



LRSP Status Report – June 2011

1.09 SMS 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: Sacajawea Middle School

Leader: Joe Moriarty

Team Members:

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

1. A staff that is actively participating in the support of students based on their needs with the RTI model;
2. Adopted school-wide reading strategies that are used in all curricular areas;
3. Systemic analysis of data to determine placement and support of students at appropriate learning levels.

PROGRESS SUMMARY

The implementation of the Response to Intervention framework continued throughout the school year at Sacajawea. A core committee met on a regular basis to review the status of the school and determine the necessary further steps for full implementation. Additionally, members of the committee were joined by other staff members at two training sessions during the year. The team provided further training to the entire staff on regular intervals during staff and data meetings.

The RtI team had several significant accomplishments this year that continued their goal of identifying and addressing the learning needs of each individual. Reading and math pathways were created that outlined the fundamental programs attending to the various needs of individuals--from intensive to advanced. Screening tests were determined and implemented throughout the year to both identify students and to monitor learning progress. Data meetings provided opportunities for teams of teachers to review the assessment data, evaluate student progress, share effective teaching strategies, and problem-solve academic challenges. These meetings supported the continued learning of students within the classroom as well as to determine and evaluate school-wide interventions. A further result of the RtI meetings was identification of fundamental reading strategies that could be used throughout all classrooms regardless of content areas. In the spring, four strategies were chosen that will be implemented consistently in all curricular areas in the coming year.