



LRSP Status Report – June 2011

1.09 WH 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: Whittier Elementary School

Leader: Jerry Bauer, Principal & RtI LRSP PLC

Team Members:

Whittier staff members

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

All staff will actively implement RtI processes in an effort to achieve AYP

1. RtI Team to attend OPI sponsored workshops
2. RtI Team to demonstrate how RtI can affect student achievement at Whittier
3. RtI Team assist all staff members with implementation
4. Hold regular meetings with parents of students who score at a Nearing Proficient or Novice level in reading, writing, and math

PROGRESS SUMMARY

RtI Team attended both OPI sponsored workshops and brought suggestions and ideas back to the staff.

RtI Team provided an overview to staff members of school-wide data in the area of reading from Fall to Winter to Spring. Results of this data review was used to guide decision making regarding the effectiveness of current differentiated core programs as well target skill intervention groups.

RtI Team created pathways for RtI Intervention in reading. These pathways include universal screeners, diagnostic assessments, instructional recommendations and decision rules for intervention planning. Grade level team meetings were modified to allow for grade level teachers, interventionists, and specialists to meet bi-monthly to develop and review intervention plans. A Fall 2011 Reading Intervention Schedule is being developed to allow for interventionist support during differentiated core (Walk to Read), as well as supplemental intervention opportunities ("Double or triple dip opportunities").

Classroom teachers met with parents to discuss progress for students in the Novice or Nearing Proficient range.