



## LRSP Status Report – June 2011

### 1.09 MOST 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:** Morning Star Elementary School

**Leader:** Kathy Braaksma

#### Team Members:

Siegel, Crosby, Harrison, Forbes, Goodrich, Jeffers, Pool, Harstedt, Nickelson

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

On the 2011 CRT we will at least maintain the percentage of proficient students in math at 97% and reading at 98%.

#### PROGRESS SUMMARY

This Action Plan was reviewed periodically throughout the school year. A final review was conducted by the leader in June to review progress made and look forward to the 2011-12 revision.

1. This action step was completed. Teachers looked at a variety of data and students took a survey, as well, about math attitudes.
2. One grade level, 3<sup>rd</sup> grade, began implementing interventions and remediation. Students from other grade levels (1, 2, 4) joined existing math groups in the resource room.
3. Our school psychologist and counselor began behavioral intervention groups through the SAT process.
4. We began looking at the process, but are still looking to the district for guidance on where to go from here.
5. Our intervention teacher began creating custom-made data boards to help us manage interventions and assessments. But with the purchase at the district level of a new data management system, Pearson Inform, we decided to focus our attention on learning to use the new system rather than create our own that would not be nearly as sophisticated.
6. One grade level began intervention in math for high performing students. All other grade levels addressed high performing students' needs in reading through walk-to-read, literature circles, or differentiation within the classroom.
7. Additional staff members attended RtI training in the fall and in January, expanding the number of people who understand the core tenants of RtI strategies.
8. At both the school and district level we continue to work on a system of "pathways" to give guidance to staff members when addressing the needs of learners.

9. We discovered that because of the complexity of the school schedule we are not able mid-year to change flood times without changing the schedules of all the specials (PE, music, library, band, orchestra). We have, however, significantly changed the flood schedules for the coming school year to better accommodate the needs of students at each grade level. For example, kindergarten flood times will be changed to first thing in the morning, a time when our youngest learners are most ready for intensive reading instruction.

Additional notes: OPI RtI consultant visited Morning Star for two days to observe our program in depth and offer suggestions for growth. She shared insights at staff meeting and RTI team reviewed notes on her visit to strengthen RTI for next year. RTI team leaders met with Para professionals to find out their needs and share data collection sheets and how effective the process was for them. Teachers also met with para professionals to make sure fidelity to certain programs were met. Principal met with paras to gain information to improve their practice.