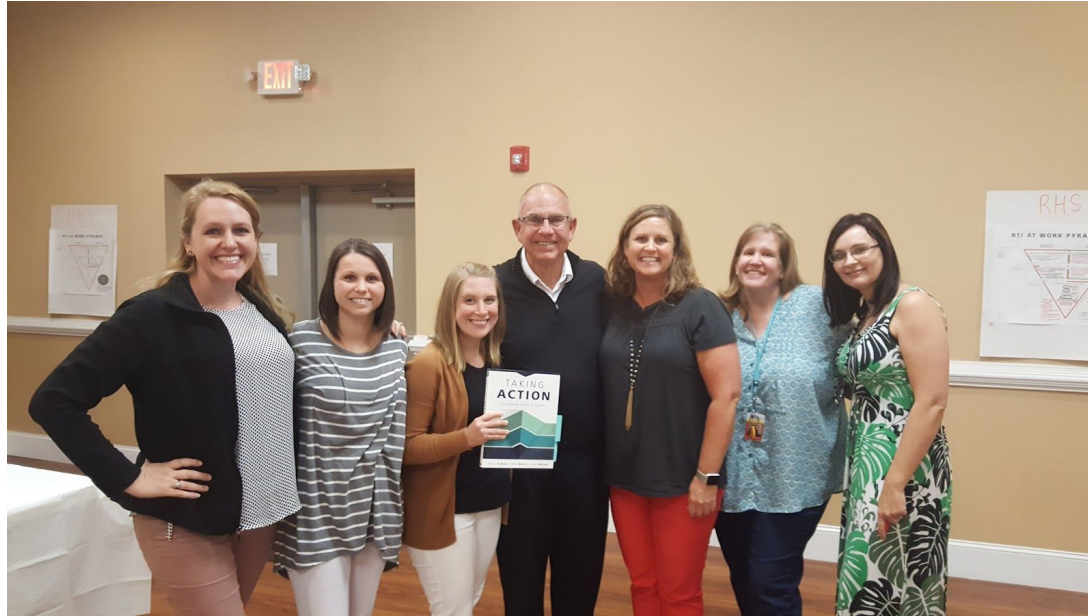


RTI at Work: Essential Actions, Current Reality, and Action Steps



Leadership Team

Teacher Teams

Action Steps:	When:	Who:	Action Steps:	When:	Who:
Tier 1 (Prevention)		Chapters 2 (p.33) & 4 (p. 125)	Tier 1 (Prevention)		Chapter 4 (p.125)
2.1 (Establish a guiding coalition see p. 36) by rounding out team by adding		Kellie will contact new members and advise			

more members.		expectations.			
2.2 (Build a culture of collective responsibility by:) A. Administering / analyzing culture survey on p.56. Use it to revise mission/vision. B. Teacher lead PL sessions	A. In service week...to be filled out <u>before</u> first faculty meeting. B. Throughout the year.	A. Nicole put "culture survey" in a google form. B. (Michelle to help organize/plan)			
2.3 (Form collaborative teacher teams.) Consider co-teachers. when scheduling PLCs.					
2.4 (Create time for collaboration.) Consider co-teachers.					
2.5 (Commit to team norms.) Review/revise team norms and <u>add a protocol for accountability.</u>	Our first leadership team meeting.		2.5 Review/revise team norms and add a protocol for accountability.	In service PLs: K-2 & 3-5 sessions	Michelle with support of team leads at their grade level tables.
			3.1 (Identify essential standards for each grade level unit by unit).		
			3.2 (Create an essential standards unit plan) *using	Work started during May ½	Team Leads guide (with support, as needed by

			essential standards chart and team created curriculum maps.	days. Grade level teams to schedule (inviting admin., coach, co teachers).	Michelle).
			3.3 (Implement the team teaching-assessing cycle) Determine, as a team, 1 essential math standard and 1 essential ELA standard for each 9 weeks to develop CFAs.	Work started during May ½ days. Grade level teams to schedule (inviting admin., coach, co teachers).	Team Leads guide (with support, as needed by Michelle).
			3.4 Give common end-of-unit assessment for essential standards.	Work started during May ½ days. Grade level teams to schedule (inviting admin., coach, co teachers).	Team Leads guide (with support, as needed by Michelle).
			3.5 Implement documentation for learning targets on selected essential standards. (chart on p. 123, GA FIP PL)		
4.1 (Ensure universal access to	ongoing	(Kellie, Julie,			

essential grade-level curriculum.)		Michelle, team leads) Monitor team clarity / commitment of teaching essential grade level standards.			
4.2 (Identify and teach essential academic and social behaviors. p.138-) A) Develop classroom matrix/grade level. (p.149-151) B) Involve non-classroom teachers to teach academic skills.	A) in-service B)	A) PBIS team members B)			
4.3 (Provide preventions to proactively support student success.)	Before first full week of school so that interventions can begin 8/13/18.	Leadership Team using the master data list.			
Tier 2 (Intervention)		Chapter 6 (p.185)	Tier 2 (Intervention)		Chapter 5 (p.161)
6.1 (Schedule specific <u>time/s</u> for supplemental interventions.) Determine how to tell “can’ts” (SKILL) v/s “won’ts” (WILL) and develop systems to address our			5.1 (Design and lead supplemental interventions for academic essential standards.) Compile a resource list for effective tier 2 interventions for		See 5th grade (Nicole’s) system of matching interventions to ES. Grade level leads do something similar with

“won’ts” (WILL).			targeted essential standards.		support from Michelle/Nicole as needed.
6.2 (Establish a process for schoolwide student intervention identification.) Create a fluid document / process that allows teachers to track intervention and progress.			5.2 (Consider screening in immediate prerequisite skills.) Create screener/s for prerequisite skills of grade level standards. (NEXT YEAR or a challenge for over-achievers)		
6.3 (Plan and implement supplemental interventions for essential social and academic behaviors.) Research resources and provide support (for behind teachers) to address the reasons social and academic behavioral deficits.		*consult with Intervention & PBIS teams	5.3 (Monitor the progress of students receiving supplemental supports.) Follow up Tier 2 intervention of essential standard by documenting mastery (using process / document established in 6.2.		
6.4 (Coordinate interventions for students needing skill and will supports.) A) Identify Skill and Will kids. B) Invite stakeholders (counselor, school psych., nurse, social worker, etc.) to brainstorm interventions.			5.4 (Extend student learning) Develop a process for providing extension during tier 2 time. (Possibly AR as extension time? Plan extensions together as a grade level so everyone knows what their kids are getting wherever they are.)		
Tier 3 (Remediation)		Chapter 7 (p.225)	Tier 3 (Remediation)		Chapter 8 ([259)
7.1 (Identify students needing	Ready to		8.1 (Diagnose, target,		THIS TEAM, once

intensive support) using '17-'18 Master Data List	begin on 8/13/18		prioritize, and monitor Tier 3 interventions.		established, will evaluate current reality and create action steps to address needs.
7.2 (Create a dynamic, problem-solving site intervention team) p. 234/237			8.2 (Ensure proper intervention intensity.)		Michelle to guide other team members to assist in holding tier 3 intervention groups accountable (for usage times and unit targets).
7.3 (Prioritize resources based on greatest student needs.) Better utilize specialists (OT, SLA, media, etc.)			8.3 (Determine if special education is needed and justifiable.)		
7.4 (Create a systematic and timely process to refer students to the site intervention team.) Dedicate time at a faculty meeting to clarify the why, how, and when of the school intervention team.		Collaborate with Intervention Team.			
7.5 (Assess intervention effectiveness)		Michelle to guide other team members to assist in holding tier 3 intervention groups accountable (for usage times and unit targets).			

