

## RtI Action Plan

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*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

2018/2019

Key Rtl Element/Feature: Instruction						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
1. Differentiating Tier 1 Instruction - Core Instruction in General Education	Teachers are not utilizing consistent instructional practices across grade levels	Ordering leveled curriculum books for at least one unit for 6 <sup>th</sup> grade and 7 <sup>th</sup> grade.  Implement and discuss best practices at weekly department and monthly staff meetings.	Monthly at faculty meetings grade level who have snack will share a instructional best practice  Weekly ELA department meetings	Instructional staff	Angie will email instructional teams to remind them prior to monthly staff meetings.	Faculty meeting agenda and minutes
2. Defining Tier 2 students and interventions  Supplemental Intervention	Below 10% T3 11-25% T2	Define Tier 2 for Staff  Add Tier 2 Interventions to intervention menu	2018/2019 School Year	Seth Aldrich  Kay Stahl  and  Principal Webinars	Principal, Rtl Coordinator and Rtl team	Clarity of definition  Completed Intervention Menu
3. Intervention Menu	Beginning Stage	Rtl summer Institute began draft – will continue work summer work day and throughout the 2018/2019 school year	Due date to TAC – Oct. 2018	All Rtl providers	Rtl Coordinators Elementary and Middle School	Completed document on Rtl page.  Use of forms during CIM

						meetings
4. Regular fidelity checks of progress monitoring administration are conducted. (41)	Presently not doing fidelity checks	<p>Department consistency training for Aimsweb fluency and TC running records. Focus on comprehension questions.</p> <p>½ day afternoon Angie will walk through observations for assessment fidelity checks with the ELA dept.</p> <p>Brandon will learn about RtI instruction through student observation and conversations.</p>	<p>Sept./Oct. department meetings</p> <p>During the 2nd. marking period</p> <p>Throughout the school year</p>	<p>Schedule team meeting agendas</p> <p>Substitute for Angie one afternoon</p>	<p>Principal - Brandon</p> <p>RtI Coordinator - Angie</p>	<p>Roster for RtI students</p> <p>Department meeting minutes: conversations of consistency</p>

Key RtI Element/Feature: Infrastructure: Data-based Decision Making						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>Universal screening and progress monitoring data will be analyzed at grade level meetings using protocol developed based on Batche SI training (Tier 1 evaluation, prioritizing students for tiered supports, plan progress monitoring, revise core and tiered supports as well as</p>	<p>Data for every student was examined, students were prioritized.</p> <p>40% of students received tiered intervention difficult to manage/implement in an effective/intensive way.</p>	<p>Use MS Demonstration protocols presented by Batche at SI to structure DBDM process and record decisions.</p> <p>Revise cut scores so that 25% receive tiered supports.</p> <p>Formative assessments and instruction is discussed weekly. Teacher College and aimsweb</p>	<p>Fall 2018 throughout year</p>	<p>MS Demonstration protocols</p> <p>NWEA, Aimsweb, TC assessments</p> <p>Schedule that includes weekly grade level</p>	<p>All staff</p>	<p>Completed protocols</p> <p>Intervention changes on School Tool</p>

<p>scheduling based on data)</p> <p>27, 29, 34, 35, 37, 39, 40</p>	<p>Different grade levels had different process/procedure, less structure</p>	<p>assessments discussed every 6 weeks and interventions are rethought based on data.</p>		<p>meetings (to discuss instruction and classroom data); 6 week meetings for PM (TC, aimsweb); Fall, winter, spring meetings to discuss NWEA.</p>		
<p>Staff develop skills to analyze and use data to improve student outcomes</p> <p>28, 36</p>	<p>Inconsistent student discussions did not address all important questions addressed in protocol</p>	<p>Staff learn data use at data meetings using protocol as well as pre-organized data spreadsheets.</p> <p>NWEA training for how to use reports</p>	<p>Fall 2018 and throughout the year</p> <p>March 12 2019</p>	<p>Protocols, spreadsheets developed by instructional specialists</p>	<p>RTI Coordinator</p> <p>Instructional specialists</p>	<p>Observed staff contributions will reflect understanding</p>

Key Rtl Element/Feature: Administrative and RTI Leadership Team						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change

1. Sharing Year #2 Action Plan 2018/2019			Conference Day Wednesday, September 5th	Copy of Action Plan	Brandon & Angie Rtl Team	Meeting minutes
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**Key Rtl Element/Feature: Professional Development**

1. Ongoing PD for best practices 61, 62	Many staff members attend conferences but do not have time to share new knowledge with all staff.	Members of building Rtl team attending the NYS literacy conference, Oct. 2018	Oct. 28 & 29, 2018	Tina Lampila MS Instructional Staff	Tina Lampila Brandon Foley MS Instructional Staff	Members will provide resources from conference to MS staff when they return
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**Key Rtl Element/Feature: Parent Involvement – Letter Home when Student’s Tier changes**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who’s Responsible	Evidence of Change
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<p>1. Change of TIER Letter 65</p>	<p>Initial letter for all students, but not when tier changes</p> <p>Rtl reports every 12 weeks</p>	<p>A Tier change letter will be sent to parents when students move intervention Tiers.</p>	<p>Within one week of change</p>	<p>School Tool Standing Item on Rtl agenda</p>	<p>Angie – will create letters for school tool</p> <p>Angie Pam will check at weekly grade level meetings or Rti meeting on changes.</p>	<p>Letters home</p>
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