



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.04 HYL T Standards Based CIA and 1.09 Response to Intervention (RtI)

Action Plan Projected Completion Date: June, 2013	Leader: RtI Team and CIA members Team Members: Kelly McNeil, Shara Elliott, Chery Popiel, Sherilyn Renner, Steve Marty, Robbye Hamburg, Deb Persons
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Strategic Objective (SO): 1.04 Implement the Action Plan for Standards-Based Curriculum, Instruction, and Assessment based on the timelines set in that Action Plan

Strategic Objective (S): 1.09 Implement plans in the following area to improve student achievement: Response to Intervention RtI)

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.) We will determine if we have reached our strategic objective by examining our end of the year data and by observing standards based learning in all classrooms with formative and summative assessments driving our teaching and therefore learning.

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?) We have uncovered the best practice of examining our data by school and grade level as a whole, and then by individual classes. This assists us in utilizing the personnel that we have at our disposal to promote learning for all.

Action Steps	Who?	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
Curriculum 1. Develop an understanding and working knowledge of standards-based practices 2. Display and discuss standards in classrooms as well as displaying standards on hallway work 3. Develop School-wide/grade level vocabulary kid-friendly standards in the form of grade level posters using "I can" statements for what the student is to do 4. Provide Staff Meeting time to review grade level standards 5. Continue our PLC on Robert Marzano's book The Art and Science of Teaching on effective instruction, assessment and learning. Invite parents to join	All Staff All staff Classroom Teachers Principal Teachers, coach, principal, staff, parents	2013 Throughout 2010-11 May 2012 May 2011 Monthly, 2010-2011

<p>6. Continue to examine district curriculum materials (EveryDay Math, Houghton Mifflin, Science Kits) with standards, identifying gaps and the identifying research based support materials and lessons to fill gaps</p> <p>7. Continue to develop Understanding by Design as the unit and lesson planning model</p>	<p>All staff</p> <p>Teachers, Coach</p>	<p>Throughout 2010-2011</p> <p>Constantly 2010-2011</p>
<p>Instruction</p> <p>1. Identify and communicate academic needs of students through universal screeners (i.e.Dibels, Easy CBM) and match these to curriculum materials</p> <p>2. Identify individual learning profiles/interests/gender differences</p> <p>3. Promote effective communication between teachers, parents and students that result in a clear understanding of present levels and where they are headed during the course of the school year</p>	<p>RtI team, teachers, par-professionals, instructional coach and principal</p> <p>All staff</p> <p>Teachers, parents, students, principal</p>	<p>2012</p> <p>Constantly 2010-2011</p> <p>2011, End of Year</p>
<p>Assessment</p> <p>1. Continue to effectively collect data to drive instruction and improve student learning</p> <p>2. Use University of Oregon Data Site at RtI meetings, grade level meetings and individually</p> <p>3. At staff meetings have discussions on how standards, RtI, curriculum, instruction and assessment mesh.</p> <p>4. Continue implementing a balanced approach to assessment using formative and summative assessments while developing a strong understanding of their value through our PLC (Marzano)</p>	<p>RtI Team, All staff</p> <p>RtI Team, All staff</p> <p>Principal, Coach, staff</p> <p>Teachers, Coach, Principal</p>	<p>2011, End of Year</p> <p>May, 2011</p> <p>2010-2011</p> <p>January 2011</p>
<p>Response to Intervention</p> <p>1. Attend CSPD (Comprehensive Systematic Program Development) training for the second year (5 days of training)</p> <p>2. Continue developing our school-wide culture for RtI</p> <p>3. Participate in building level RtI meetings to ensure that our Curriculum, Instruction and Assessment is driving individual learning</p>	<p>RtI Team</p> <p>Hyalite staff</p> <p>Hyalite staff</p>	<p>May 2011</p> <p>Throughout 2010-2011</p> <p>Throughout 2010-2011</p>

4. The RtI Team manages the framework for RtI at Hyalite School, learning what systems will best work to ensure learning for all	RtI Team	2010-2011
5. Collect/organize/analyze reading, math, writing and science data while learning best practices for data collection and use	Hyalite Staff	Throughout 2010-2012
6. Review student progress; learn how long to keep an intervention in place and when intervention should be changed	Hyalite Staff, RtI Team	End of 2010-2011
7. Implement Walk-To-Read in First Grade and 4 th and 5 th Grade variation, and Walk to Math in Second Grade	First, Second, Fourth and Fifth Grade Teams, Intervention and Resource teachers, para-professionals, principal	Continuously 2010-2011
8. Begin to explore RtI intervention for behavior recognizing that this is often a key for lack of skills 9. Further manage next year's schedule to mesh with RtI and implement RtI training for all teachers on collaboration, PLCs, general sharing of knowledge, and strategies.	RtI Team	May 2011

In a year, we hope to see the following progress on this strategic objective: We hope to have Standards Based teaching as a common practice with all staff having a good understanding of best practices in Curriculum, Instruction and Assessment through the lens of the Response to Intervention Practice.