

# MARISSA CUSD #40

*Marissa Elementary School*  
*Home of the Comets*

*Marissa Jr./Sr. High School*  
*Home of the Meteors*



## *Response to Intervention* **Plan**

2010-2011 School Year

Table of Contents

Table of Contents.....2

Response to Intervention Team/Mission/Goals.....3

Brief Introduction to Response to Intervention.....4

RtI “Flow Chart” .....5

Universal Screening .....6

Reading Interventions (Elementary).....7

Reading Interventions (Jr/Sr High) .....8

Math Interventions.....9

Behavior Interventions.....10

Challenges and Parental Involvement.....11

How Process will be Monitored.....12

Additional Resources .....13



District RtI Team Members

Kevin Cogdill – Superintendent & Elementary Principal

Mark Heuring – Junior/Senior High School Principal

Dan Lehman – Athletic Director/Social Worker

Heather Adams - Junior/Senior High Special Education Teacher

Jessica Barr – District Speech Language Pathologist

Pam Cater - High School Special Education Teacher

Sherry Koch – RTI Jr. & Sr. High/Regular Ed. Social Science Teacher

Dr. Christine Mitchell-Endsley – District School Psychologist

Denise Rushing – Elementary RtI Reading Interventionist/Parent

Jenna Schneider – Elementary Reading Specialist

Robyn Schnoeker - Elementary Special Education Teacher

Gabriella Showmaker – Elementary Regular Education Teacher

Shelly Smith – Elementary Special Education Teacher/Parent

**Mission Statement:**

“It is the mission of Marissa Unit #40 School System to foster and develop a desire to learn, provide and establish tools to know how to learn, and build and instill confidence to know that the student can learn.”

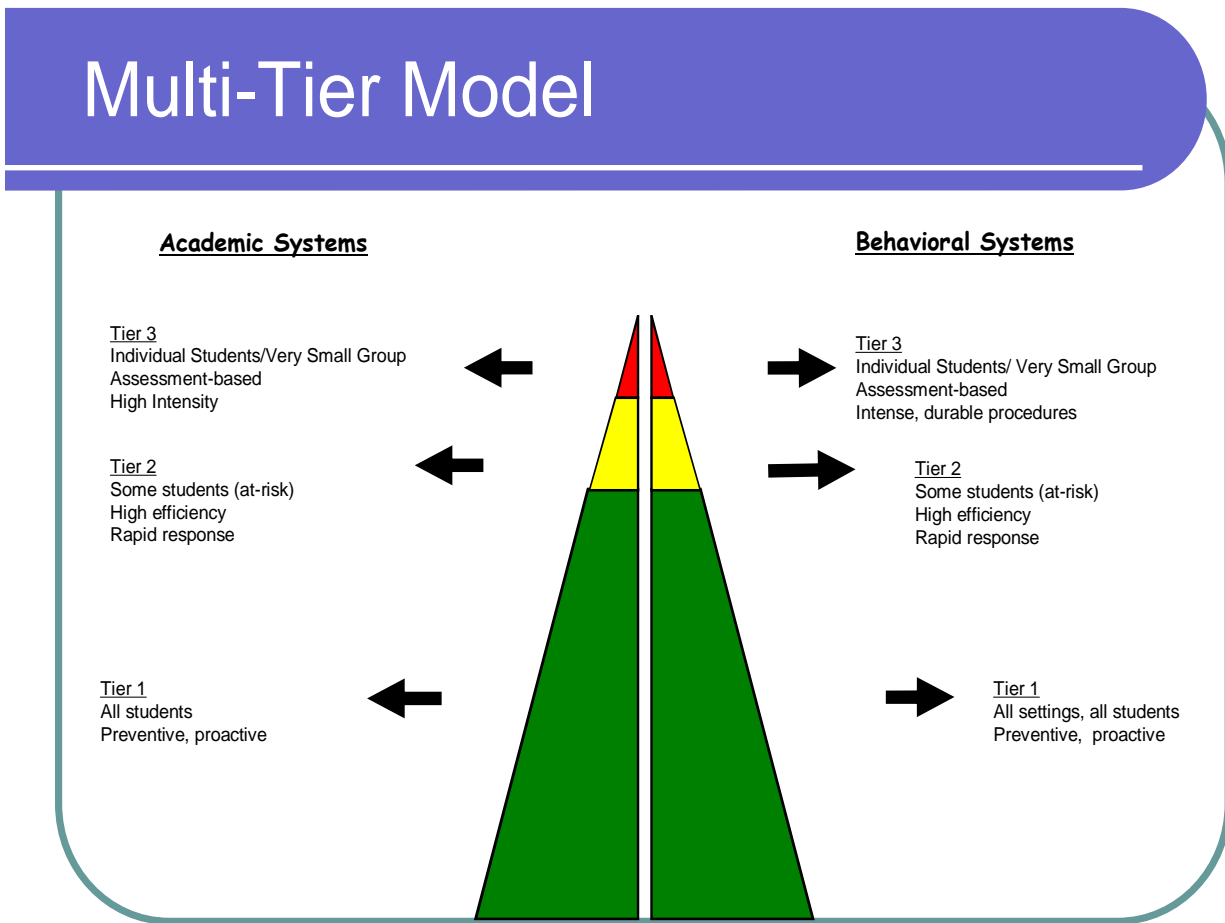
**Goal of Response to Intervention Plan:**

With frequent progress monitoring, we will make data-driven decisions on whether changes are necessary to our instructional and/or academic goals. In doing this, we hope to provide the highest quality instruction and interventions that will match the needs of the individual student to insure that all children reach their fullest potential.

### What is RtI?

**Response to intervention** integrates assessment and interventions within a three-tiered system (see below) to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust those interventions based on a student’s responsiveness. RtI can also help identify students with learning disabilities.

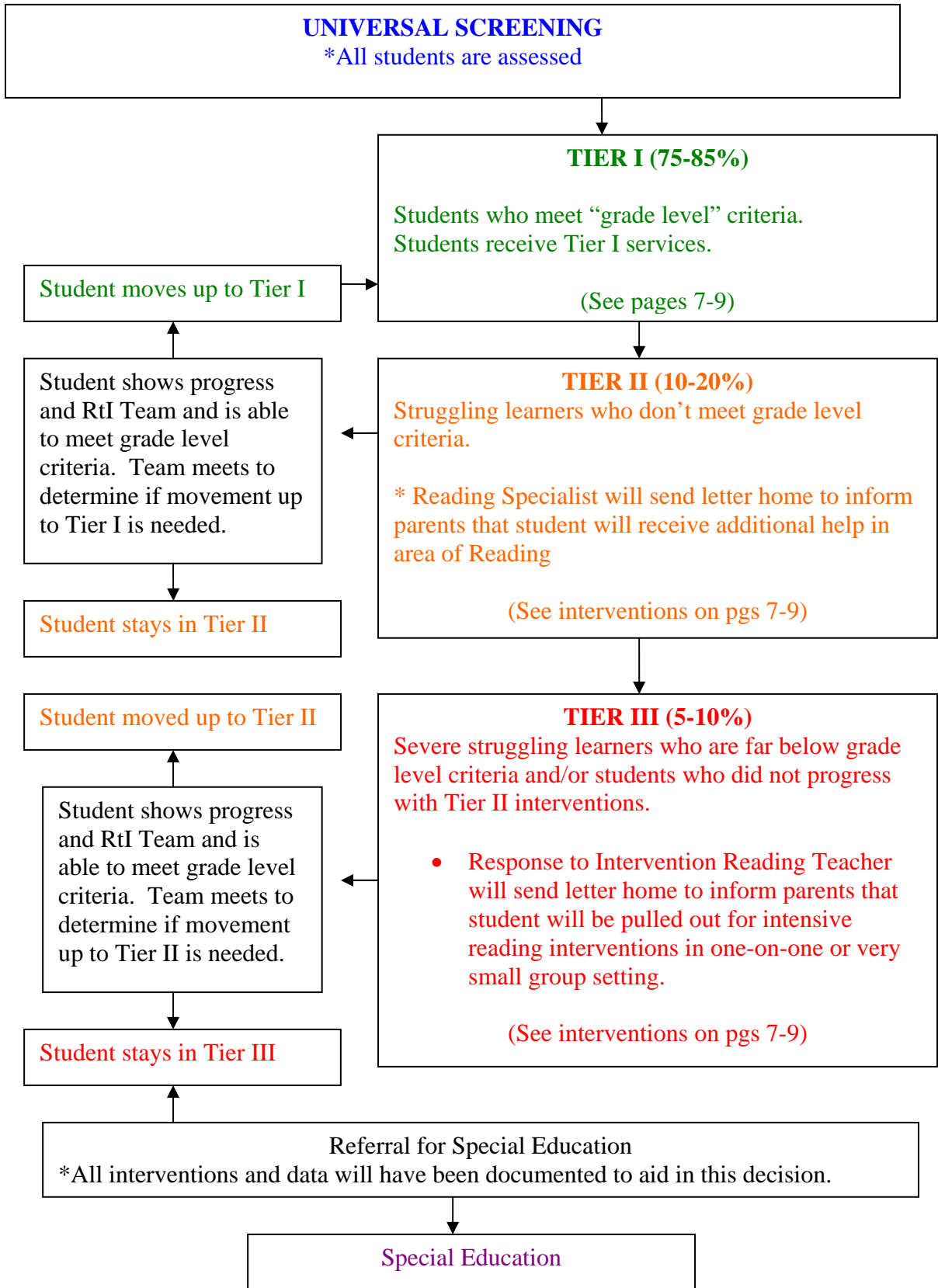
There is a common misconception that RtI is “special education.” IT IS NOT! RtI is a regular education initiative. In fact, with RtI, schools must show what interventions and steps have been taken in the RtI three-tiered model BEFORE they can place a child in Special Education.



Typical % of students per Tier:  
Tier I = 75-85%  
Tier II = 10-20%

Tier III = 5-10%

Response to Intervention  
FLOW CHART



Universal Screening (Methods of Assessment)

**Elementary Assessments:**

**DIBELS (K-6)** - Given three times a year - Fall, Winter, Spring - to give us indications/scores in overall "oral reading fluency." This will also be used for progress monitoring in Tier III students.

**Rigby Ultra Benchmark Test (1-3)** - Given three times a year - Fall, Winter, Spring - and breaks students down into reading levels A-Z. This will be used for determining guided reading levels and additional data for RtI tier placement. We will also use this assessment at Kindergarten level which will be given at the end of the year.

**AutoSkills Reading and Math Academies (3-6)** - Students are given a pre-test and post-test in each skill set assigned (up to 3 total sets). This gives a variety of data in reading and math, and students are assigned an individual "lesson plan" based on their pre-test scores.

**Scott Foresman "running records" (1-3)** - Used to progress monitor Tier II students on a monthly basis and is assessed by Reading Specialist.

**Scott Foresman Pre- and Post-Test in Math (3-6)** - Given at the beginning and end of each school year to show overall improvement in area of mathematics and assessed by teachers.

**Jr./Sr. High Assessments:**

**Kuder (7-8)** - Career assessment used for academic planning.

**AutoSkills Reading and Math Academies (7-11)** - Students are given a pre-test and post-test in each skill set assigned (up to 3 total sets). This gives a variety of data in reading and math, and students are assigned an individual "lesson plan" based on their pre-test scores. AutoSkills is used in Math and Language Arts classes to provide additional support for our students.

**EXPLORE (9)** - Used to show strengths and weaknesses in the four areas of English, Math, Reading and Science. This is somewhat of a precursor to the ACT.

**PLAN (10)** - Helps address areas of concern prior to PSAE and ACT.

**PSAE; Prairie State Achievement Examination (11)** - Given once a year to students in grade 11 and shows who is meeting standards at that the high school level. This can also help with placement for Senior Year/12 grade.

**District-wide Assessments:**

**ISAT; Illinois Standards Achievement Test (3-8)** - Given once a year to determine levels of achievement in Reading, Math, Science and Writing. This will also determine if district makes "Adequate Yearly Progress." Scores can be used to help place students for the following school year and address weaknesses within the curriculum.

**IAA; Illinois Alternative Assessment (3-8 & 11)** - Given once a year to student's with severe cognitive disabilities and takes the place of ISAT or PSAE.

**STAR Reading Test (3-8)** - Used at parent conferences to help with understanding the student's reading ability along with DIBELS and Rigby data.

\*Textbook comprehension tests based on classroom/grade level curriculum (2-12).

**RtI Interventions - READING (Elementary)**



**RtI Interventions - READING (Jr/Sr High)**

**Tier I**

Accelerated Reader; Work Keys;  
Prairie State Achievement Exam incentives;  
Before and After-school tutoring in Reading;  
AutoSkills Academy of Reading (2009-2010)

**Tier II**

Study Island with accommodations; Guided Learning;  
Test accommodations, Team-Teaching;  
AutoSkills Academy of Reading;  
RTI Mandated study hall

**Tier III**

Guided Learning;  
Study Island;  
AutoSkills Academy  
of Reading;  
RTI M.S.H.

**RtI Interventions - MATHEMATICS (District-wide)**

**Tier I**

**Elementary:** AutoSkills Academy of Math; Study Island;  
Co-taught “push-in” Math program in grades 2 & 3 with teacher’s aide

**Jr/Sr High only:** Work Keys; PSAE Incentives;  
Before and After School Tutoring in Math; Peer tutoring;  
AutoSkills Academy of Math

---

**Tier II**

**Elementary:** AutoSkills Academy of Math;  
Study Island; Teacher’s Aide for grades 2 & 3;  
Co-taught “push-in” Math in grades 2 & 3

**Jr/Sr High:** Guided Learning; Peer tutoring;  
Test accommodations; Small Group  
Instruction; Team Teaching  
AutoSkills Academy of Math  
RTI Mandated Study Hall

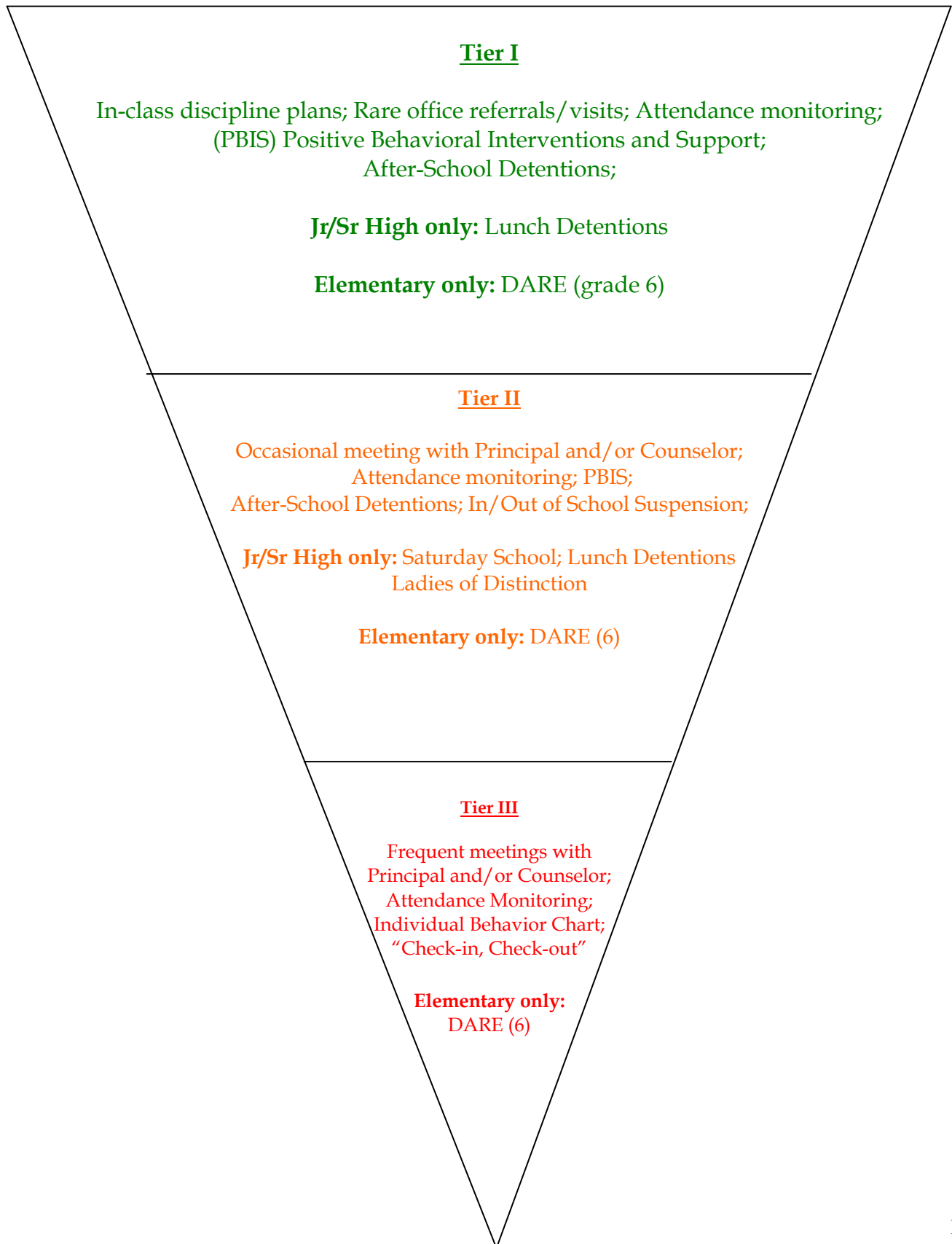
---

**Tier III**

AutoSkills Academy of Math;  
1-on-1 In-class  
Teacher Time

**Jr/Sr High only:**  
Guided Learning;  
Individual tutoring  
AutoSkills Academy  
of Math  
RTI M.S.H.

**RtI Interventions - BEHAVIOR (District-wide)**



### Challenges of the District and Community:

Marissa District 40 currently has a low socio-economic status of approximately 60%. Low socio-economic status is primarily determined by the number of students who qualify for Free/Reduced Lunch. The high percentage of low-income families has a negative impact on our academic performance levels as it does for most districts with low-SES. We are simply unable to purchase all of the resources and services needed to fully function as a school district. However, we are extremely proud of the work our staff does with the all students. In 2008, Marissa Jr./Sr. High ranked #3 in St. Clair County in PSAE scores and both buildings made AYP in all areas. It was only when the buildings combined for District AYP that our Special Needs students did not meet AYP in the area of Reading.

In relation to the low SES, we also have a low percentage of parental involvement. To get a more accurate picture of parental involvement, teachers will begin documenting the number of parents who attend Parent/Teacher conferences. Parents will provide individual feedback at parent/teacher conferences. We also plan to send home a parent survey at the end of each school year to provide parents with the opportunity to communicate with school district administration and staff regarding their views of their children's education.

### Parental Involvement

Parents of Marissa students are involved in their student's performance through Parent-Teacher Conferences. Parents are invited twice a year to set up conference times with teachers during first and third quarters to discuss academic progress and concerns. There is also an open house/orientation meeting at the beginning of each year for the parents to meet with teachers and discuss programs. Teachers send out progress and deficiency reports midway through each quarter to update parents about successes and difficulties. As teachers update grades, parents have been granted online access to view their child's current grade during the school year via the district website. Teachers individually send home notes or make phone calls to parents of students who are struggling.

At the elementary school level parents are invited to participate in PTT, Family Fun Nights, and athletic events. PTT supports academic activities with approximately \$5000 in funds each year. The community gets involved with Santa's Cottage. Funds earned at this event help pay for supplies and Field Day. Parents participate in collaboration meetings to discuss interventions used with their children, as they are members of the RTI team.

All teachers throughout the district have interactive websites which provide information on programs, grading options, and homework pages.

The Marissa Band Parents hold fundraisers throughout the year to provide funds for musical endeavors.

The Marissa Athletic Association and M-Club provide monies each year for athletic involvement.

Parents volunteer to supervise classroom parties during various holidays.

Parents provide assistance with homework, help with preparation for tests, and work to meet their basic needs.

The MJSHS Principal uses podcasts, parent connect, and the district website to increase parent involvement at MJSHS. These items allow the principal to update parents about events that are happening at the Jr./Sr. High.

### How Will District Monitor the RtI Process?

Monthly staff and team meetings will be held to discuss the process and to evaluate the progress made in achieving this objective.

Each teacher will formulate the effectiveness of the plan and report back any concerns. The administration will lead the meetings with the teachers providing input on positives and negatives of the process. Documentation of interventions will be completed by the regular classroom teacher, as well as the Reading Specialist, Title I Math Teacher, and the Reading Improvement teacher. The regular classroom teacher will keep a record of a student's grades, intervention strategies used in the classroom, anecdotal notes, parent concerns/involvement, and behavior charts/logs. The Reading Specialist, Title Math and Reading Improvement teachers will keep records of students' progress monitoring results, specific interventions used and the amount of time of each, and the effectiveness of each strategy.

Building administrators will also be responsible for monitoring the effectiveness of the strategies and activities.

The following measurements will be used for student activities: standard test scores, progress-monitoring scores, attendance records, discipline referrals and end-of-year tests.

The following measurements will be used for professional development activities: principal evaluations checking for the implementation of strategies learned at professional development activities, round-table discussion between building principal and faculty who could benefit from strategies learned at professional development activities.

The following measurements will be used for parental involvement: sign-in sheets for parent-teacher conferences, parental surveys and attendance numbers at parent events.

### Additional Resources

Illinois State Board of Education @ [www.isbe.net](http://www.isbe.net)

Illinois Education Association @ [www.ieanea.org](http://www.ieanea.org)

US Department of Education @ [www.ed.gov](http://www.ed.gov)

[www.rti4success.org](http://www.rti4success.org)

[www.accountabilitydata.org](http://www.accountabilitydata.org)

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.illinoisaspire.org](http://www.illinoisaspire.org)

