Room Schedules                                                                                                                                                                                                 | Eli Smith         | 3 additional periods for ELA above the state requirement  
Student growth!                                                                                                                                                                                                                                                                 |

### Key RtI Element/Feature:  Administrative and RTI Leadership Team

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| 67 The MTSS team is given adequate time to meet regularly.     | Instructional Coaches, MTSS Coordinator meet weekly; MTSS team scheduled to meet bi-weekly                                                                                                                                                                                                                                                  | Meet to discuss progress within departments; develop better alignment; MTSS will support consistency through intervisitation to improve intervention practices                                                                                                                                                                                                 | Weekly   | FastBridge tools  
Bi-Weekly, and in smaller groups by department                                                                                                                                                                                                 | Instructional Coaches; MTSS Team                                                                 | Improved consistency with delivery of Tiered interventions across department and grade  
  

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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>Continued implementation of vocab and CSR from guidance by Kay/Lori Arin (principal) Cara (coach) support CSR in with ELA department meetings Vertical and horizontal Intervisitation is in development to share strategies</td>
<td>Creating, executing work in subcommittees: 1. Planning a tool to replace mySABRS for objective SEL data 2. MTSS team-decide the protocols for intervisitation; must include monitoring growth 3. Peer tutors during Lit Lab (both low and potentially high groups) (September) 4. Scheduling the Fastbridge 5. Scheduling Lit Lab 6. Data Analysis and recording progress</td>
<td>All year Fall: volunteers host teachers to showcase new strategy implementation; Winter/Spring: additional hosts and visitors; Celebratory share of bright spots and effective cycles 2x per year</td>
<td>Jim Wright, school psychologist; George Batsche, cycles of inquiry; CSR</td>
<td>MTSS Team Instructional Coaches: Cara, Jess, Kora SETTS supports</td>
<td>Celebration share outs where staff highlights their successful attempts at Tier I and II interventions</td>
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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