



RTI ACTION PLAN



2011 - 2012

Name of School: Marshall School

District: Hempstead School District

Key Rtl Element/Feature: Tier 1 Instruction

| Specific Rtl Indicator | Current Status | Action | Timeline | Resources | Who's Responsible | Evidence of Change |
|--|--|--|--|--|--|---|
| General education teachers differentiate reading instruction based on the abilities and needs of all students in the core program. | Partial Implementation | Intervention Resource Library with research based strategies (ex. Walpole and McKenna) | Begin September 2011 Continue 2011-2012 School Year | <u>How to Plan Differentiating Reading Instruction</u> by Walpole and McKenna <u>Early Intervention for Reading Difficulties: The Interactive Strategies Approach</u> by Scanlon, Anderson, Sweeney | RtI Literacy Coach | Meet and exceed the goal of 80% of students reaching benchmark on DIBELS for the end of year assessment. Improved quality of instruction |
| | Scott Foresman Differentiated Instruction Activities | | | | Lead Teacher | |
| | Teacher developed interventions | Tuning Protocol at Grade Level Meetings | Introduce September 2011 Implement October 2011 | <u>The Power of Protocol</u> by McDonald, Mohr, Dichter | RtI Literacy Coach Lead Teacher | ↓ |

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|--|---|---|--|---|---|---|
| Core reading program is research based for the population of learners with whom it is being used; including students whose native language is not English. | Core program is used by all classes (bilingual, monolingual, and special education) | Create intervention resource library including resources for students whose native language is not English. | Begin September 2011 Continue 2011-2012 School Year | Current Research | ESL teachers Bilingual teachers Classroom Teachers RtI Literacy Coach Reading Teacher | Improved Outcomes Improved Quality of Instruction ↓ |
| Core reading instruction reflects research-based instruction that is systematic and explicit. | Use Scott Foresman Reading Street | Review and evaluate the "best practices" found in the core. | Begin Sept. 2011 Continue 2011-2012 School Year | Scott Foresman Reading Street Pacing Guide for SF Reading Street | Classroom Teachers RtI Literacy Coach | |

Key Rtl Element/Feature: Teaming/Collaboration

| Specific Rtl Indicator | Current Status | Action | Timeline | Resources | Who's Responsible | Evidence of Change |
|---|---|--|--|--|--------------------|--|
| Shared responsibility for all children is evident among all school personnel. | Some staff work in isolation; collaboration is fragmented | Develop a collaborative school culture All support staff (i.e. reading teacher, ESL teachers) will have weekly collaborative meetings with classroom teachers | Begin Sept. 2011 Continue 2011-2012 School Year | Examine work of Marzano and Danielson <u>Collaboration and Co-Teaching</u> by Honigsfeld and Dove | All Marshall Staff | Improved Outcomes Improved Quality of Instruction |