LRSP Status Report – June 2011

1.09 IRV 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: Irving Elementary School

Leader: Adrian Advincula
Team Members:
Irving Staff

In a year, we hope to see the following progress on this strategic objective:
Irving will have at least 3 of our 6 grade levels incorporating some form of RtI Model in the 2010-2011 school year.

PROGRESS SUMMARY
During the 2010-2011 school year, Irving Elementary achieved its goal of incorporating some form of RtI model in 3 of our 6 grade levels. Our 1st grade team implemented a model to meet the needs of their students in reading. The system used incorporated small group, core-related stations and a walk to read format. Our intervention teacher assisted by providing additional support to our intensive students. The 3rd and 4th grade teams decided to focus on math. Both grades, with the assistance of our math paraprofessional, did a walk to math model where flexible groups were created in order to meet the needs of our intensive, strategic, and benchmark students.

In order to provide support, our RtI team met monthly to discuss any questions and concerns brought up by grade levels. Grade level PLCs were also done on a monthly basis to go over student data and the RtI process. In January's early release, our OPI consultant provided training and support for our entire staff regarding Response to Intervention.

To continue building RtI into Irving, our goal for next year is to have 100% of our grade levels implementing some form of RtI system in either math or reading. To assist in this transition, we plan on doing/investigating the following:
1. Provide on-going professional development for the staff in the area of RtI.
2. Take greater advantage of DIBELS online and EasyCBM when making decisions based on data.
3. Look beyond DIBELS and EasyCBM data and assessments (by providing professional development opportunities) to probe deeper in order to meet the needs of each individual child.
4. Create PLC protocols to provide greater efficiency and effectiveness (e squared) in team meetings.