

SOMETHING NEW AT NORTHVIEW SCHOOL!!



Peru Public School District #124
October 2010

Response to Intervention

Northview School is pleased to announce a slightly different way of instructing our students and meeting individual needs. Response to Intervention (RtI) is a process designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. An intervention is a specific type of instruction that is used to help with a specific type of problem. Interventions are matched to student needs. Student progress is monitored often to check the effectiveness of the instruction and interventions. The data collected on a student's progress are used to shape instruction and make educational decisions. Use of this RtI process will help avoid a "wait to fail" situation because students get help promptly within the general education environment.

Interventions Blocks

All Kindergarten and First Grade students will participate daily in a 30 minute period called an "intervention block". This is part of our RtI process. During the 2010—2011 school year, we will focus on reading. Data will be used to place students into small homogenous groups for explicit instruction and interventions. A homogenous group means the students are placed with peers that have the same or very similar reading level and ability. Title teachers, classroom teachers, special education teachers, the speech pathologist, and teacher aides will work together to meet the needs of our students. The groups will change throughout the year depending on the students' needs and the skills being taught.

During our intervention blocks, students who are struggling in reading will receive very specific interventions. These interventions consist of Interactive Writing Groups, Guided Reading Plus groups, and Vocabulary/Language Groups. The Title I teacher that is working with your child will contact you soon or has already contacted you telling you what sort of intervention your child is receiving.

Northview will also use this intervention block time to address the needs of our high achieving students through enrichment instruction and activities. At this time, the lower elementary schools do not identify gifted students, but we will use the data we have to group our high achieving students into homogenous groups as well.



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What if Interventions Don' t Work?

When a student is participating in the RtI process and receiving interventions such as those described on the first page, the student's progress is monitored closely. We use multiple assessments to monitor student progress. We use formalized assessments such as Aimsweb and Fountas and Pinnell. The reading interventionists will also use something called Running Records, where the teacher listens to the child read and analyzes what strategies they are using to read the book and how those strategies can help them to be even more successful. Grade level teachers meet monthly in what we call our Problem Solving Meetings. Data is analyzed and decisions are made on what we can do to continue to help the child. Sometimes more intense interventions may be provided for longer time throughout the day or with more 1:1 time with the teacher. Parents are frequently asked to participate in these monthly Problem Solving Meetings. Parents are essential to children's success at school. Peru Public Schools attempts to foster the relationship between home and school by keeping parents informed and involved in the educational process.

What Can Parents Do?

- Frequently communicate with your child's teacher, whether it be by email, phone, notes or in person.
- Attend school functions whenever you can. Parent Teacher Conferences are especially important. The Problem Solving Meetings are equally important!
- Monitor and assist your child with homework, or encourage them to contact someone who can assist.
- Ask what interventions are being used to address reading problems.
- When possible, use the same strategies or interventions at home.
- Ask the school what formal guidelines they are using for monitoring progress.
- If your child is getting more individualized interventions, attend meetings of the Problem Solving Team. Remember, you are the expert regarding your child!
- Praise your child for any progress or general improvement in the area(s) of concern.
- When possible, make suggestions for strategies or interventions based on what you know works well at home!
- Always ask questions when things are not clear!

