



East Stroudsburg Area
School District
2010-2011
RtII Implementation

The Big Picture

2010-2011 DIBELS Benchmark Scores:

Grade	Fall 2009	Fall 2010	Winter 2010	Winter 2011	Spring 2010	Spring 2011
Kindergarten	52%	45%	77%	80%	81%	87%
First Grade	76%	72%	62%	62%	69%	69%

Improvement from 2009-2010sy to 2010-2011sy:

Grade	% Change 2009-2010 (fall to spring)	% Change 2010-2011 (fall to spring)	% Improvement from 2010 and 2011
Kindergarten Currently 87% Benchmark	56%	93%	66%
First Grade Currently 69% Benchmark	-10%	-4%	150%

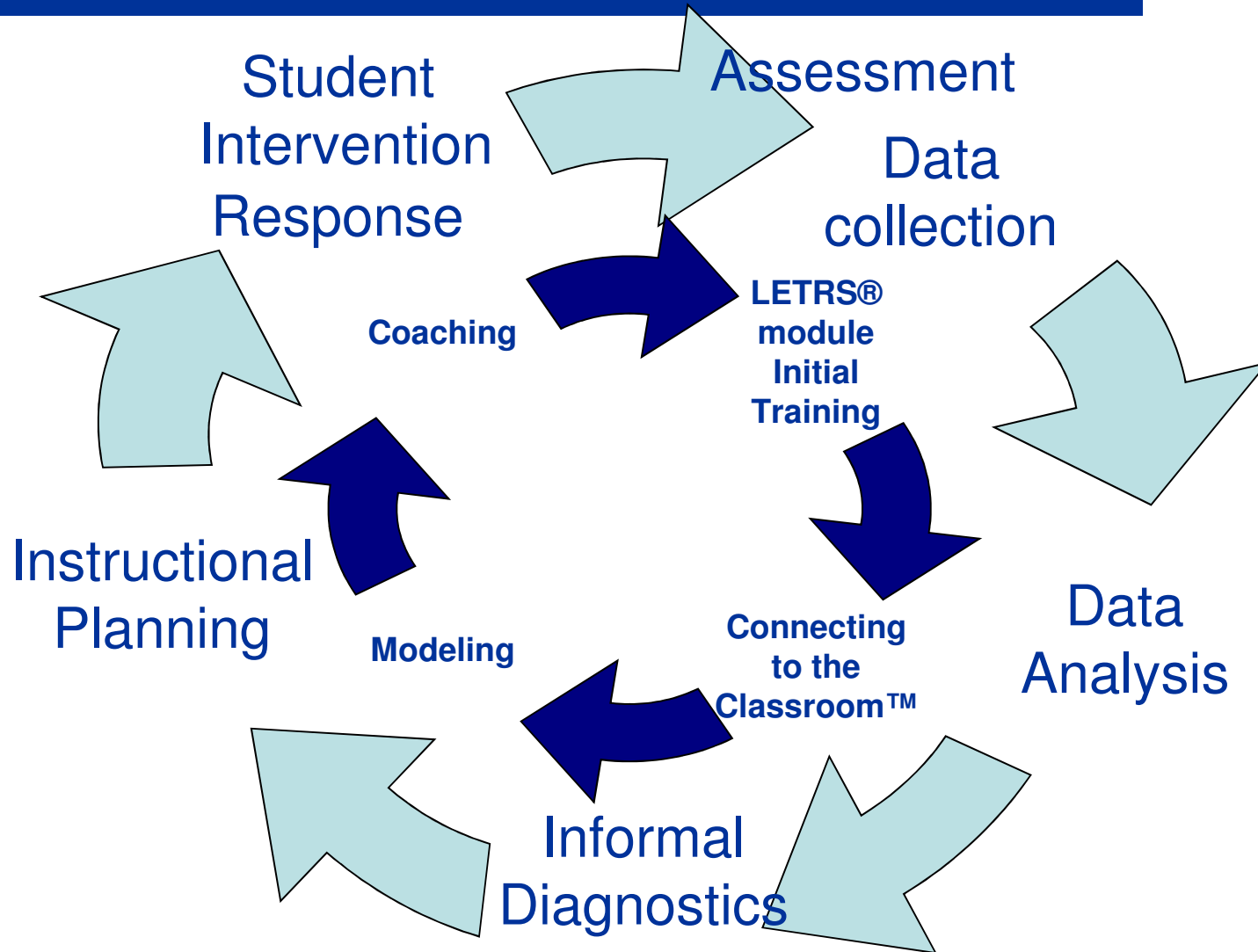
Possibility

Pleasant Valley School District	% students benchmarked on DIBELS®			
	K *	1 st	2 nd	3 rd
Spring 2006	52%			
Spring 2007	72%	75%		
Spring 2008	82%	77%	71%	
Spring 2009	91%	80%	80%	
Spring 2010	92%	94%	85%	
Spring 2011	94%	89%	88%	81%

These results are achieved through commitment to a long-term Professional Development Plan focused on student achievement.

*Results achieved a ½ day kindergarten program.

How We Get Results



A Closer Look

	2009-2010	2010-2011	From Spring 2010 & Spring 2011
	% Change Fall-Spring	% Change Fall-Spring	% Growth
Bushkill- K	44%	152%	241%
Bushkill- 1 st	-32%	17%	288%
Smithfield-K	28%	58%	107%
Smithfield-1st	-7%	1%	118%

Reflection

- “I see a greater understanding of spelling by my first graders and an improvement in their standard spelling and more logical spelling errors in their nonstandard spelling.” -1st grade teacher
- “The process we went through this year helped me to examine my teaching. I came to realize that I had to be more explicit and that repetitions were necessary for long term retention.” -Reading Specialist
- “I want to thank you for all you’re doing to help ESASD. I'm glad to be on board- this could fill in the ‘swiss cheese’ holes of so many readers by 3rd grade! You are doing us a great service...” -Reading Specialist
- “Professional development can be used to introduce new information and techniques while also providing on going support to strengthen concepts and practices. Step By Step Learning has developed a systematic process to introduce research-based practices, model proper techniques, provide coaching sessions to reinforce the techniques, and monitor teacher acquisition as well as student response to instruction and intervention.” –John Burrus, Principal and Director Staff Development K-5

Conclusion



We must commit to doing what is
best for **EVERY** student!