

2019-20 RtI Action Plan FINAL 10/1/19

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 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: Queensbury Middle School

District: Queensbury Union Free School District

Key RtI Element/Feature: Assessment: Universal Screening

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
27. Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.	*66% of RtI Team that this is either currently not being or only partially being implemented	5-10 min share grade level performance: Low, Some, & High Risk: Triangle showing number of students. Add link to document. Create Visual triangle Post benchmark summary sheet will be shared with all teachers	2019-2020 School Year Building Meetings after each testing	Data Tracking Forms	RTI Ldrship Team Counselors at team meetings	Dates & Minutes of Bldg Meeting google slide data presentations Data in Schoolzilla
28. Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on academic screening data.	66% of RtI Ldrship team indicated that this is either currently not being or only partially being implemented	<ul style="list-style-type: none"> Present example of student at faculty meeting. Case study. Discuss why/how this student is at risk 1 hour delay: 30 minute building presentation with 30 minute work time (non-team teachers will be added to a group) 	Fall 2019	<ul style="list-style-type: none"> RTI TAC Website, examples 	RTI Ldrship Team	Slide presentation

Staff understand universal screening data to address questions such as risk assessment, prioritization, program evaluation. Data is disaggregated to better understand groups of students	Some confusion still exists with stakeholders	Case study presentations at faculty meeting sharing data on a student and staff uses data to make a decision.	Fall 2019	google doc, team	RTI Leadership Team	Table of Roles
--	---	---	-----------	------------------	---------------------	--------------------------------

Key RtI Element/Feature: Assessment: Progress Monitoring

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
35. Progress monitoring data are graphed and routinely shared at the relevant grade level with teachers and administrators.	development stage	Awaiting digital PM tool and training for use of tool. Create a schedule for progress monitoring meetings during team time Working on norming math fluency	2019-20	AIMS Web MAZE Minute fluency drills Easy CBM	Interventionists	Progress monitoring data- graphs quarterly meetings with team
36. Teachers and appropriate staff have been provided adequate professional development to understand and make informed decisions based on progress monitoring data	development stage	provide PD to staff at a faculty meeting time Interventionist training with Theresa Janczek on ORF and MAZE	2019-20 TBD	Graphing Tool Google Sheets AIMS Web	RtI Leadership Team Janczak	All teachers are understanding of progress monitoring
37. Instruction/intervention is modified when progress monitoring data indicate limited progress.	development stage	1-1 interventions adjusted based on need	2019-20	PM data	Interventionists	Progress monitoring shows growth
38. Progress monitoring data are routinely shared with parents.	development stage	Initiate in following school year. Shared with quarterly report cards. Revise AIS Comment to RTI process	2020-21		Interventionists	

39. Logistical decisions involving progress monitoring have been determined: who, what, where, when, and frequency of monitoring at each tier.	In progress	Tier 2 - every other week, ORF, read orally for number of words read in 60 seconds. Info to be graphed. Tier 1- data being shared students identified	October 2019	Aims Web	Interventionists	Schedules
41. Regular checks of fidelity of progress monitoring administration are conducted.	development stage	Interventionist double check scoring using audio recording	March 2020	ORF probes MAZE RCBM	Interventionists	Interrater reliability data
42. “Refresher” or booster practice sessions are provided for progress monitoring as needed and indicated by fidelity checks.	development stage	One session per benchmark testing: fall, winter, spring	May 2020	Slide Presentations on ORf Scoring	Dr. Janczak	

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

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who’s Responsible	Evidence of Change
17. Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.	In progress monitoring in RFS in fluency and comprehension	Tools: AIMS Web for fluency and Cloze for comprehension	2019-2020	AIMS Web Cloze materials	Interventionists	AIMS Web Assessment Integrated progress monitoring assessment Progress Monitoring Data
47A. Data are used to determine the effectiveness of RtI by examining the number of students meeting benchmark per grade level per year.	Data Meetings	Review Quarterly CFAs and MAP data Include required grant data at BLT meetings	3x a year after map testing	Forms provided by the grant RTI TAC Excel data sheets Schoolzilla	RTI Coordinator	Decisions made through data meetings and results of CFAs and benchmarks

47B. Data are used to determine the effectiveness of RtI by examining the number of students receiving Tier 2 and 3 interventions by grade per year.	Data are shared with grant leadership	Data will be shared with the MTSS BLT three times a year.	Nov. Feb. June. data shared with team	Map Testing MFS/RFS Enrollment	Denise	Agenda Presentation
---	---------------------------------------	---	---------------------------------------	-----------------------------------	--------	------------------------

Key RtI Element/Feature: Infrastructure: Scheduling

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change

Key RtI Element/Feature: Administrative and RTI Leadership Team (Infrastructure & Leadership)

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
45. There is a school-wide plan to identify and address social/emotional/behavioral needs of all students	Developing Fall 2019: Implemented school-wide expectations for success (Spartan P.R.I.D.E.)	Teach and model the specific skills Sweethearts & Heroes Assembly Building Mtg Town Hall Mtgs/Code of Conduct Changes Extended guideroom activities Climate Survey	2019-2020 year Oct. 19 Oct. 19 Sept. 19 Throughout school year	Sweethearts & Heroes material P.R.I.D.E. materials/Press Releases Safe & Civil Schools Resource Materials MTSS Summer Institute	BLT; Character Education Committee; Administration All faculty & staff	Discipline Data; Attendance Data counseling referrals/data Climate Survey results

<p>50. An RtI model, which specifies the number of tiers, types of interventions at each tier, and screening and progress monitoring protocols, has been adopted by my school or district and communicated with staff at building meetings and designated PLC time (i.e. one hour delay days).</p>	<p>RTI Interventionists received PD on Progress Monitoring</p>	<ul style="list-style-type: none"> • RFS & MFS Progress monitoring in grades 6 - 8 • Establish menu of interventions at Tier 1 & 2 • Interventionists meet with corresponding grade level team for scheduled progress monitoring Meetings 	<p>All year</p>	<p>Webinar on Vocabulary Implementation Checklists RTI TAC resources</p>	<p>RTI Team and Interventionists</p>	<ul style="list-style-type: none"> • Progress Monitoring Meetings • Data • Menu of Interventions • Presentation on RTI Status & MAP Testing • Dept. Chair Meeting Minutes
<p>53. My school or district has a detailed plan for evaluating the effectiveness of the overall RtI implementation. The plan includes who will be conducting the evaluation, what types of data need to be collected and when.</p>	<p>developing - Spring evaluation of effectiveness Data analyzed in Sept/Feb/June (MAP assessment results)</p>	<ul style="list-style-type: none"> • The team will use the Implementation Checklist to monitor the effectiveness of the implementation. • Survey faculty midyear: include- Tiers, roles, benchmark meetings, data interpretation. Create survey at BLT • Administer end of year survey 	<p>Spring 2020 Jan. 2020</p>	<p>Spring survey administration to all faculty</p>	<p>RTI Team</p>	<p>Results of Implementation Checklist Data reflecting percentage of students exiting a Tier 2 intervention Survey results</p>
<p>54. The principal articulates the school's RtI vision and how it can be used to support ALL students.</p>	<p>Quarterly Data Mtgs End of year BOE Mtg</p>	<p>Describe the RTI Process on website Selection Criteria for Sci - explained to community Principal will update the faculty at building meetings</p>	<p>Fall 2019 (AIS plan) parent letter in mid year monthly</p>	<p>Website Data Presentations Data Analysis</p>	<p>Building Principal</p>	<p>Updated Website Building Mtg Agendas letter</p>
<p>55. The principal actively participates in grade-level team meetings to analyze student performance data and to help teachers plan instruction.</p>	<p>ongoing</p>	<p>Post Benchmark Meetings (MAP Results) Team/Dept/PLC Mtgs Build action plans for Team/PLC Time = progress</p>	<p>Sept/Feb/June Monthly</p>	<p>Map Data broken down to student level</p>	<p>Building Principal</p>	<p>Map Data Meeting Schedules (Dept Mtg, PLC Mtg, Team time)</p>

68. Data from fidelity checks are used to inform instruction and professional development topics.	unknown	Evaluate performance to assess PD needs	2019-2020 year		RTI Team	
---	---------	---	----------------	--	----------	--

Key RtI Element/Feature: Professional Development

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
58. I have received professional development that provides an overview of RtI and its critical features.	2017 RtI Ldrshp team results: 33% disagree 17% neutral 50% agree	Ldrshp Team attends Summer Institute Roles sheets for faculty Webinars for RTI Coordinators and principals	Fall through spring	Curriculum Pay for Ldrshp team PPT/Meeting time	District/ TAC	SMART GOALS ACTION PLAN SURVEY
60. Professional development is provided to help teachers prevent social/emotional/behavioral concerns from impacting instruction and providing strategies and interventions when it does.						
61. Professional development is provided to help teachers integrate academic learning behaviors (e.g, group processing skills, following directions) with content area instruction.						
62. Opportunities for follow-up professional development are provided that allow for integration of PD content into classroom practice.						

Key RtI Element/Feature: Parent Involvement/Other

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>63. 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>2017 RtI Ldrshp team results: *83% of team found not currently implementing 17% didn't know</p>	<p>Planning a parent information night</p> <p>Revised sample of MAP letter: Letter sent home to all parents to explain MAP testing and RtI process</p>	<p>September 2019</p> <p>October 2019</p> <p>October 2019</p>	<p>Sample MAP letter (must revise)</p> <p>New parent/family report from MAP</p> <p>Brochure</p> <p>District Website</p> <p>TAC</p>	<p>RTI Ldrshp Team</p> <p>Interventionists</p>	<p>Summer mailing with brief description of the program went home to parents(RtI)</p> <p>Mailing of reports and letter</p> <p>MFS/RFS Brochure available at QMS Expo</p>
<p>65. Parents of students who receive interventions at Tier 2 or 3 are provided progress reports (e.g., at a minimum once per quarter) on their child's interventions, goals, and improvement.</p>	<p>Being developed</p>	<p>Create progress report format and protocol for all RTI students to be sent home quarterly (in place of report card comments)</p> <ul style="list-style-type: none"> • Individual goals • Growth • Areas of strength vs. weakness 	<p>March 2020</p>	<p>Document to be developed</p>	<p>Interventionists</p>	<p>Student Progress Report</p>