

Introduction & Belief Statement

Response to Intervention (Rtl) was introduced in 2004 as part of the Individuals with Disabilities Education Improvement Act. This addition to the law stresses prevention-focused instructional practices in the regular education classroom. The aim of these intervention strategies is to provide support for at-risk students who have not been identified as needing special education services, but clearly require additional academic and/or behavioral support to succeed.

The state has mandated that all schools have an Rtl plan submitted by January 2009 and that all schools have Rtl implemented by January 2010.

Morris Community High School believes that the implementation of Response to Intervention coinciding with the further development of a rigorous, standards-based curriculum and effective, scientifically researched instruction will enable all students to achieve academic and behavioral success.

Objective & Implementation (Action) Plan

The objective of Rtl is to ensure that schools provide high quality instruction and interventions that match the needs of individual students; and frequently monitor the progress of students and use the data detailing that progress when making changes in instruction or goals.

Morris Community High School will implement Response to Intervention for the freshmen class in the 2010-2011 school year. In succeeding years Rtl will expand until all students at MCHS receive Rtl support.

The Rtl Team

The Rtl team will be comprised of parents, the Assistant Principal-Director of Response to intervention, general education teachers, special education teachers, guidance counselors, the Title I teacher/Reading Specialist, and other specialists such as the Speech and Language Pathologist or School Social Worker when needed.

The RtI team is collaboration between parents and a group of educators with specific expertise. Their primary purpose is to ensure all students are given the opportunity to be successful in the general education classroom by providing a structured support system for students, teachers, and parents.

It is the responsibility of the team to improve the quality of teaching and learning at Morris Community High School by determining the appropriate interventions to be put in place for individual students. This task will be accomplished by:

- Implementation of universal screening in math and reading
- Collection of data from universal screening assessments, teacher referrals, and other pertinent information
- Examination of results from screenings to identify those students needing intervention
- Creation of intervention plans for identified students
 - Design appropriate interventions for individual students
 - Assign responsibilities for implementation
- Progress monitoring to track the effectiveness of interventions using:
 - Results of Curriculum Based Measurements
 - Grades and data provided by teachers
 - Recommendations from teachers, counselors, etc.
- Identification of students who are eligible to change tiers based on responsiveness to interventions
- Facilitation of follow up plans

The RtI Team will continue to meet for review of the student's progress until it is determined the student has made adequate progress for RtI supports to no longer be needed or until the student has been identified through evaluation as eligible to receive special education services.

Universal Screening

All students entering or attending Morris Community High School take the EXPLORE, PLAN OR ACT test. All are standardized tests used throughout the United States. The EXPLORE is taken by 8th graders and freshmen, the PLAN by sophomores, and the ACT by juniors. The ACT is part of the Prairie State Achievement Exam, which is used to determine whether MCHS is meeting adequate yearly progress according to No Child Left Behind. The EXPLORE and PLAN tests resemble the ACT. Scores on the EXPLORE and PLAN can provide an indication of how students may perform on the ACT.

MCHS will use benchmark scores from these tests to identify students who need academic interventions and to place those students in appropriate tier. During the implementation phase, students who score at or above the benchmark score in math, and reading will remain in Tier I. Students who score below the benchmark in either area will be referred to the Rtl team and an intervention plan, including placement in Tier II or Tier III, will be created for that student.

Student's discipline and attendance records will be the first indicator that behavioral interventions may be needed. If the student's teachers or Assistant Principal feels interventions may be necessary a behavior identification ratings scale will be used to further assess the student's behavior.

A Three Tiered System

Response to Intervention consists of a three-tiered system that addresses the academic and/or behavioral needs of students:

- o Tier I includes 80%-90% of all students. These students receive universal interventions in relation to curriculum and instruction. Tier I students are able to meet established school-wide behavioral expectations.

- o Tier II consist of 10%-15% of students. Academically, Tier II students are exposed to targeted interventions aimed at helping them achieve greater academic success. Students in Tier II who have behavioral issues are taught strategies that will aid them in appropriately dealing with difficult situations. Utilization of these strategies will allow students to maintain acceptable behavior.
- o Tier III is made up of 1%-5% of students. These students receive intensive, individualized interventions of higher intensity and longer duration.

Students receiving interventions will be continuously monitored for progress. The Director of Rtl will monitor progress of students in Tier II and convene a meeting of the Rtl Team for students who may change tiers due to their progress. The Rtl team will meet at least once a semester to analyze data and discuss progress for all Tier III students. At this time the team will make a recommendation for the next semester. Recommendations may include:

- o Continuing with the current intervention plan
- o Changing tiers within the Rtl model and revision of the intervention plan.
- o Evaluation for special education services based on the team's decision that Rtl interventions have been unsuccessful

Curriculum & Instruction In Support of Rtl

Response to Intervention has heavily influenced curriculum and instruction at Morris Community High School. Rtl has lead to a push for best practices in all classrooms, as well as the creation of several classes and support mechanisms for MCHS students.

Characteristics of a classroom where best practices have been implemented include:

- o Standards-based, students-centered instruction with strong ties to assessment
- o Use of curriculum and materials that are scientifically researched
- o Differentiated instruction techniques
- o A teacher who gets to know his/her students through:
 - Observations
 - Learning Profiles
 - Conferences & interviews
 - Interest inventories
 - Preference surveys
- o Recognition of each student's:
 - Readiness level- getting to know students' life and academic experiences
 - Ability level
 - Interests- what content/subject matter interests them, what careers they are considering pursuing
 - Preferred learning styles and /or multiple intelligences-visual, kinesthetic, auditory
 - Use of a variety of student groupings for instruction