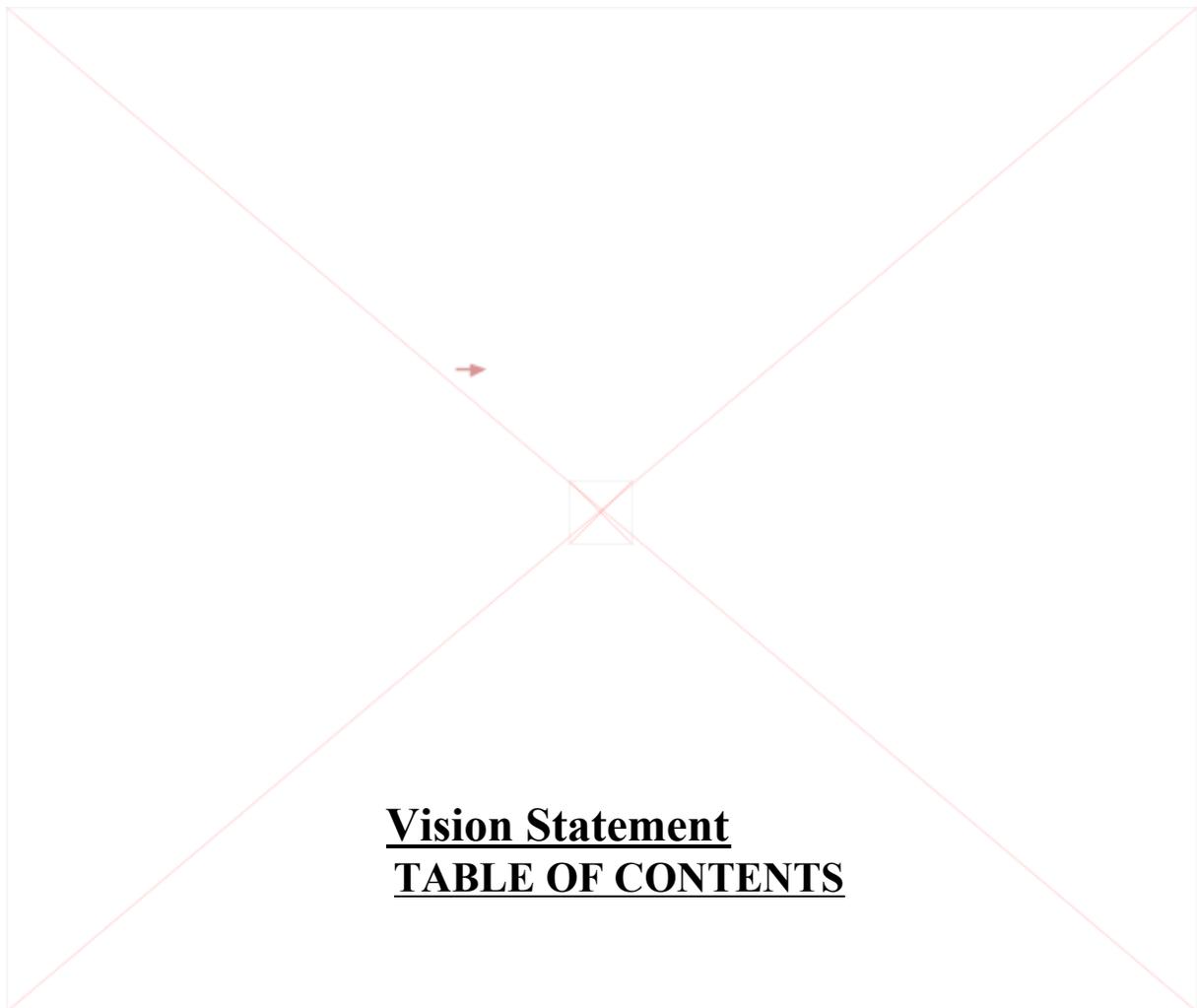


Cumberland Community School District Unit #77  
Serving students Pre-K through Grade 12

# RESPONSE TO INTERVENTION

A preventative, proactive approach of identifying students for academic and behavioral interventions to be successful in the school environment.



## **Cumberland CUSD #77**

### **Vision Statement**

The vision of the Cumberland CUSD #77, which includes staff, students, parents, and the community, is to provide and ensure a safe and positive learning environment for all learners. Our vision is to provide ALL students with the tools and opportunities to develop the knowledge, skills, and values that will enable them to become responsible, productive citizens with a commitment to life-long learning.

### **Response to Intervention (RtI)**

#### **Mission Statement**

The mission of Cumberland CUSD #77 Response to Intervention (RtI) program is to implement an “every ed” initiative bringing school staff and parents together to meet the common challenge of providing a quality education to all students.

### **Response to Intervention (RtI)**

#### **Objectives**

Cumberland CUSD#77 is dedicated to helping students achieve academic and social success that will later aid their accomplishments in life. In order to meet this goal, the following objectives have been made:

- ✓ To inform parent(s)/guardian(s) about RtI
- ✓ To identify at-risk students at an early age
- ✓ To match students to appropriate scientific research-based interventions
- ✓ To provide students with additional individual support, as needed

In order to obtain these objectives, the district will:

- Make information readily available for the RtI program to parent(s)/guardian(s)
- Monitor student progress using scientific research-based interventions
- Make data-driven decisions to determine whether a student has responded successfully to academic or behavioral interventions

Parent(s)/Guardian(s) play an important part in the RtI program. Our district wants to make program information readily available to parent(s)/guardian(s). Teachers will be accessible during Parent/Teacher Conferences and also on a daily basis to answer

parent(s)/guardian(s) questions or concerns. Parent(s)/ Guardian(s) will be notified in writing on a regular basis about their child’s progress and benchmark testing results. They are always welcome to schedule a conference or come in and ask questions about their child’s academic or behavioral progress at any time.

## **What is Response to Intervention (RtI)?**

RtI is an on-going process of using student performance and related data to guide instructional and behavioral decisions for ALL students. Cumberland CUSD #77 is implementing a three-tier model of intervention strategies and supports utilizing a team problem solving method for decision making based on a universal screening instrument obtained two to three times during the year along with student performance and other documented data. The district will provide differentiated instruction and scientific research-based interventions matched to a student’s needs, monitor progress frequently to make decisions regarding changes in instruction, interventions, or goals, and create learning environments that are effective and lead to improved outcomes for ALL students.

### **Response to Intervention - Twelve Step Plan** **Academic and Behavior**

- 1. Universal Screening for *ALL* students**
- 2. Tier 1: Core Instruction with Interventions**
- 3. Fidelity Check of Tier 1 Instruction with Interventions**
- 4. Tier 1: Progress Monitoring**
- 5. Problem Solving Team Meeting**

**6. Parent Notification**

**7. Tier 2: Small Group Interventions**

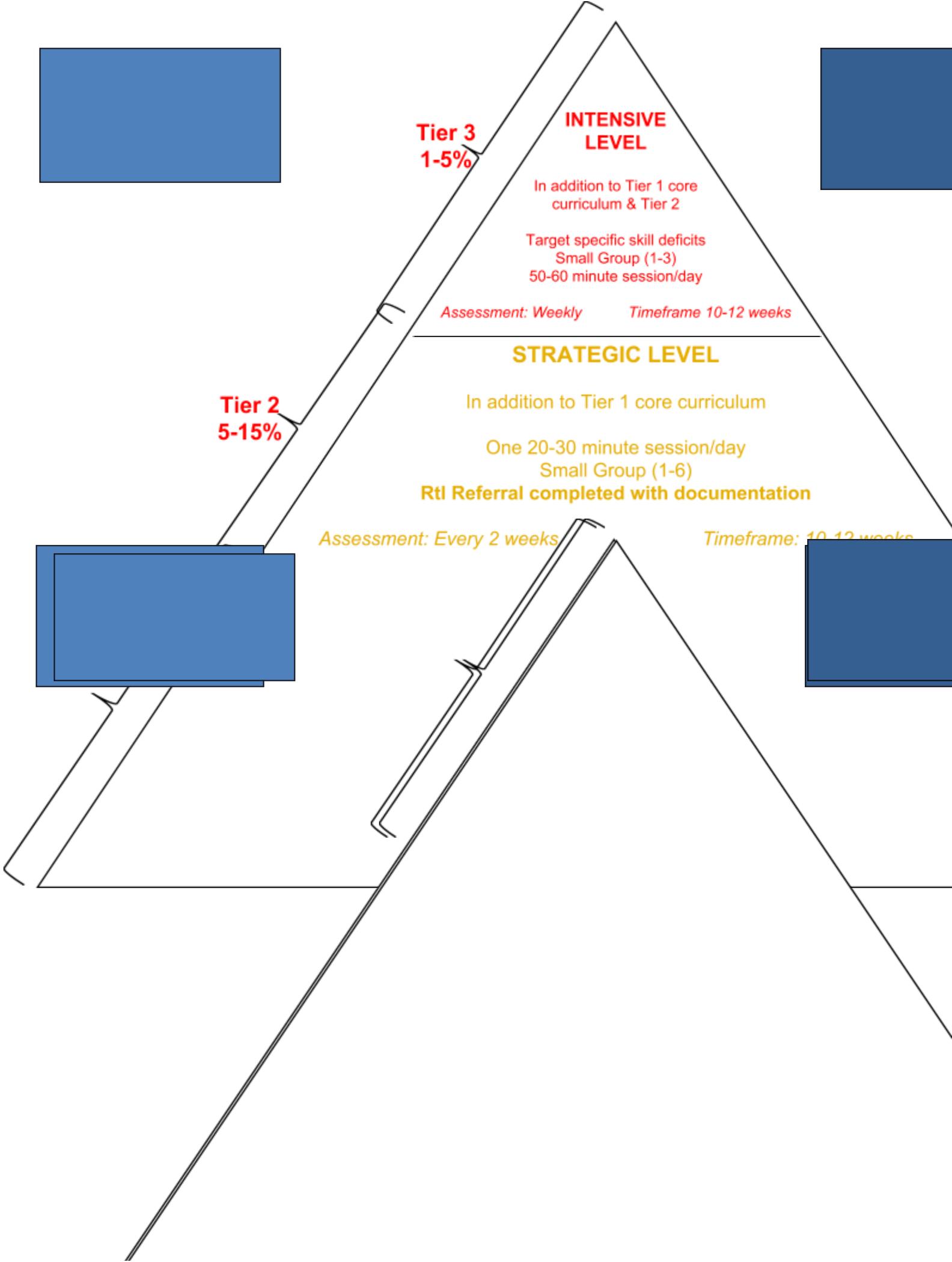
**8. Fidelity Check of Small Group Interventions**

**9. Tier 2: Progress Monitoring**

**10. Tier 3: Intense Interventions**

**11. Tier 3: Progress Monitoring**

**12. Student makes Measurable Progress or  
Referral for Special Education Services**



**Tier 3**  
1-5%

**INTENSIVE LEVEL**

In addition to Tier 1 core curriculum & Tier 2

Target specific skill deficits  
Small Group (1-3)  
50-60 minute session/day

*Assessment: Weekly      Timeframe 10-12 weeks*

**STRATEGIC LEVEL**

In addition to Tier 1 core curriculum

One 20-30 minute session/day  
Small Group (1-6)

**Rtl Referral completed with documentation**

*Assessment: Every 2 weeks      Timeframe: 10-12 weeks*

**Tier 2**  
5-15%

**UNIVERSAL LEVEL**

**INTENSIVE LEVEL**

**Tier 3**  
1-5%

Differentiated Instruction Strategies  
Comprehension Fluency Word Study

In addition to Tier 1 core curriculum & Tier 2

Assessment: 3x/year

Timeframe: 9 weeks

**Tier 1**  
80-90%

**Regular Classroom Instruction for All Students**  
**Core Reading Curriculum**

Assessment: Weekly Timeframe: 6-12 weeks

**Five Areas of Reading Instruction**

**STRATEGIC LEVEL**

- Phonemic Awareness
- 2. Phonics
- 3. Fluency
- 4. Vocabulary
- 5. ...

In addition to Tier 1 core curriculum

**Tier 2**  
5-15%

Small group targeted interventions provided to students identified as at-risk for engaging in more serious problem behaviors. (3+ Office Discipline Referrals or RTI Referral required)

One 20-30 minute session/day

Small Group (10)

Assessment: Every 2 weeks

Timeframe: 6-12 weeks

**UNIVERSAL LEVEL**

**Differentiated Instruction Strategies**  
Pirate/Raider Keys to Success Program

Numeracy Problem Solving Reasoning and Application

Assessment: 3x/year Timeframe: 9 weeks  
All students are:  
✓ taught school-wide expectations

- ✓ acknowledged for appropriate behavior, retaught and given consequences as needed
- ✓ monitored in all settings by all adults

**Regular Classroom Instruction for All Students**  
**Core Math Curriculum**

**Five Areas of Math Instruction**

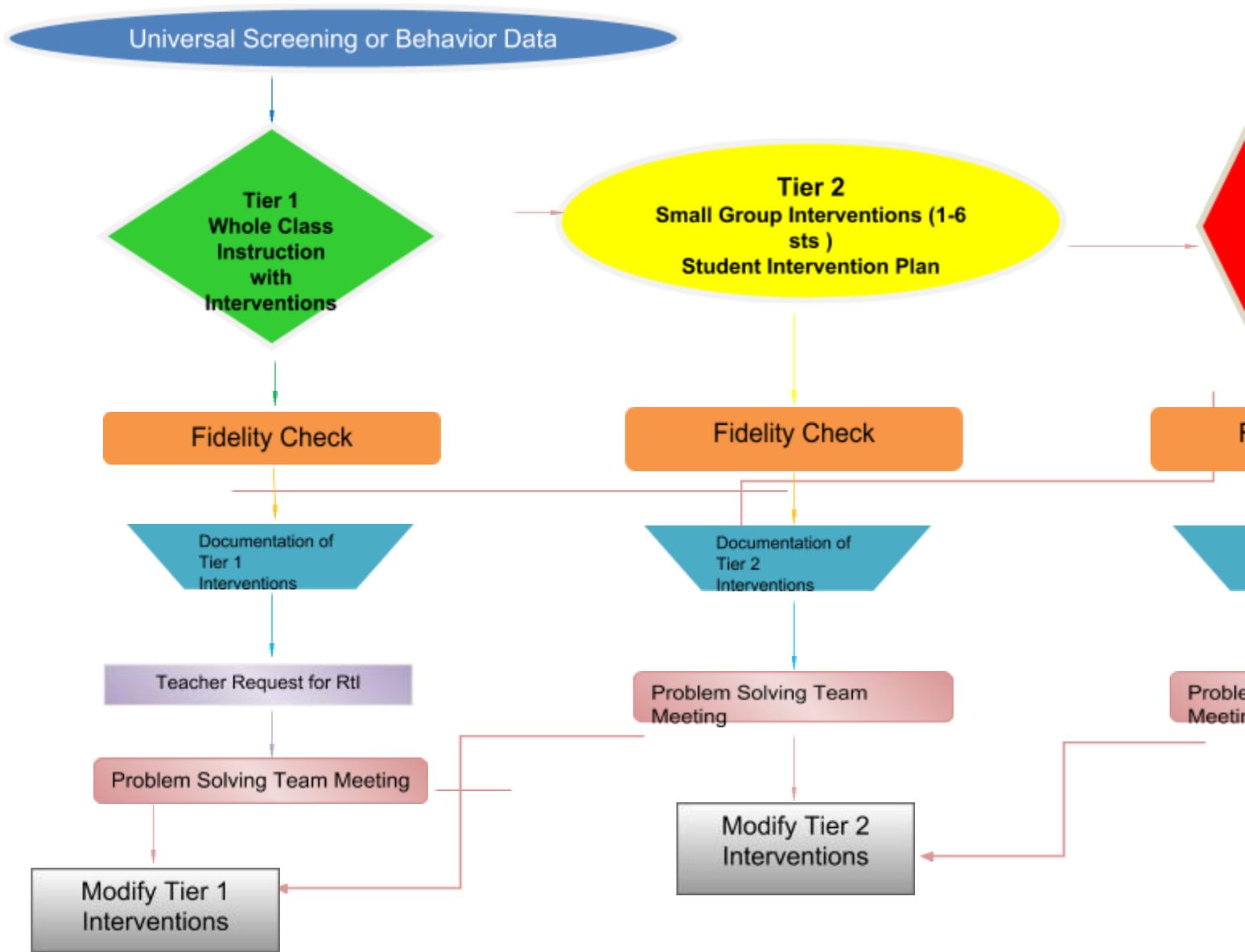
- 1. Conceptual Understanding
- 2. Procedural Fluency
- 3. Strategic Competence
- 4. Adaptive Reasoning
- 5. ...

Assessment: Monthly Data Review

**Tier 1**  
80-90%



## Response to Intervention (RtI) Flowchart



\*At any time, a student may be referred to Special Education; however, the Problem Solving Team must ensure that RtI interventions need to be completed first. Data will also be required for Special Education referral through the Eligibility Determination Process.

## CONCLUSION

The quality of education at Cumberland CUSD #77 will improve with the implementation of the RtI program. This is a positive program designed to keep parents informed on their child's progress and keep students from "falling through the cracks" academically and behaviorally.

Perhaps the greatest benefit of an RtI approach is to eliminate the "wait to fail" situation because our students get the help promptly within the general education setting as well as additional help if needed.

We believe that by being proactive and initiating interventions early, our students are more likely to perform at the level of their peers, promoting academic and behavioral success in school and in life.

