



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

## 1.09 C&I Response to Intervention (RtI)

Action Plan Projected Completion Date: Ongoing	Leader: Chad Berg Team Members: District RtI team, Curriculum Coordinator, Grants Coordinator, Intervention Specialists, Building Principals
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Strategic Objective (SO): 1.09 Instructional Coaching, Special Education, Reading Intervention, Math Intervention, Response to Intervention (RtI), Technology, Professional Learning Communities, Indian Education for All, PEAKS (Gifted) Program, Extended Day and Extended Year programming.

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.)

1. Annual review of DIBELS results(grades K-5)
2. Annual review of DRP results(grades 2-12)
3. Annual review of Easy CBM results(grades K-8)
4. Annual review of mid and end-of-year math assessments (grades K-10)
5. Annual review of CRT (grades 3-8 and 10)
6. Review of building RtI action plan progress

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?)

After review of best-practices research, the RtI framework has been revised to integrate Reading Intervention and Math Intervention plans. Links are also explicit with action plans for Special Education, Instructional Coaching and Professional Learning Communities and the PEAKS Gifted Program. The RtI action plan includes services and materials for the full spectrum of student needs (from academically at-risk students to gifted).

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?
1. Each school will revise and implement a building-level RtI Action Plan that integrates intervention services to address the full spectrum of student learning needs, from academically at-risk to gifted	1. Building Principals, Chad Berg	1. Ongoing, 2009-2010
2. Selected schools will participate in up to 4 days of OPI-sponsored training on Response to Intervention	2. Building principals	2. September 2010, January 2011
3. District RtI team and Intervention team will integrate meetings into a common PLC <input type="checkbox"/> Feedback on implementation of EasyCBM screening and	3. District RtI team	3. Ongoing, 2009-2010

<p>progress monitoring probes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback on unified intervention referral and documentation system</li> <li><input type="checkbox"/> Sharing of Practices: RtI and the role of the general classroom, special education and intervention staff (including math paraprofessionals, ACCESS, Strategies and Lab staff, Title III and Title VII tutors) what programs and strategies are producing positive progress</li> <li><input type="checkbox"/> Ongoing review of intervention model, materials and needs for professional development</li> </ul> <p>4. District RtI activities will foster an integrated service instructional/intervention delivery model, from academically at-risk to gifted</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core and supplemental material reviews/purchases for reading and math</li> <li><input type="checkbox"/> Scheduling options at buildings that allow for flexible groupings of student interventions</li> </ul> <p>5. RtI concepts will become institutionalized within district operational practices.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated intervention options within Extended Day or Extended Year services</li> <li><input type="checkbox"/> Collaborative data review activities and collaborative instructional planning activities will be implemented at the building level.</li> <li><input type="checkbox"/> SAT, Intervention, Title III and PEAKS referral processes will be integrated under a common process, with a unified documentation system</li> </ul>	<p>4. District RtI team, Chad Berg</p> <p>5. Central office staff, building principals, collaborative Supplemental Education Service (SES) providers, all staff</p>	<p>4. Ongoing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: elementary completed</li> <li><input type="checkbox"/> Math: Fall 2010</li> <li><input type="checkbox"/> Scheduling: Ongoing based on student and building needs</li> </ul> <p>5. Ongoing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SES collaboration: Fall 2010</li> <li><input type="checkbox"/> Data review ongoing</li> <li><input type="checkbox"/> SAT/Intervention integration: Fall 2010</li> </ul>
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In a year, we hope to see the following progress on this strategic objective:  
Each building will have a Response to Intervention action plan that moves them towards building-specific implementation of collaborative instructional practices to address the full spectrum of student learning needs, from academically at-risk to gifted. District coordination will facilitate common understanding and implementation of core, core replacement, and supplemental assessment and instructional practices. Intervention (SAT, Intervention, Title III and PEAKS) referral processes will be integrated under a common process, with a unified documentation system, and used at K-12 levels.