

RTI Culture #2=Action Storming Sheet

React and Repair vs. Predict and Prevent

| For Next Year | Stop Doing | Do Less of | KEEP Doing | Do MORE of | START doing |
|--|------------|------------|--|---|--|
| <ul style="list-style-type: none"> Noticing that lack of communication is leading to a perception of reaction Reaction perception is also identified as a result of student behavioral needs and having to change directions quickly to address those needs (i.e. moving from the push in as scheduled to changing where paras are due to needs of students) | | | | | |
| Social Studies/Science time for 2nd grade | | | Working through academic needs through RTI | Classroom management strategies that are preventative-how do we provide support? | Each team choose someone responsible for reminders and communication with the rest of the team |
| Look at potentially grouping students into pod for ELL/sped/Gifted/Reading to help with push in | | | Sped push in-huge academic and behavioral successes are happening, specifically in 2nd-4th | Provide refresher for what is a 1, 2, 3 | Share specific student celebrations (sped, RTI, Evaluate, DRA, behavior, etc.) |
| Move to one RTI time per day and bring specific science time back in for at least 2nd grade, possibly 3rd | | | | Sharing the successes of individuals and teams within the building so that we can learn and grow from each other's ideas (also going to implement pineapple PD, give time to observe in each other's classrooms | Add a link to staff communicator on the Chalk Talk/ Ask Emalie to share with me anything she puts on Seesaw |
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