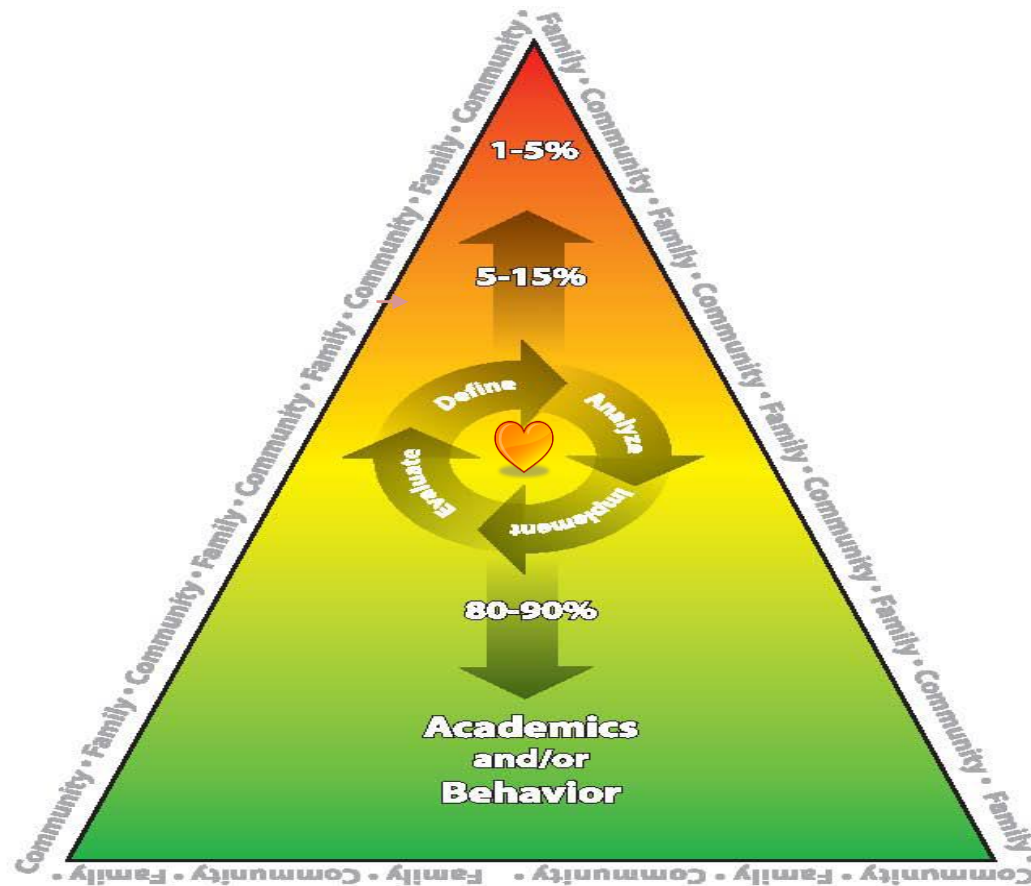


Cumberland Community School District Unit #77

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

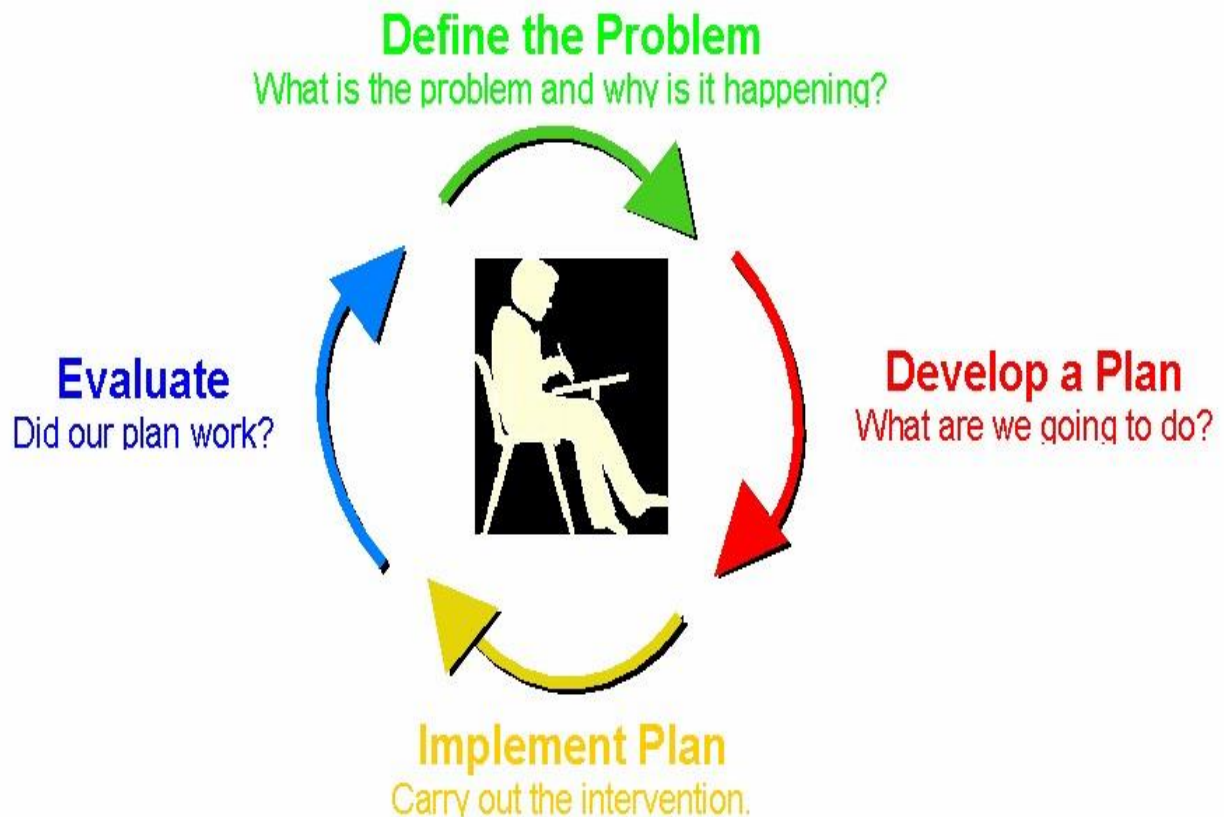
In order to obtain these objectives, the district will:

- 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**

RtI

Reading

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)

RtI Referral completed with documentation

Assessment: Monthly

Timeframe: 10-12 weeks

UNIVERSAL LEVEL

Differentiated Instruction Strategies

Comprehension

Fluency

Word Study

Assessment: 3x/year

Timeframe: 9 weeks

Regular Classroom Instruction for All Students
Core Reading Curriculum

Five Areas of Reading Instruction

1. Phonemic Awareness

2. Phonics

3. Fluency

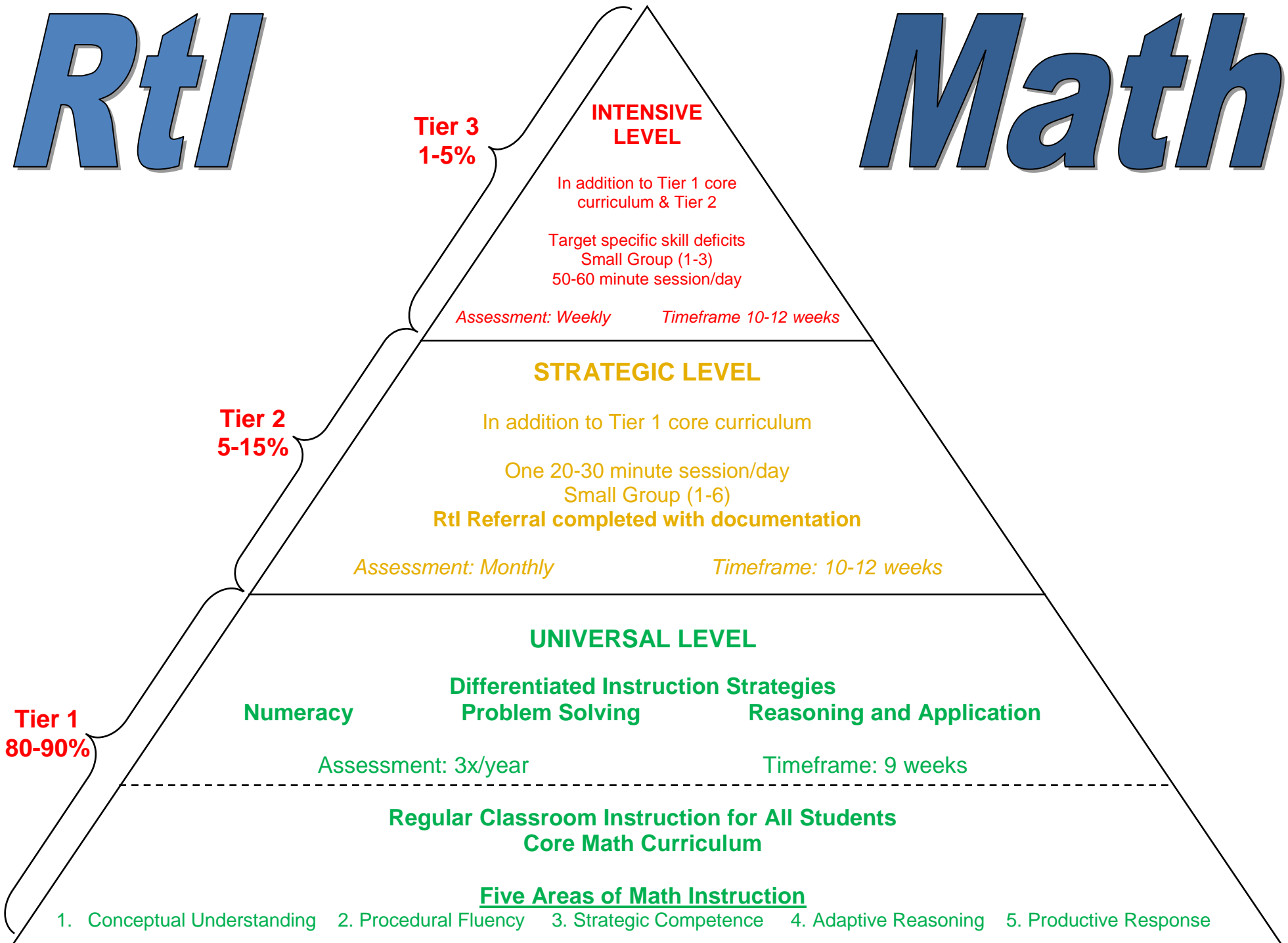
4. Vocabulary

5. Comprehension

Tier 1
80-90%

Rtl

Math



Rtl

Behavior

Tier 3
1-5%

INTENSIVE LEVEL

In addition to Tier 1 core curriculum & Tier 2

Intense individual interventions provided to students with intensive/chronic behavior needs based on progress monitoring

Assessment: Weekly

Timeframe 6-8 weeks

Tier 2
5-15%

STRATEGIC LEVEL

In addition to Tier 1 core curriculum

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

Assessment: Monthly

Timeframe: 6-8 weeks

Tier 1
80-90%

UNIVERSAL LEVEL

Pirate/Raider Keys to Success Program

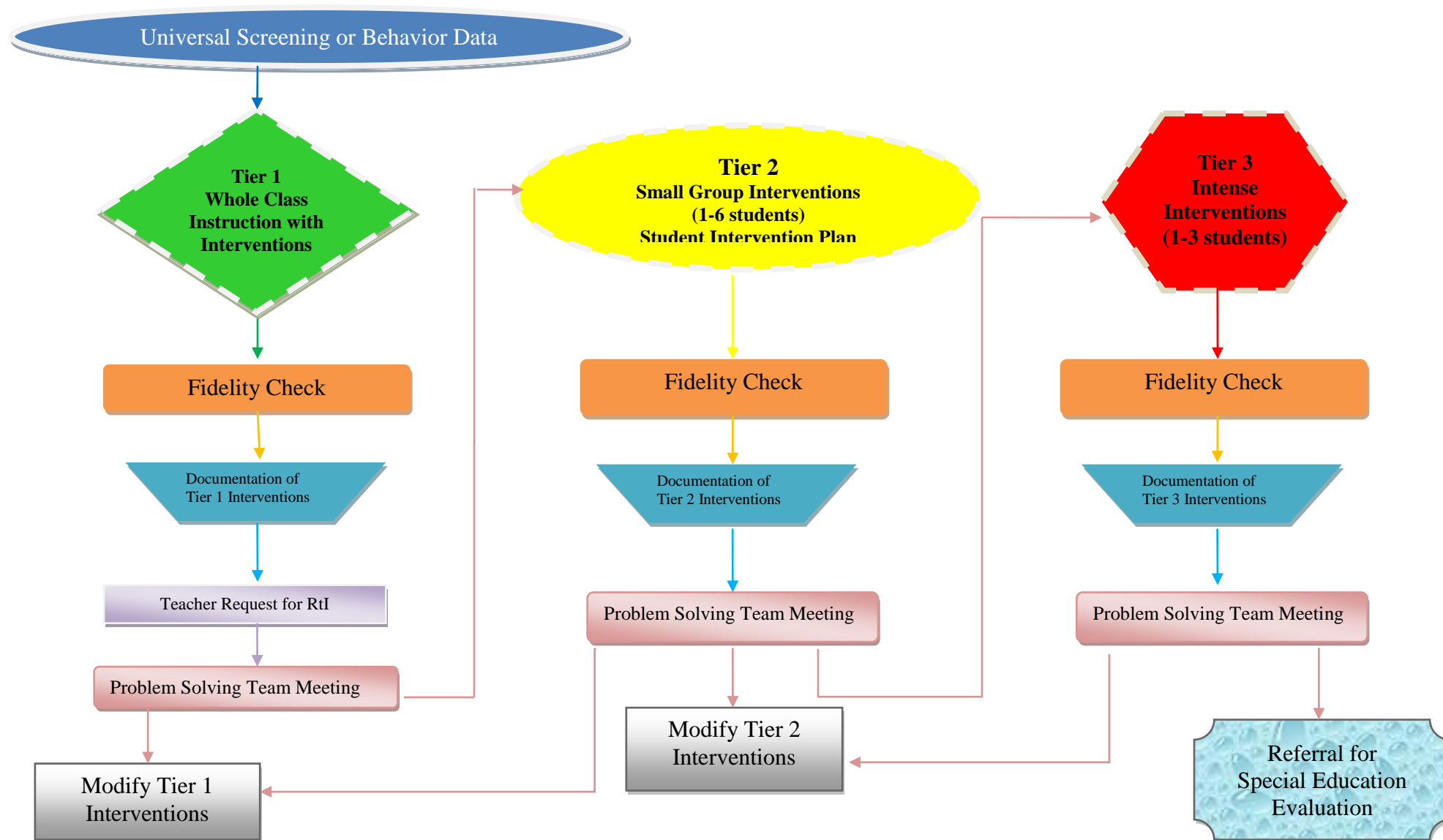
All students are:

- ✓ taught school-wide expectations
- ✓ acknowledged for appropriate behavior
- ✓ retaught and given consequences as needed
- ✓ monitored in all settings by all adults

Assessment: Monthly Data Review

Timeframe: 4-5 weeks

Response to Intervention (RtI) Flowchart



*At any time, a student may be referred to Special Education; however, the Problem Solving Team may determine that RtI interventions need to be completed first. Data will also be required for Special Education referral as a part of 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.