

RTI at Work Essential Actions for Tiers 1, 2, and 3

Review the action items below and evaluate the current reality of each action item.

- Plus- Strong Implementation- product or artifact
- Check- Working on Implementation- some evidence
- Delta- Not Implemented

A Culture of Collective Responsibility	
<p> <input checked="" type="checkbox"/> ACTION 1: Establish a Guiding Coalition <input checked="" type="checkbox"/> ACTION 2: Build a Culture of Collective Responsibility <i>training/behaviors</i> <input checked="" type="checkbox"/> ACTION 3: Form Collaborative Teacher Teams <input checked="" type="checkbox"/> ACTION 4: Create Time for Collaboration <i>Created but not always + feelings/seeing importance learning to be more effective</i> <input checked="" type="checkbox"/> ACTION 5: Commit to Team Norms </p>	
Tier 1	
<p>S.C.</p> <p>G.C. Schoolwide Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Ensure Access to Essential Grade-Level Curriculum</p> <p><input checked="" type="checkbox"/> ACTION 2: Identify and Teach Essential Academic and Social Behaviors</p> <p><input checked="" type="checkbox"/> ACTION 3: Provide Preventions to Proactively Support Student Success</p>	<p>Teacher Team Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Identify Essential Standards for Each Grade Level or Course <i>Quick</i></p> <p><input checked="" type="checkbox"/> ACTION 2: Create an Essential Standards Unit Plan</p> <p><input checked="" type="checkbox"/> ACTION 3: Implement the Team Teaching- Assessing Cycle</p> <p><input checked="" type="checkbox"/> ACTION 4: Give Common End-of-Unit Assessment for Essential Standards <i>we spiral Evaluate / Don't want to over assess</i></p> <p><input checked="" type="checkbox"/> ACTION 5: Identify Students for Tier 2 Support by Student, Standards, and Learning Target Team-Flex Grouping</p>
Tier 2	
<p>Schoolwide Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Schedule Time for Supplemental Interventions <i>mostly schedule</i></p> <p><input checked="" type="checkbox"/> ACTION 2: Establish a Process for School-wide Student Intervention Identification</p> <p><input checked="" type="checkbox"/> ACTION 3: Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviors <i>Lots of conversation but not systematic</i></p> <p><input checked="" type="checkbox"/> ACTION 4: Coordinate Interventions for Students Needing Skill and Will Supports</p>	<p>Teacher Team Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Design and Lead Supplemental Interventions for Academic Essential Standards</p> <p><input checked="" type="checkbox"/> ACTION 2: Consider Screening in Immediate Prerequisite Skills <i>Evaluate 30Y, 50Y Have some in place need a systematic approach to use them</i></p> <p><input checked="" type="checkbox"/> ACTION 3: Monitor the Progress of Students</p> <p><input checked="" type="checkbox"/> ACTION 4: Extend Student Learning</p>
Tier 3	
<p>Schoolwide Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Identify Students Needing Intensive Support</p> <p><input checked="" type="checkbox"/> ACTION 2: Create a Dynamic, Problem Solving Site Intervention Team (SST)</p> <p><input checked="" type="checkbox"/> ACTION 3: Prioritize Resources Based on Greatest Student Needs</p> <p><input checked="" type="checkbox"/> ACTION 4: Create a Systematic and Timely Process to Refer Students to the Site Intervention Team (SST)</p> <p><input checked="" type="checkbox"/> ACTION 5: Assess Intervention Effectiveness (SST)</p>	<p>Student Success Team Essential Actions</p> <p><input checked="" type="checkbox"/> ACTION 1: Diagnose, Treat, Prioritize, and Monitor Tier 3 Interventions</p> <p><input checked="" type="checkbox"/> ACTION 2: Ensure Proper Intervention Intensity</p> <p><input checked="" type="checkbox"/> ACTION 3: Determine if Special Education Is Needed and Justifiable</p>

Reuse time use
 Specials (over support)
 Reading's
 Sped time
 Monday mornings?