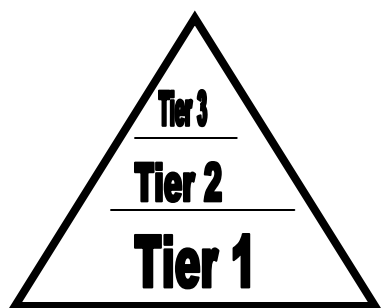


John V. Leigh School

Response to Intervention

(RTI)



Response to Intervention (RTI)

As you know, we have been working on addressing improving student achievement in the area of Reading over the last few years. We began by reviewing the research in the area of reading and looking at our instructional practices. We continually review the data to document the growth of our students from year to year, grade level to grade level. The No Child Left Behind Act (NCLB 2001), and Individuals with Disabilities Education Act (IDEA, 2004) have always included an emphasis on accountability and the use of scientifically based curricula. Recent revisions in these documents have directed schools to focus more on prevention and intervention early in a student's schooling. They emphasize the importance of providing high quality, scientifically-based instruction and interventions to all students. This new process of providing interventions to students that are at-risk for academic or behavioral issues is called Response to Intervention—RTI

RTI is a process of implementing high quality instructional practices based on the learner's needs. Student progress is monitored and instruction is adjusted based on the student's response to the interventions. A multi-tiered, problem-solving approach is used to address the academic and behavioral needs of ALL students. The information gathered at problem solving meetings is used by personnel and parents to make decisions regarding the student's educational program.

The advantage to the RTI approach is that students get help within the general education setting immediately. As soon as assessment data indicates an area of concern for a student, interventions will be put into place to address the concern. The student(s) will be monitored on a weekly or monthly basis to determine the effectiveness of the interventions.

In order to provide the necessary time and instruction for all of our students we will be adjusting our schedule and adding a Reading Power Period at the end of the day. We hope that this brochure will help to clarify any questions that you might have regarding RTI and our Reading Power Period.

Leigh School Staff

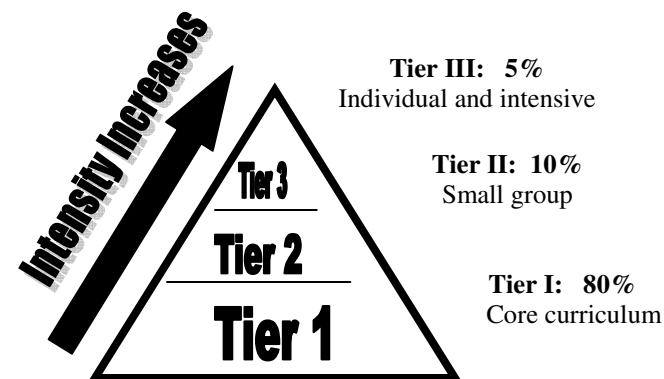
What RTI looks like at Leigh School

All students will continue to receive a sixty minute to ninety minute Reading Block on a daily basis. Reading interventions will take place at the end of each school day. Students will be placed according to their academic needs. We have adjusted our schedule in District 80 to allow us an extra 25 minute period at the end of the day.

Bell Schedule:

8:40 -	8:48	Homeroom
8:48 -	9:23	1st Period (35 min)
9:23 -	9:58	2nd Period (35 min)
9:58 -	10:33	3rd Period (35 min)
10:33 -	11:08	4th Period (35 min)
11:08 -	11:43	5th Period (35 min)
11:43 -	12:23	Lunch (40 min)
12:23 -	12:25	First Bell
12:25 -	1:00	6th Period (35 min)
1:00 -	1:35	7th Period (35 min)
1:35 -	2:10	8th Period (35 min)
2:10 -	2:45	9th Period (35 min)
2:45 -	3:10	Power Period (25 min)
3:10 -	3:15	Homeroom

What is the RTI Three Tier Intervention Model?



Who will participate at Leigh School?

All students from Kindergarten through Eighth Grade will participate in the Reading Power Period on a daily basis. All staff members will be working with a group of students during this period.

How is student placement in a group determined?

AIMSWEB: Reading Benchmark Assessment administered three times a year - all students

ISAT: Illinois State Achievement Test given annually in the spring -3rd-5th

ISEL: Illinois Snapshot of Early Literacy given in the Fall/Spring-K-2

ITBS: Iowa Test of Basic Skills given annually-2nd -8th

Scott Foresman unit and fluency tests-all K-5th

Progress Monitoring: weekly if needed

Strategic Monitoring: monthly if needed

Materials Being Used:

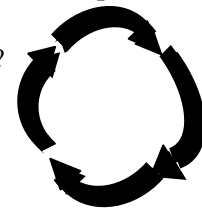
- Scott Foresman Reading Series
- Making Meaning
- Read Naturally
- Reading A to Z
- Rewards
- Michael Heggarty
- Soar to Success
- Step Up to Writing
- Accelerated Reader
- Leveled Readers
- Novel Sets
- Reader's Theater

Problem Solving Method

Problem Identification

Is there a problem? What is it?

Plan Evaluation
Did our plan work?



Problem Analysis
Why is it happening?

Plan Development
What should we do about it?