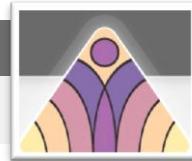




# RtI Action Plan

2012-2013



**Name of School: Milton Fletcher Elementary School**

**District: Jamestown City Schools**

| <b>Key RtI Element/Feature: Infrastructure</b>                                      |   |  |                                  |   |   |  |
|---|---|--|----------------------------------|---|---|--|
| <b>Specific RtI 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>  |
| The majority of staff in my school support RtI and believe it benefits ALL students | 38% feel there is full implementation<br><br>25% feel that this is partially implemented<br><br>6% feel that there is no implementation<br><br>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<br><br>Orientation of new faculty and staff to the RtI model | Throughout the 12-13 school year | Literacy Coach<br><br>Website<br><br>Data forms | Principal<br><br>Literacy Coach<br><br>RtI Team | Increase knowledge of RtI Model, as indicated through survey results |

| <b>Key RtI Element/Feature: Professional Development</b>  |   |  |                                  |  |   |  |
|---|---|--|----------------------------------|--|---|--|
| <b>Specific RtI 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<br>71% feel this is fully implemented<br><br>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<br><br>School-wide and District-wide implementation TBD | District Administration<br><br>Principal<br><br>Literacy Coach<br><br>School-level leaders (Train the trainer model)<br><br>RTI Design Team | Opportunities for turn-key training within the school and district will increase<br><br>Increase the percentage of students at core for primary grades |
| <b>Key RtI Element/Feature: Tier 1 Core Instruction</b>   |   |  |                                  |  |   |  |
| <b>Specific RtI 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<br><br>JTA approval<br><br>Lesson Checks developed by District (as part of APPR process)<br><br>Teachers will receive District-developed principal walk-through forms | 12-13 School year                | District-developed checklist   | Principal<br><br>Assistant Principal<br><br>Central Office Administration   | Increased percentage of students at Benchmark (Tier 1)   |

| <b>Key RtI Element/Feature: Tier 3 Instruction</b>    |   |   |  |                                  |  |   |
|---|---|---|--|----------------------------------|--|---|
| <b>Specific RtI 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<br>Reading Teacher<br>Classroom Teacher | Increased number of students who move from Intensive to Strategic and Benchmark<br><br>Specific skill gaps are closed for identified students |