

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**

Key Rtl Element/Feature: Assessment: Screening						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
2/26: Universal Math and ELA screenings will occur Fall, Winter, Spring; testing windows are on FastBridge	Assessments are completed three times: Fall: by 10/21 Winter: by 2/5 Spring: by 6/5	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.	In progress; complete by October 21	Fastbridge (data tool), Google Docs (schedule and tech needs), Google Sheets (rosters, data, etc.)	ELA/Math teachers administer in during lab RTI Coordinator (DG) plans testing schedule (testing spans one A-F cycle: 9/23-10/2)	Screening Data will inform who receives Tier 2 & 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
29: Screening data is used to prioritize students for tiered intervention (All students take universal screeners: FASTtrack Reading, aMath)	FastBridge continues to be the source for baseline data, and tracking growth	MTSS must convene to discuss data, outliers, and additional evidence not captured by FastBridge	Early October; prior to 10/31 deadline	Fastbridge (data tool), Google Sheets (data entry), Adjusted percentiles for identifying risk, Google Doc to present students identified	MTSS analyzes data; RTI Coordinator (DG) creates Google Sheet for school-wide data	MTSS and corroborate multiple data points with classroom observations to ensure tailored support

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	Reading Intervention Menu,	MTSS Team, Lori	Data analysis, identifying risk is supported by Tier 1 across subjects; Tier 2, 3 in Lit/Math Lab periods
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Key Rtl Element/Feature: Assessment: Diagnostic & Progress Monitoring

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
34: Progress monitoring occurs for all students who are performing below level Research-based diagnostic assessments are administered to students who were flagged as our target group.	Lit/Math Lab periods occur 1-3 per week; Strategic grouping occurs by pairing two classes so that there are five teachers in every lab session	Implement ICEL/RIOT protocol with more fidelity; REWARDS/DIBELS/Wilson for high risk students Continue to strategically group based on student need similarities; discuss at Grade Team meetings to spread horizontally	Progress monitor every eight weeks	ICEL/RIOT protocol;	MTSS teachers ELA/Math teachers	Students show growth every 8 weeks. If no growth, reassess and problem solve
4: Explicit vocabulary instruction and development	CSR strategy introduced in all ELA classes; Roots work occurring in Grade 6 Social Studies and Math	Continue to establish consistency with standard practices (word walls, roots, Frayer Model, etc.); Vertical integration of vocabulary practices, and CRS	All year; protocols during Monday PD to share best practices, problem solving protocols	CSR, Vocabulary supports developed by NYCDOE	CSR by ELA teachers, SS/SCI will attempt more frequently thereafter;	Strategy and language consistencies across grades and subjects

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>46 Refine data management system</p> <p>MTSS team articulates purpose and makes plan to analyze data and plan PD.</p> <p>Planning Tier 1 intervention Analysis through internal intervisitation protocols</p>	<p>FastBridge data is available to all staff; Post-benchmark helps to establish strategic grouping via risk assessment;</p> <p>All ELA teachers have one 40-minute Department and one Lit Lab planning meeting, per cycle</p> <p>Intervisitation will occur four times to spread best practices</p>	<p>Post Benchmark Meeting within grade teams to analyze/discuss results</p> <p>Lit Lab meetings are for designing research-based interventions</p> <p>Post-Intervisitation to discuss implementation of CSR or vocab strategies observed</p>	<p>3x per year: Fall, Winter, Spring</p> <p>On-going, once per cycle</p> <p>4x per year;</p>	<p>Post Benchmark Meeting recording form (purple sheet from conference)</p> <p>Progress Monitoring Recording Form (green sheet from conference)</p> <p>Problem-Solving Protocol; Rounds protocol</p>	<p>MTSS Leadership</p> <p>All teachers, by department</p>	<p>Fidelity with research-based programs during Lit Labs!</p>
<p>2/14: Planning Tier 2 interventions</p> <p>20/22: Planning Tier 3 interventions 1</p>	<p>Literacy Specialists (Special Education, SETTS coordinators) develop protocols based on research-based tools (see intervention menu)</p>	<p>Literacy specialists create groups to service during Lit Lab, 3x per cycle;</p>	<p>Varies (see intervention menu)</p>	<p>Just Words, REWARDS, Dibels, Wilson, CSR</p>	<p>ELA, SETTS teachers</p>	<p>Fidelity with research-based programs during Lit Labs!</p>

Key Rtl Element/Feature: Infrastructure: Scheduling

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>51: Scheduling allows for students to receive ADDITIONAL instruction</p> <p>11: Tier 2 Instruction in reading/writing for at-risk students</p>	<p>Lit Lab lessons have been defined in order to provide small group interventions;</p> <p>Student schedules include three 40-minute periods of Lit Lab, per cycle.</p>	<p>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</p>	<p>ELA teachers have 3 Lit Labs per cycle, one planning period per cycle</p> <p>3x per cycle</p>	<p>Teaching/ Room Schedules</p> <p>Varies (see intervention menu)</p>	<p>Eli Smith</p> <p>All ELA, SETTS teachers;</p>	<p>3 additional periods for ELA above the state requirement</p> <p>Student growth!</p>

Key Rtl Element/Feature: Administrative and RTI Leadership Team

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>67 The MTSS team is given adequate time to meet regularly.</p>	<p>Instructional Coaches, MTSS Coordinator meet weekly; MTSS team scheduled to meet bi-weekly</p>	<p>Meet to discuss progress within departments; develop better alignment; MTSS will support consistency through intervisitation to improve intervention practices</p>	<p>Weekly</p> <p>Bi-Weekly, and in smaller groups by department</p>	<p>FastBridge tools</p> <p>Varies (see intervention menu)</p>	<p>Instructional Coaches; MTSS Team</p>	<p>Improved consistency with delivery of Tiered interventions across department and grade</p>

48 Data teams meet 2-3x/year to review and address grade level data	MTSS Team is cross-departmental to provide additional context to the data	Data teams will meet in Monday PDs, organized by grade and subject level (organization still to be determined)	Meet Fall, Winter, Spring to determine risk, growth	Problem-solving cycle protocols, intervisitation protocols,	MTSS Team	Improved assessment of risk from a series of data points
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Key Rtl Element/Feature: Professional Development

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>58/59 PD that provides specific details is part of the school's overall strategic plan and PD to All faculty</p> <p>62 Group PD is followed up in classrooms by the administrator and coach. PD study is sustained.</p> <p>68 Fidelity Checks inform PD</p>	<p>Continued implementation of vocab and CSR from guidance by Kay/Lori</p> <p>Arin (principal) Cara (coach) support CSR in with ELA department meetings</p> <p>Vertical and horizontal Intervisitation is in development to share strategies</p>	<p>Creating, executing work in subcommittees:</p> <ol style="list-style-type: none"> 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 	<p>All year</p> <p>Fall: volunteers host teachers to showcase new strategy implementation;</p> <p>Winter/Spring: additional hosts and visitors;</p> <p>Celebratory share of bright spots and effective cycles 2x per year</p>	<p>Jim Wright, school psychologist;</p> <p>George Batsche, cycles of inquiry;</p> <p>CSR</p>	<p>MTSS Team</p> <p>Instructional Coaches: Cara, Jess, Kora</p> <p>SETTS supports</p>	<p>Celebration share outs where staff highlights their successful attempts at Tier I and II interventions</p>

**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