



BSD#7 LRSP Strategic Objective ACTION PLAN: **1.01 CI Personalize Learning RtI 2012-13**

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 (RtI)

Leader: Chad Berg
Team Members: District RtI Committee, Curriculum and Instruction office support, Building Principals, Building Leadership Teams

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 a review of best-practices research, the RtI Action Plan has been revised to integrate all types of interventions for all types of student needs (struggling learners to gifted). The RtI Action Plan also has been revised to include research based “practices” in addition to “programs.”

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?
1. Each school will revise and implement a building-level RtI Plan that integrates intervention services to address the full spectrum of student learning needs, from academically at-risk to gifted <ol style="list-style-type: none"> a. Schools participating in the OPI grant will engage in up to 4 days of OPI-sponsored training on the Response to Intervention Plan b. Schools not participating in the OPI grant will engage in up to 4 days of in-building/in-district training and planning on their Response to Intervention Plan 	1. Building principals, Chad Berg	1. On-going, 2012-13
2. Explore integrating academic RtI practices with social, emotional and behavioral practices of the Montana Behavioral Initiative (MBI)	2. Building leadership teams	2. On-going, 2012-13
3. Use Expanded Instructional Cabinet for frequent feedback and discussion on instructional practices, including RtI <ol style="list-style-type: none"> a. Feedback on benchmarking and progress monitoring practices b. Feedback on use of Inform for data analysis 	3. Expanded Instructional Cabinet	3. 2012-13 School year

<p>with a broad array of content area data points</p> <p>c. Sharing of Practices: RtI and the role of the general classroom, special education and intervention staff (including math paraprofessionals, ACCESS, Strategies and Lab staff, Gifted, Title III and Title VII tutors) what programs and strategies are producing positive progress</p> <p>4. District RtI team will convene on an “as-needed” basis for development of common understandings and practices</p> <p>a. Development of a unified intervention documentation system using Inform</p> <p>b. Exploration of implementation of practices that assure Fidelity of intervention</p> <p>i. Develop common understanding of Fidelity concept and requirements for use with Specific Learning Disability criteria</p> <p>ii. Targeted, voluntary use of self-assessments of fidelity</p> <p>iii. Targeted, voluntary use of peer or administrative assessments of fidelity</p> <p>c. Ongoing review of intervention model, materials and needs for professional development</p> <p>5. RtI concepts will become institutionalized within district operational practices</p> <p>a. Integrated intervention options within Extended Day or Extended Year services</p> <p>b. Collaborative data review activities and collaborative instructional planning activities will be implemented at the building level during time allocated within the district calendar</p>	<p>4. District RtI team</p> <p>5. Central office staff, building principals, collaborative Supplemental Education Service Providers (SES), all staff</p>	<p>4. On-going</p> <p>5. On-going</p>
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Progress expected by the end of the year:

Each building will have a Response to Intervention plan that moves them towards building-specific implementation of collaborative instructional practices, to address the full spectrum of student learning needs. District coordination will facilitate common understanding and implementation of core, core replacement and supplemental assessment and instructional practice. Assessment and Intervention documentation will be able to “move with the child” efficiently between buildings, using the district performance management system.