



# RtI Action Plan

2012-2013



Name of School: Milton Fletcher Elementary School

District: Jamestown City Schools

Key RtI Element/Feature: Infrastructure						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
The majority of staff in my school support RtI and believe it benefits ALL students	38% feel there is full implementation 25% feel that this is partially implemented 6% feel that there is no implementation 31% don't know	Showcase through faculty meetings, open houses to increase awareness of status of Fletcher as a model school for RtI and the growth shown over last 3 years  Orientation of new faculty and staff to the RtI model	Throughout the 12-13 school year	Literacy Coach Website Data forms	Principal Literacy Coach RtI Team	Increase knowledge of RtI Model, as indicated through survey results

<b>Key Rtl Element/Feature: Professional Development</b>						
<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>
Professional development is on-going, job-embedded, and reflects key elements essential to effective RTI implementation	21% Don't Know 71% feel this is fully implemented 8% feel this is partially implemented	PD will be provided for 10 staff members through literacy coach via the ISA/RTI provided by Dr. Donna Scanlon, University of Albany	Throughout the 12-13 school year	Materials provided by the RTI –TAC and delivered by Literacy Coach to Fletcher staff  School-wide and District-wide implementation TBD	District Administration Principal Literacy Coach School-level leaders (Train the trainer model) RTI Design Team	Opportunities for turn-key training within the school and district will increase  Increase the percentage of students at core for primary grades
<b>Key Rtl Element/Feature: Tier 1 Core Instruction</b>						
<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>
A system for determining fidelity of core instruction in reading is established and routinely implemented	Principal and Designee Walk-throughs	Principal walk-through checklist/lesson checks JTA approval Lesson Checks developed by District (as part of APPR process) Teachers will receive District-developed principal walk-through forms	12-13 School year	District-developed checklist	Principal Assistant Principal Central Office Administration	Increased percentage of students at Benchmark (Tier 1)

**Key Rtl Element/Feature: Tier 3 Instruction**

<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>
Interventions are matched to students' specific needs	Groups are pulled based on level of intensiveness	Problem-solve with reading teacher, literacy coach, and classroom teacher to focus interventions on specific skills within a similar goal range	DIBELS data, informal reading screener (PsI), with a focus on skill deficits	Throughout the 12-13 school year	Literacy Coach Reading Teacher Classroom Teacher	Increased number of students who move from Intensive to Strategic and Benchmark  Specific skill gaps are closed for identified students