



LRSP Status Report – June 2012

1.01 CI Personalize Learning RtI SR 2012

Strategic Objective (SO):

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

Topic of Strategic Objective (SO):

Response to Intervention

Department/School: Curriculum & Instruction

Leader: Chad Berg

Team Members:

District RtI members, Curriculum Coordinator, Intervention Specialists, and Building Principals

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

PROGRESS SUMMARY

During the 2011-12 school year, selected schools continued participation in OPI sponsored RtI training. Building teams continued site-based work on the use of data to inform instructional practices, putting greater emphasis on the use research based instructional practices, as opposed to commercially prepared instructional materials. There continues to be room for both options within our menu of Pathways.

Expanded Instructional Cabinet was used as a mechanism to discuss common understandings and common practices, across buildings within the District, related to:

- RtI instructional pathways
- Site based decision making for use of instructional programs and practices
- RtI for special education eligibility
- Fidelity

The Bozeman School District was selected by the US Department of Education Institute of Education Sciences as having "mature implementation" of RtI practices. Three buildings were subsequently selected and participated in a nationwide study on the effectiveness of RtI practices.

More work needs to occur on the fidelity/eligibility discussions. As a District, we do not have consistent or coherent approaches to assessing the fidelity of an intervention's implementation. Additional district-wide work, with targeted staff, needs to occur on the use of Pearson Inform for writing Intervention Plans that can follow the child from one grade level or school to the next.