Secondary RTI Action Planning Guide

This RTI planning guide is to be used to identify the action steps needed in your district or building in the short and long term. Year one is often used as a planning year, while you simultaneously pilot some steps. Year two is usually a kick-off year, when plans, policies, and procedures begin to be fully implemented districtwide or schoolwide. Be sure that the district-level and building-level action plans are aligned for sustainability.

Step 1: Commitment

Note that building and maintaining commitment and consensus is ongoing through the RTI journey.

a. Review the district and building (if applicable) mission statement.

b. Review the district and building (if applicable) vision statement.

c. Review the district and building goals for students.

Answer these questions. If you are unsure how to do so, determine what information you would need:

a. Is RTI still viable and applicable for you?

b. Are you currently reaching the goals set for students?

c. What do staff already do to demonstrate they are committed to the mission, vision, and goals for students?

d. What do you wish staff would do more of to demonstrate their commitment to the mission, vision, and goals for students?

e. What needs to be done next to move forward with generating commitment by the team completing this planning guide?

Action Step	For Whom? (Names and Grades)	When Will It Happen?	Who Is Responsible?	Measurable or Observable Outcome

f. How will the mission, vision, and goals be shared?

g. Who are the key stakeholders who need to hear them?

h. What is the plan for increasing their awareness and gaining commitment?

i. When will these tasks be completed?

j. Who is going to complete these tasks?

Who	Names or Grade Levels	Plan for Sharing (how and where will the information get distributed?)	When Will It Happen?	Who Is Responsible?
District Administration				
Building Administration				
Regular Education Teachers				
Noncertified Staff				
Special Education Teachers				
EL or Title I or II Teachers				
Related Services/Student Support Services Staff				
Parents and Community				

Step 2: Building-Based Leadership

A building leadership team can be an existing group, but this team must make the commitment to guide the building in implementing the RTI framework. *Note: We encourage districts and buildings to eliminate an existing team if they are considering creating a new RTI leadership team.*

Answer these questions:

    a. Do you have an existing team that would fill this role? Do some team members need to change to fill this role, or does a new team need to be created?

    b. What administrator will be attending the meetings each week and for the entire meeting time?

    c. Who on this team is skilled at managing and interpreting data?

    d. What professional development, resources, or support will it take to make this team work?

    e. Who are your teacher leaders in the building? What will their roles be either on this team or as key communicators from staff to this team?

List your RTI leadership team members. Although it is up to the discretion of each district or building, it is recommended that there be no more than eight members on this team.

Name	Role or Position
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Step 3: School Audit—Tier Study

Note: You will need to review data from your district and building in order to fully complete the audit and action plan!

Review your answers to the Tier Study, and consider the following additional questions:

   a. Do more people from your building or district need to participate in completing the Tier Study? If yes, who? When? How?

   b. What are your areas of strength as a district?

   c. What needs does your district have for further development?

   d. How can you capitalize on your strengths while moving forward in areas of need?

   e. What do you think is a reasonable timeline for implementing a full-scale RTI process?

Step 4: Action Plan

Use your school-needs assessment (data and needs checklist) to set goals and create an action plan for each strand.

Strand 1: Assessment

Short-Term Assessment Goals and Plan (for example, over the next academic year)

Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to carrying out your plan? If so, how will you address them?

Long-Term Assessment Goals and Plan (for example, phase-in process over years two to five)
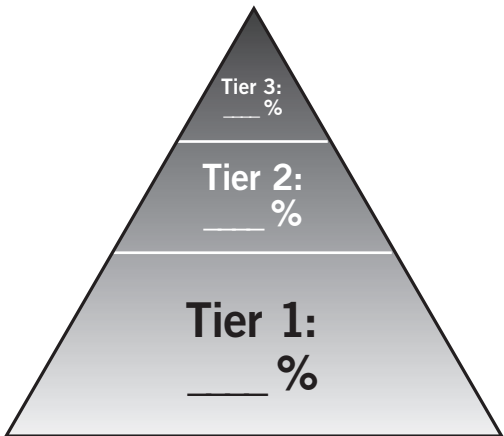
Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to your long-term plans? If so, how will you address them?

Strand 2: Curriculum and Instruction

Key school data and audit questions will be needed to guide planning for this stand:

    a. Is your building using a multitiered service delivery model? In each academic area? For each behavior?

    b. Describe your existing data (percent in each category) and academic and behavior interventions at each tier. Are the interventions scientifically based? See the graphic Current School-wide System in the Area of Reading to guide the process (page 37).

    c. Are there any instructional practices that should be abandoned because they aren't scientifically based? If so, list these practices or interventions.

	Tier 3 Intensive Interventions:	
Tier 3: ___% Tier 2: ___% Tier 1: ___%	**Tier 2 Targeted Interventions:**	
	Tier 1 Universal Interventions:	

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Current Schoolwide System in the Area of Reading

Complete the percentages for the triangle across all three tiers. Indicate the intervention or curriculum used at each tier, and indicate the grade level(s) in parentheses.

Short-Term Curriculum and Instruction Goals and Plan (for example, over the next academic year)

Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to carrying out your plan? If so, how will you address them?

Long-Term Curriculum and Instruction Goals and Plan (for example, phase-in process over years two to five)

Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to carrying out your plan? If so, how will you address them?

Strand 3: Problem Solving and Schoolwide Organization

Short-Term Problem-Solving Systems/Organizational Goals and Plan (for example, over the next academic year)

Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to carrying out your plan? If so, how will you address them?

Long-Term Problem-Solving Systems/Organizational Goals and Plan (for example, phase-in process over years two to five)

Goal(s)	Strategy (What is your game plan?)	Resources (Who or what people, time, funding, materials, professional development, and so on are needed?)	Due Date	Evaluation (Who and how often?)

Are there any barriers to carrying out your plan? If so, how will you address them?