School Improvement Action Plan

Response to Intervention

Washakie County School District #1

Goal:

Students in grades K-8 will have opportunities to be involved in the Response to Intervention Program, to include Tier I, Tier II, and Tier III interventions in the areas of reading and math.

School Improvement Action Plan: Response to Intervention

Washakie County School District #1

NCA GOAL: Students in grades K-8 will increase reading and problem-solving skills and will have the opportunity for group and/or individualized instruction through an RTI Program.

Fall 2010

Essence of Goal: Struggling students will be afforded multiple opportunities to participate in tiered instruction to improve reading and problem solving. Data-driven decisions from summative assessments, formative assessments, and/or progress monitoring will drive the intervention strategies that are necessary for students who are not performing/achieving at the benchmark/proficiency level.

Assessments Used to Measure the Goal:

PAWS

MAP

DIBELS Next

Research Used in Selection of Intervention:

RTI Policy Considerations and Implications

Successful Approaches to RTI

Support Data Used in Selection of Goal:

PAWS

MAP

DIBELS

Intervention #1: All students, who struggle in reading and/or math, will be provided with individual opportunities to participate in RTI practices.

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
East Side Elementary	Linda Anderson	May 2007	On Going	Model Schools	Model Schools Conference 2007, 2008, 2009, 2010
South Side Elementary	Joe Bishop	May 2009	On Going	Model Schools	Model Schools Conference 2008, 2009, 2010
West Side Elementary	Joe Bishop	May 2009	On Going	Model Schools	Model Schools Conference 2008, 2009, 2010

Intervention #1: All students, who struggle in reading and/or math, will be provided with individual opportunities to participate in RTI practices.					
Action Steps to Implement Intervention	**Persons Responsible**	**Timeline**		**Resources**	**Staff Development**
		Start	Complete		
Worland Middle School	Richard Schaal	May 2008	On Going	Model Schools	Model Schools Conference 2007, 2008, 2009

East Side Elementary

Intervention #1: RTI Problem Solving - All students will continue to practice and apply problem solving strategies.					
Action Steps to Implement Intervention	**Persons Responsible**	**Timeline**		**Resources**	**Staff Development**
		Start	Complete		
Response to Intervention is implemented daily, and on-going throughout the school year. Teachers and support staff review data and assessments; differentiated grouping is established to ensure each student's needs are met. Students are in flexible groups, changing throughout the year based on progress in math problem solving.	Instructional Facilitator Title I Staff Classroom Teachers Classroom Paraeducators SPED Teachers EL Staff Principal	May 2010	May 2011		
Intervention #2: RTI Written Literacy Curriculum - All students will learn and apply writing strategies to improve written literacy.					
Action Steps to Implement Intervention	**Persons Responsible**	**Timeline**		**Resources**	**Staff Development**
		Start	Complete		
Response to Intervention is implemented daily, and on-going throughout the school year. Teachers and support staff review data and assessments; differentiated grouping is established to ensure each student's needs are met. Students are in flexible groups, changing throughout the year based on progress in math problem solving.	Instructional Facilitator Title I Staff Classroom Teachers Classroom Paraeducators SPED Teachers EL Staff Principal	May 2010	May 2011		

South Side Elementary

Intervention #1: RTI Reading Intervention Block - For a 30 minute block of time each school day all students will work in small groups with teachers, specialists or paraeducators to improve reading skills.

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
All students will receive additional assistance in reading during the RTI reading time, geared to specific to individual needs.	Instructional Facilitator Title I Staff Classroom Teachers Classroom Paraeducators SPED Teachers EL Staff Principal	May 2010	May 2011		

West Side Elementary

Intervention #1: RTI Reading block - For one half-hour each school day, from 12:15 to 12:45, all students work in small groups with teachers, specialists or paraeducators to improve reading skills.

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
All West Side students will work on reading skills during the RTI reading block each day in small groups of students with like needs. All teachers, paraeducators and specialists will work with a group of students to guide them in acquiring improved reading skills. JOURNEYS resources (Write-in readers, leveled books, Tool Kits decodable readers, vocabulary readers, student practice books) can be used along with reading resources available in the book room.	Instructional Facilitator Title I Staff Classroom Teachers Classroom Paraeducators SPED Teachers EL Staff	May 2010	May 2011		• Staff members were selected for a committee to lead the development and implementation of RTI at West Side. • West Side Staff introduction to RTI • Read Pyramid Response to Intervention • RTI committee attended the Model Schools Conference • Researched and found the process that will work for us • Made decisions to schedule time for RTI block Tier 1, 2, and 3 interventions and all West Side students and teachers participate in RTI block (January, 2011) • Paras training for resources available in the JOURNEYS reading series • * Purchased DVDs about RTI from BER for professional development activities for teachers.

Worland Middle School

Intervention #1: Reading RTI in the Extended Learning Program (ELP) Elective - All Worland Middle School students will participate in a universal screening (NWEA-MAP assessment) to identify those students that may be at risk for lower learning outcomes in reading and math. Students in need of additional assistance, that do not participate in the electives of band, chorus, and Title I reading or study hall, will participate in an ELP Math or ELP Reading class (depending on the area of greatest need)for at least one semester. NWEA-MAP RIT scores, along with both formative and summative content area assessments, will be used to determine student goals and objectives.

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. All learners will participate in the NWEA-MAP assessment in the fall and spring of each academic year. As needed, some students may participate in a winter NWEA-MAP assessment to determine progress. Students that demonstrate low scores, and that are not enrolled in the above indicated electives, will be chosen to participate in the ELP class. 2. Worland Middle School grade level RTI teams will research progress monitoring tools and will find a tool that measures short term growth. 3. After a progress monitoring tool is in place, students participating in Tier II and Tier III interventions in ELP class will participate in the progress monitoring assessments, as needed, to determine intervention effectiveness. Progress monitoring training for teachers will be updated as needed. 4. Guided Reading will serve as an important tool for both reading and math instruction. Guided Reading training was initiated in the spring of 2010 and will continue throughout the 2010-2011 school year.	Joe Bishop Sam Angelo Richard Schaal Denise Herman Beth Siegfried Duane Riedel Beth Legg Judy Harkink Beth Hefenieder Heather Pebbles Marge Henry Barb Ostermann Nikki Thiel	May 2009	May 2011		• RTI was researched extensively • Staff was involved in peer tutor/coaching.

Intervention #2: Extended Learning Program - Math - All Worland Middle School students will participate in a universal screening (NWEA-MAP assessment) to identify those students that may be at risk for lower learning outcomes in reading and math. Students in need of additional assistance that do not participate in the electives of band, chorus, and Title I reading or study hall, will participate in an ELP Math or ELP Reading class (depending on the area of greatest need) for at least one semester. NWEA-MAP RIT scores, along with both formative and summative content area assessments, will be used to determine student goals and objectives.

Action Steps to Implement Intervention	Persons Responsible	Timeline		Resources	Staff Development
		Start	Complete		
1. Students not participating in the electives of band, chorus, and Title I reading will participate in the ELP class. NWEA-MAP RIT scores and district assessments will be used to determine student goals and objectives. 2. The Worland Middle School grade level RTI teams will research progress monitoring tools and will find a tool that measures short term growth. After a progress monitoring tool is in place, students participating in Tier II and Tier III interventions in ELP class will participate in the assessment, as needed, to determine intervention effectiveness. 3. Progress monitoring training for teachers will be updated as needed. 4. Guided Reading will serve as a tool for reading and math integration. Guided Reading training was initiated in the spring of 2010 and will continue throughout the 2010-2011 school year. 5. Learners in this class use technology, movement, brain-based activities, music, and Guided Reading to improve outcomes in reading comprehension, reading informational texts, vocabulary/decoding, and understanding/interpreting literature. 6. Progress monitoring formative assessments will be used to gather data points to determine progress. The Renaissance STAR assessment will be considered for use in progress monitoring.	Joe Bishop Sam Angelo Richard Schaal Denise Herman Beth Siegfried Duane Riedel Beth Legg Judy Harkink Beth Hefenieder Heather Pebbles Marge Henry Barb Ostermann Nikki Thiel	May 2010	May 2011		• RTI was researched extensively • Staff was involved in peer tutor/coaching.