

Step 6 - Developing an Action Plan

After reviewing the data to determine each of the individual student needs, teachers used the RTI Tracking Sheets to place students into small groups. Teachers decided to work on only one of the five pillars of literacy at a time (phonics, phonological awareness, vocabulary, fluency, comprehension). Although some students fell into multiple groups, the teacher would work on the one they believed would be the most crucial based on the data. The teams discussed how improving one specific area of literacy might help the student improve in another area (ie: phonics instruction might assist with fluency deficits, vocabulary instruction might increase comprehension).

The groups would meet in a small group setting with their classroom teacher three to five times each week for approximately twenty minutes per session. The group would focus on one specific strategy to address one specific skill within the pillar. These strategies would be pulled from the Strategy Bank and Intervention Bank.