

Is

Ought

- 2011 Shift in ELL support

Some ^{form of} ASAC in non-title schools with Dawn & Pam.

Have some now but not enough implementation support

- Variety of diagnostic assess & interventions - and know when to use each
- Interventions delivered by the most qualified specialist

- ASAC in all schools
- structure for the prof. dev. support ELL teachers provide.

- Addressing speaking and listening standards

- RTI Coordinators in all schools with common roles & understanding

- Thorough understanding of existing data & how to use it

- Be sure ALL kids are getting the best instruction and not many and therefore miss core instruction

IS

- early reading data collection
- early intervention
- BAS
- lots of community support & volunteers
- WRC
- Benchmark Literacy

DUGHT

- consistent
 - application of interventions
 - analysis of data
- * Grouping by targeted need rather than level
- * Diagnostic tools being used in a full + robust way
- expanding human resources to implement
- delve ~~more~~ into more interventions - expand our menu to meet other needs.
- problem solving teams / child study / student study at all schools

IS

- HS RTI PERIOD ^{BHS}
- LAST 45 MIN OF DAY @ KULSHAN
- FOCUS ON LEARNING ^{LT'S} TARGETS AT HS. EMPOWERING STUDENTS TO CONTROL & EVALUATE THEIR LEARNING
- KNOWING LEARNERS WELL STRENGTHS/NEXT STEPS
↳ (INCONSISTENT ACROSS SYSTEM)

OUGHT

- ★ CLEAR COMMUNICATION ✓ FOR ALL KIDS & FAMILIES
- ★ PROVIDE MEANINGFUL ACTIVITIES AND EXTENSIONS FOR ALL KIDS
- ★ DEVELOPING A BIGGER ^{EFFECTIVE} TOOLBOX & A SUPPORT ✓ FOR TEACHERS
↳ DATA DRIVEN TOOLS?
↳ SYSTEMATIC
- ★ DISTRICT-WIDE ^{EQUITABLE} DEFINED
- ★ QUALITY TEACHING ✓ THAT IS CONSISTENT, EVIDENCE BASED
- ★ BOILED DOWN TO SOMETHING FOR TEACHERS TO EASILY IMPLEMENT
- ★ CAUTION... THAT IT IS NOT ✓ A THING, RESOURCE ONLY, A PERIOD OF THE DAY
"GREAT TEACHING WITH STRONG SUPPORT" WHICH GROUP SMALL GROUP - 1:1

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WHOLE GROUP - SMALL GROUP - 1:1

• REPLICATED

Is

Core reading curr.
Core writing curr.
B.A.S. -
Grade level PLC model
L.L.I.
Read 180 - Title
L.A.P.
Phonemic awareness for K
Promise K

Ought

✓ formal, flexible
data management system

All schools S.B.C. or A.S.A.C
Differentiation in teaching, resources
adapt/modify
Listening/Speaking Assessment
transition between schools, K-2, P-OK
✓ Common diagnostics
smaller class size
More L.A.P. funding
common screenshots (audio)
✓ Common understanding
languages used all
clear district expectations
student goal setting
collaboration time
interest/inclusion blocks
push-in model
curriculum maps
Grouped teachers trained in
interventions (Orton-Gillingham)
extended school year

Is

• WAKids

• ~~some schools~~
have ^{essential} CCs

Ought

• family informational system

• ASAC.

• focus on most crucial/essential standards
Ought

• enhance Tier I instruction → classroom teacher
• expand phonemic testing to include 1st/2nd

✓ data collection systemically beyond H.R.

• trainings

• Homeroom

✓ Assm. Literacy

• provide a full spectrum of R.T.I.

* 1:1 → small group

* Tier III

buy-in from all stakeholders

GENERAL EDUCATION: RESPONSE TO INTERVENTION

It is the district's policy to ensure that all students receive high quality, scientific or evidence based general education core instruction and, as appropriate, strategic academic and behavioral intervention supports matched to student needs.

The district utilizes the core principles of the Response to Intervention (RTI) process that includes systematic assessment, progress monitoring, data-informed and a multi-tiered service delivery model to improve educational and behavioral outcomes for all students.

The superintendent shall develop procedures to implement student interventions, and use teachers' observations, and classroom, school, and/or district assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific or evidence based interventions.

To achieve this, the district will use a process that will identify a student's challenge early and ensure that students demonstrate continuous growth in the general education classroom by providing appropriate instruction.

In implementing the RTI process, the district shall apply the use of...

Quality, duration

BSD

2008 1st training

2009 Decision WWVP 12

2010 .5 TOSA

2011 Policy Statement - Whole

2012 BAS 2136 - Small

14 Schools

- Resources Different 1:1

- People R+I Coordinators

- Time

2013-2014

LAP 4 Title I

Phonological Screen

LLI/Read 180
18 Orton Gillingham

HCP

RTI in Bellingham S

2011-2012

PK-5

Strong



If we believe that ALL children
can learn @ HIGH LEVELS
Great Teaching

