



LRSP Status Report – June 2011

1.09 HYL T Response to Intervention (RtI) SR 2011

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.

Department/School: Hyalite Elementary School

Leader: RtI Team

Team Members:

Kelly McNeil, Shara Elliott, Chery Popiel, Sherilyn Renner, Steve Marty, Robbye Hamburg

In a year, we hope to see the following progress on this strategic objective:

We hope to have the RtI process well developed and a part of the on-going culture at Hyalite so that all students are achieving at their highest levels.

PROGRESS SUMMARY

We have a strong RtI culture at Hyalite Elementary School!

Our RtI teams wanted to utilize research (Marzano) to streamline our meetings to be very useful for all and to drive our professional development in best practices. We utilize our data intelligently and frequently in order to ensure all students learning and growing. We were becoming more sophisticated at when and how to move a student but, as we moved into the area of math intervention more solidly, we wanted to develop a protocol with flexibility. We proceeded and did research leading to our developing a solid protocol which contributed to the discussion around district pathways for RtI procedures.

We feel that we have changed some behaviors by providing the correct level of learning wherein students can be successful but we hope that CSPD will provide RtI behavior sessions next year as they have in reading and math so far. We participated in all CSPD RtI trainings this year and have been accepted into the next level for 2010-2011.

We want to manage next year's schedule to further streamline our ability to provide intervention opportunities for all students when needed. This year our RtI meetings focused on gifted and struggling students, as well as those in between. We began to think of ALL students making progress no matter where they fall on data aim lines. Therefore, our discussions were deeper and more focused on whole class data.

We certainly have a differentiation culture at Hyalite and all students belong to all staff.