



RTI ACTION PLAN



2010 - 2011

Name of School: **PARK TERRACE ELEMENTARY SCHOOL**

District: **GLOVERSVILLE ENLARGED SCHOOL DISTRICT**

Key Rtl Element/Feature: ASSESSMENT: UNIVERSAL SCREENING						
Specific Rtl Indicator(s)	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<ul style="list-style-type: none">• My school has an already identified screening/ benchmarking tool that will be used for determining at-risk status.• Fidelity of screening procedures or administration is conducted on a regular basis.	Fully Implemented	Fidelity training for Dibels Next.	September, October	In-house	Consortium Member, Coach	Updated data management/collection tool.

Key Rtl Element/Feature: ASSESSMENT – PROGRESS MONITORING (DIAGNOSTIC)

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<ul style="list-style-type: none"> Progress monitoring tools include a combination of curriculum based measures (CBM) and informal measures to gauge progress and inform instruction. 	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.

Key Rtl Element/Feature: TIERED INTERVENTION: TIER 3

Specific Rtl Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
<ul style="list-style-type: none"> Interventions are matched to students' specific needs. 	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: CORE INSTRUCTION: TIER 1

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