

# Mayflower Elementary School Action Plan

School Name: <i>Mayflower Elementary</i> Date: <i>January XXXX (Year 1)</i>					
Activity	Implementation Year	Anticipated Start Date	Status	Monitor	Completion Date
<b>School Processes</b>					
Appoint required personnel:					
1. <i>RTI Coach (hire; implementation/data expert)</i>	<i>Yr 1</i>	<i>January</i>	<i>2</i>	<i>Mr. Irwin</i>	<i>2/15</i>
2. <i>Literacy Coach (reassign Title I teacher)</i>	<i>Yr 3</i>	<i>June</i>	<i>0</i>		
3. <i>Tier 2 Provider (hire 1; reassign Title I teacher)</i>	<i>Yr 3</i>	<i>June</i>	<i>0</i>		
Use a multitiered intervention system	<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Ms. Hooper</i>	
Use a school-wide data management system for universal screening and progress monitoring data	<i>Yr 2</i>	<i>August</i>	<i>0</i>	<i>Mr. Irwin, Ms. Hooper</i>	
Use data to make Tier decisions	<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Ms. Hooper, Mrs. Aldridge</i>	
Allow time for:					
1. <i>grade-level team meetings</i>	<i>Yr 3</i>	<i>August</i>	<i>1</i>	<i>Mr. Irwin</i>	
2. <i>collaboration between teachers and interventionists</i>	<i>Yr 3</i>	<i>August</i>	<i>1</i>		
3. <i>collaborative scheduling (by grade level)</i>	<i>Yr 3</i>	<i>August</i>	<i>0</i>		
Increase collaboration among general ed, special ed, and other professionals (e.g., ESL teacher)	<i>Yr 2</i>	<i>September</i>	<i>1</i>	<i>Ms. Hooper, Ms. Herron</i>	
Focus on instructional/intervention decisions instead of referrals	<i>Yr 3</i>	<i>November</i>	<i>0</i>	<i>Ms. Hooper, Mrs. Nguyen</i>	
Establish grade-level team procedures	<i>Yr 2</i>	<i>January</i>	<i>0</i>	<i>Mr. Brinkerhoff, Mr. Irwin</i>	
Create professional development schedule	<i>Yr 1</i>	<i>May</i>	<i>0</i>	<i>Mr. Irwin, Ms. Hooper</i>	
Increase collaboration with parents	<i>Yr 2</i>	<i>August</i>	<i>1</i>	<i>Mr. Irwin, Mr. Guterrez</i>	
Begin RTI implementation manual	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Ms. Hooper</i>	
Conduct regular fidelity checks	<i>Yr 2</i>	<i>Ongoing</i>	<i>0</i>	<i>Mr. Irwin, Ms. Hooper</i>	

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<b>School Processes (cont.)</b>					
Other: <i>Increase collaboration with community partner</i>	<i>Yr 1</i>	<i>Ongoing</i>	<i>2</i>	<i>Mr. Irwin, Ms. Hooper</i>	
Other: <i>Gather information from parents</i>	<i>Yr 1</i>	<i>Ongoing</i>	<i>0</i>	<i>Mr. Irwin, Mr. Guiterrez</i>	
Other: <i>Establish school-wide expectations</i>	<i>Yr 1</i>	<i>March</i>	<i>0</i>	<i>Mr. Irwin</i>	
<b>Classroom Instruction</b>					
Evaluate core reading program at each grade level (Name of program by grade level): <i>K - New Horizons, 1<sup>st</sup> - Pioneers, 2<sup>nd</sup> - Castles, 3<sup>rd</sup> - Beacon, 4<sup>th</sup> - Athena</i>	<i>K</i>	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Ms. Whitaker</i>
	<i>1<sup>st</sup></i>	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Mrs. Molotiu</i>
	<i>2<sup>nd</sup></i>	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Mrs. Nguyen</i>
	<i>3<sup>rd</sup></i>	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Ms. Peden</i>
	<i>4<sup>th</sup></i>	<i>Yr 1</i>	<i>April</i>	<i>0</i>	<i>Mr. Brinkerhoff</i>
Use research-based instructional practices: <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Grouping</li> <li>• Other: <i>Peer tutoring</i></li> </ul>		<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Ms. Hooper</i>
		<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Ms. Hooper</i>
		<i>Yr 3</i>	<i>August</i>	<i>1</i>	<i>Ms. Hooper</i>
Use a classroom behavior management plan		<i>Yr 2</i>	<i>August</i>	<i>1</i>	<i>Ms. Whitaker</i>
Purchase any needed core reading programs (Tier 1)		<i>Yr 1</i>	<i>June</i>	<i>0</i>	<i>Ms. Peden, Ms. Hooper</i>
Provide ongoing support for implementing high-quality instruction		<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Ms. Hooper</i>

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<b>Intervention</b>						
Use multiple levels of intervention		<i>Yr 3</i>	<i>August</i>	<i>0</i>	<i>Mr. Irwin, Ms. Hooper</i>	
Evaluate intervention programs (i.e., Tier 2, Tier 3) that align with the core program (Tier 1) <i>Title 1 curriculum</i>		<i>Yr 2</i>	<i>November</i>	<i>0</i>	<i>Mrs. Ramsey, Ms. Hooper</i>	
Purchase Tier 2 and Tier 3 intervention programs that align with Tier 1		<i>Yr 2</i>	<i>June</i>	<i>0</i>	<i>Mrs. Ramsey, Ms. Hooper</i>	
<b>Assessment</b>						
Purchase universal screening measures		<i>Yr 1</i>	<i>June</i>	<i>0</i>	<i>Ms. Hooper</i>	
Purchase progress monitoring probes		<i>Yr 1</i>	<i>June</i>	<i>0</i>	<i>Ms. Hooper</i>	
Purchase data-entry and scoring software		<i>Yr 1</i>	<i>June</i>	<i>0</i>	<i>Ms. Hooper</i>	
Ensure computer access to enter and print out students' scores and graphs		<i>Yr 2</i>	<i>August</i>	<i>0</i>	<i>Mr. Irwin</i>	
Use a screening measure for reading (name of measure by grade level): <i>Vanderbilt reading probes: K-letter sound fluency; 1<sup>st</sup> - word identification fluency; 2<sup>nd</sup> - 3<sup>rd</sup> - passage reading fluency; 4<sup>th</sup> maze reading fluency</i>	<i>K</i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Ms. Whitaker</i>	
	<i>1<sup>st</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mrs. Molotiu</i>	
	<i>2<sup>nd</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mrs. Nguyen</i>	
	<i>3<sup>rd</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Ms. Peden</i>	
Use frequent and systematic progress monitoring:(name of measure by grade level): <i>Vanderbilt reading probes: K-letter sound fluency; 1<sup>st</sup> - word identification fluency; 2<sup>nd</sup> - 3<sup>rd</sup> - passage reading fluency; 4<sup>th</sup> - maze reading fluency</i>	<i>4<sup>th</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mr. Brinkerhoff</i>	
	<i>K</i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Ms. Whitaker</i>	
	<i>1<sup>st</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mrs. Molotiu</i>	
	<i>2<sup>nd</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mrs. Nguyen</i>	
	<i>3<sup>rd</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Ms. Peden</i>	
	<i>4<sup>th</sup></i>	<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Mr. Brinkerhoff</i>	
Use classroom data management system		<i>Yr 2</i>	<i>September</i>	<i>0</i>	<i>Ms. Whitaker</i>	

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