



BSD#7 LRSP Strategic Objective ACTION PLAN:

1.01 CI Personalize Learning 2011-12

Strategic Objective (SO): 1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: Response to Intervention

Leader: Chad Berg.
Team Members: District RtI team, Curriculum Coordinator, Intervention Specialists, Building Principals

Action Plan Projected Completion Date:
 Ongoing

Evaluation Plan: Describe steps you will take to determine if you have reached this strategic objective.

1. Review of building RtI action plan progress
2. Use of performance management system to analyze cohort group growth relative to prior year performance on criterion based measures

Best Practice Investigation: What information is uncovered looking at best practice in relation to this 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 for the full spectrum of student needs (from academically at-risk students to gifted).

Action Steps What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who Who will be responsible for what actions?	Timeframe What is a realistic timeframe for each action?
<ol style="list-style-type: none"> 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 2. Selected schools will participate in up to 4 days of OPI-sponsored training on Response to Intervention 3. Use Expanded Instructional Cabinet for frequent feedback and discussion on instructional practices, including RtI <ul style="list-style-type: none"> • Feedback on benchmarking and progress monitoring practices • Feedback on use of Pearson Inform for data analysis • Sharing of Practices: RtI and the role of the general classroom, special education and intervention staff (including math paraprofessionals, ACCESS, Strategies and Lab 	<ol style="list-style-type: none"> 1. Building Principals, Chad Berg 2. Building principals 3. Expanded Instructional Cabinet 	<ol style="list-style-type: none"> 1. Ongoing, 2011-2012 2. 2011-2012 school year 3. Ongoing, 2011-2012

<p>staff, Title III and Title VII tutors) what programs and strategies are producing positive progress</p> <ul style="list-style-type: none"> • Discussion on implementation of practices that assure Fidelity of intervention <p>4. District RtI team will convene on an “as-needed” basis for development of common understandings and practices</p> <ul style="list-style-type: none"> • Development of a unified intervention documentation system using Pearson Inform, to create Personalized Learning Plans for each student with an identified need • Ongoing review of intervention model, materials and needs for professional development <p>5. RtI concepts will become institutionalized within district operational practices.</p> <ul style="list-style-type: none"> • Integrated intervention options within Extended Day or Extended Year services • Collaborative data review activities and collaborative instructional planning activities will be implemented at the building level during time allocated within the district calendar 	<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. As needed 2011-2012</p> <p>5. Ongoing 2011-2012</p>
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Progress expected by the end of the year:

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. Assessment and Intervention documentation will be able to “move with the child” efficiently between buildings, using the district performance management system.