

ESSENTIAL KEY TERMS

- **Progress Monitoring:** A scientifically-based data collection practice that is used to frequently assess student's performance to evaluate the effectiveness of instruction and intervention
- **Universal Screening:** An assessment process typically completed in fall, winter, and spring of each school year. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic and/or behavioral screening test to all children in a given grade level.
- **Scientific Research-Based Instruction:** Specific curricula and interventions that have been researched and proven to be effective and reported in scientific, peer reviewed journals.
- **Curriculum Based Measurement (CBM):** A general outcomes measure of a student's performance in either basic skills or content knowledge. It's a method of monitoring student educational progress through direct assessment of academic skills.

Administration

Mr. Steve Stein, Interim Superintendent
Dr. Charles Vitton, Asst. Supt. of Instruction
Mrs. Sue Shoemaker, Interim Dir. of Student Services
Mr. Kirt Hendrick, Dir. of Business Operations

Mrs. Chris Clavenna, Principal of MES
Mrs. Judy Splayt, Asst. Principal of MES
Dr. Nancy Chibe, Interim Principal of MIS
Mr. Mike Rolinitis, Principal of MJHS

Useful websites

National Center on Response to Intervention

<http://www.rti4success.org>

RtI Action Network

<http://www.rtinetwork.org>

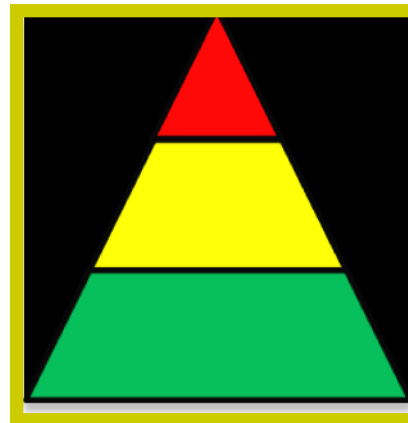
Florida Center for Reading Research

<http://www.ferr.org>

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RESPONSE TO INTERVENTION & INSTRUCTION



Mokena School District 159

WHAT IS RESPONSE TO INTERVENTION (RtI)?

Response to Intervention is a multi-tiered system of support that includes the following...

- Effective research-based core instruction
- Universal Screening
- Progress Monitoring
- Effective research-based interventions matched to student need
- Educational decision making using student data

MULTI-TIERED INSTRUCTION

The different levels/tiers within the triangle do not represent programs or staff, but describe the level of increasing customization and individualization.

TIER 1 (ALL)

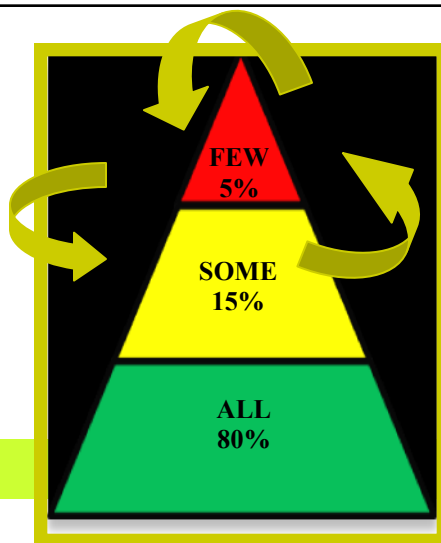
Forms the base of the triangle and is often referred to as the "Core." This is the level of the system that is designed for all and is the basis of the educational experience for all students. A strong core will meet the maximum needs of the maximum number of students

TIER 2 (SOME)

Forms the center portion of the triangle and is the supplemental support provided to some students. The intervention that students receive is targeted to specific needs, made more explicit and intense.

TIER 3 (FEW)

Forms the top of the triangle. Support provided at this level includes more explicit and intensive instruction than that found at the previous tier. This is created through smaller groups, increased instructional time, potentially different curricular materials, and/or instructional practices. If progress is unsatisfactory, individual student problem solving will occur.



ROLE OF PARENTS

Parents play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement.

Parents are encouraged to:

- Frequently communicate with their child's teacher.
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with their child's homework assignments.