



## **LRSP Status Report – June 2011**

### **1.09 EMDI 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:** Emily Dickinson Elementary School

**Leader: RtI Team**

**Team Members:**

Sharon Navas, Robin Arnold, Colleen Vittone, Natalie Young, Sue Hawkinson, Deb Matosich and Laura Couture

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

Our RTI leadership team will continue CSPD Training and will have established a plan for implementing RTI in reading at ED, including curriculum mapping, planning intervention strategies and training all staff on the RTI model. The RTI leadership team will be trained in easyCBM in order to train staff to implement CBM progress monitoring in math within the classroom. A tier of interventions will be established in order to organize the intervention process and create efficiency in providing interventions to all students.

#### **PROGRESS SUMMARY**

Throughout the 2010-11 school year the Emily Dickinson RtI team continued with training sponsored by the Office of Public Instruction and CSPD Region IV. Staff representatives participated in easyCBM training and provided training to all classroom teachers and instructional paraprofessionals. Our focus continued in the area of reading intervention with early implementation of math intervention through math paraprofessionals and instructional paraprofessionals. Our use of databoards provided identification of students as at risk, some risk, benchmark and beyond benchmark categories based on DIBELS, DRP, easyCBM and CRT scores. Our RtI leadership team provided training to staff in the RtI model and fidelity to the standards. ED continues to participate in the district RtI/Intervention team. We used the University of Oregon on-line DIBELS data collection for most students, implementing the use of differentiation protocol based on the data from DIBELS. ED staff developed reading and math RtI pathways for grades K-5 that was the foundation for the district RtI pathways developed by the RtI/Intervention PLC. The district's Request for Intervention form has been posted on our ED Moodle and staff are becoming more proficient at using that form to start the team process of reviewing individual student progress and planning interventions.