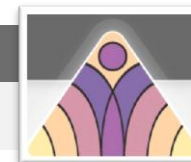




# Rtl Action Plan

2012-2013



Name of School: Joseph A. Edgar Intermediate School

District: Rocky Point UFSD

## Key Rtl Element/Feature: Tier 2: Supplemental Intervention

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Tier 2 Interventions are delivered in small group formats, (no more than 4 students/group) groups should be homogeneous.	Groups have moved from large 9(students to smaller groups (5students) and are now homogenous.	Look at schedule to reduce group size as well as students levels.	2012 – 2013 School Year	School Wide Schedule	RTI Team	Improved grouping of students as evidenced by more effective scheduling.
Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.	Data is not used consistently during core instruction.	Train teachers to progress monitor and target specific needs. Use data more consistently to determine student progress and facilitate instruction.	2012 – 2013 School Year	Informal and Formal Assessments	Classroom Teachers RTI Committee	Use of Data to inform instruction
A menu of research-based instructional interventions is available in my school/district for purposes of matching instruction to targeted students' needs.	Soar to Success (2011 – 2012)	Seeking a replacement of research-based instructional intervention for Soar to Success.  LLI-Red System has been purchased and implemented.	2012 – 2013 School Year	What Works Clearinghouse BEES Evidence Encyclopedia LLI Red System	RTI Team  Literacy Teachers	Implementation of New Program

**Key Rtl Element/Feature: Professional Development**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>The RTI Literacy Coach/Teacher has received professional development relative to the five pillars of reading and key elements of effective coaching.</p>	<p>In the progress of being planned for the upcoming school year.</p>	<p>Deliver PD (to staff that volunteers)</p>	<p>2012 – 2013 School Year</p>	<p><i>Early Intervention For Reading Difficulties The Interactive Approach</i>, By Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney</p>	<p>Literacy Coach/Teacher</p>	<p>Selected staff will become knowledgeable of RTI Intervention</p>
<p>Professional Development is on-going, job embedded, and reflects key elements of effective RTI implementation.</p>	<p>New TAC member has been assigned to our school and has offered diagnostic assessment training.</p>	<p>PD will be delivered to entire staff.</p>	<p>2012 – 2013 School Year</p>	<p>To be supplied by RTI TAC Member</p>	<p>Literacy Teacher/Principal/TAC Member</p>	<p>Staff will be able to read AIMSweb data and will administer further diagnostic testing if needed.</p>

**Key Rtl Element/Feature: Infrastructure**

<b>Specific Rtl Indicator</b>	<b>Current Status</b>	<b>Action</b>	<b>Timeline</b>	<b>Resources</b>	<b>Who's Responsible</b>	<b>Evidence of Change</b>
My school and/or district has an RTI implementation plan.	Work in progress	Complete template-create formal RTI process document	2012 – 2013 School Year	RTI Template	Literacy Teacher and Principal	Completed formal RTI plan.

**Key Rtl Element/Feature: Assessment - Diagnostic**

<b>Specific Rtl Indicator</b>	<b>Current Status</b>	<b>Action</b>	<b>Timeline</b>	<b>Resources</b>	<b>Who's Responsible</b>	<b>Evidence of Change</b>
Progress monitoring tools to include a combination of curriculum based measures and informal measures (reading inventories/checklist rubric/running records) to gauge progress and information instruction	In progress	Use LC assessment kit with greater fidelity (PD around the use of assessment tools)  Train teachers to use progress monitoring tools  Collegial circles around data	2012 – 2013 School Year	LC Benchmark Kit  Aimsweb Progress Monitoring	Literacy Teacher/Coach and Principal	Improvement in fidelity of assessment tools  Implementation of progress monitoring tools

**Key Rtl Element/Feature: Tier 1 – Core Instruction in General Education**

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<p>The core reading program meets the needs of at least 80% of ALL students in the general education program as demonstrated by benchmark assessments.</p>	<p>In progress (universal screening administered three times / year)</p>	<p>LC coordinator will be retraining the staff on how to conduct guided reading within the framework of the reading workshop.</p> <p>PD on Guided Reading and the workshops will also be performed.</p>	<p>2012 – 2013 School Year</p>	<p>LC Coordinator</p> <p>School Principal</p> <p><i>Guided Readers and Writers,</i> Fountas and Pinnell</p> <p><i>The Continuum of Literacy Learning,</i> Fountas and Pinnell</p> <p><i>Teaching for Comprehension and Fluency,</i> Fountas and Pinnell</p>	<p>Literacy Teacher/Coach and Principal</p>	<p>Improvement in fidelity of core instruction</p> <p>More students meeting the benchmark expectations</p>