



# RTI ACTION PLAN



2010 - 2011

Name of School: McNab/Meco

District: Gloversville

Key Rtl Element/Feature:						
Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
Univeresal Screening /Progress Monitoring	Fully Implemented	Fidelity training for Dibels Next.	September, October	In-house	Consortium Member, Coach	Updated data management/collection tool.
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Diagnostic Assessments	TAC consortium member provided professional development in September, 2010	Training sessions	September, October 2010	Informal assessments:  Phonemic Awareness, phonics, word recognition, letter naming	TAC, consortium member	Targeted instruction based on deficit skills as evidenced by the informal assessments.

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<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>
Tier III Intervention	Tier III intervention provided by reading specialists and modeled/practiced by coach.	Identify students/ schedule	October, November, 2010	TAC consortium member, principal, intervention team.	Intervention team	Tier III interventions scheduled.

**Key Rtl Element/Feature:**

<b>Specific Rtl Indicator</b>	<b>Current Status</b>	<b>Action</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who's Responsible</b>	<b>Evidence of Change</b>
Customizing Instruction	Using <i>Differentiated Reading Instruction (Walpole and McKenna)</i>	<ol style="list-style-type: none"> <li>1) have teachers identify scope and sequence skills of core program</li> <li>2) Use two skill areas to have teachers develop differentiated instruction. Gather materials and develop a 3-week plan.</li> <li>3) Pilot the 3 week plan- share and evaluate.</li> </ol>	<i>Differentiated Reading Instruction (Walpole and McKenna)</i>	October-June 2011	Coach	Classroom practices as evidenced by observation.