

**School Plan for Comprehensive Intervention Model**  
 Linked to Rtl Illinois District Self-Assessment [www.isbe.net/Rtl\\_Plan](http://www.isbe.net/Rtl_Plan)

Where We Are	Where We Want To Be	Next Steps
<p><b>1. Framework for Intervention</b>  <b>ISBE:</b> <i>Evidenced &amp; standards based core curriculum - Tier 1</i></p> <p>School Staff supports the features of the model: individual and small group interventions aligned with classroom curriculum</p> <p>School's core literacy program allows for uninterrupted reading and writing blocks across the grade levels</p> <p>School literacy program provides for differentiated instruction by both the classroom teacher and intervention specialist by including a blend of whole group, small group, and individual instruction as well as opportunities for students to read and write independently</p> <p>School's literacy program includes components that support comprehension, vocabulary knowledge, fluency, phonics, and the writing process</p> <p>Assessments are used for screening, diagnosis, progress monitoring, and evaluation</p> <p>intervention plan allows for layers of literacy support with a 4-tiered model, aimed at preventing reading disabilities</p>	<p><i>ISBE Statement of Purpose: Provide a school-wide model of integrated instruction, assessment and data-based decision making to improve student outcomes and meet the diverse needs of all students.</i></p>	
	<p><b>ISBE:</b> <i>Reading addresses phonemic awareness, decoding, fluency, vocabulary and comprehension.</i></p>	
	<p><b>ISBE:</b> <i>Integrated data collection informs instruction; universal screening system (curriculum based measurement) is used to assess strengths and challenges of all students</i></p>	

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2. High Standards <i>ISBE: Standards Based Curriculum &amp; Instruction for All</i>	Where We Are	Where We Want To Be	Next Steps
<p>Team members are knowledgeable about state, national, and IRA standards</p> <p>Team members understand the link between: state standards, assessment, instruction, and reporting purposes</p> <p>Interventions are provided by highly-qualified, certified teachers</p> <p>High expectations are held for all students by all staff</p> <p>Reading Recovery is available for all first children who need it</p>	<p><b>ISBE:</b> Curriculum, instruction and assessments are aligned with state standards</p>	<p><b>ISBE:</b> Responsibility is shared among all educators for the academic progress of all students</p>	

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<p><b>3. Targeted Intervention Approaches</b>  <b>ISBE: Intervention Strategy Identification</b></p> <p>Supplemental individual and group instruction is provided across the grade levels and are based on student needs as indicated by timely assessments</p> <ul style="list-style-type: none"> <li>Classroom intervention groups are provided by the classroom teacher as needed</li> <li>Intervention conferences are provided as needed</li> </ul> <p>Interventions are aligned with school goals, including a seamless curriculum and assessment system</p> <p>Interventions ensure that the children who struggle the most have the right interventions to achieve at their highest levels</p> <p>Interventions are reviewed regularly and adjustments are made based on student progress</p> <p>Opportunities for layered interventions are provided as needed</p> <p>Focused teaching in interventions promote integration, transfer, and self-regulation</p>	<p><b>ISBE: INSTRUCTIONAL PROGRAM COHERENCE” ...both horizontal and vertical alignment of instructional practices, screening, and monitoring.”</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CIM Options                      -Reading Recovery/DLL (Grade 1)                      -Small Group                      Guided Reading Plus (K-2)                      Assisted Writing Group (1-8)                      Writing Process Group (2-8)                      Comprehension Focus Group (4-8)</p> </div>	<p>Next Steps</p>

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<p><b>4. Teacher Collaboration</b>  <b>ISBE: Consensus Building &amp; Collaboration</b></p> <p>Intervention Team Meetings made up of intervention specialists, classroom teachers, and literacy coach are scheduled on a regular basis</p> <p>Intervention Team collaborates on student selection and discontinuing decisions</p> <p>Intervention Team collaborates on decisions relating to types and intensity of interventions</p> <p>Intervention Team collaborates on how to provide layered interventions</p> <p>Intervention Team collaborates on scheduling of interventions</p> <p>Intervention Team collaborates on student progress across all interventions</p>	<p><b>ISBE: BUILDING CAPACITY</b> "...greater collaboration among staff to coordinate efforts of instructional delivery, assessment, and decision making." (p. 5)</p>	

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<p><b>5. Accountability</b> <i>ISBE: Progress Monitoring System</i></p> <p>Formative, summative, and progress monitoring assessments are in place</p> <p>Intervention Team uses the Intervention Wall to document and study student progress</p> <p>On-going assessments are used to inform instruction</p> <p>Intervention specialists and classroom teachers monitor progress of students on a regular basis</p>	<p><b>ISBE:</b> Data from screening, progress monitoring data and targeted assessments are used to inform instruction.</p>	<p><b>ISBE:</b> The team uses data-driven decision-making and problem-solving processes at school, classroom, and individual student levels to make educational decisions.</p>
<p>End-of-Year progress report is used for program evaluation and planning</p>		
<p><b>6. Professional Development</b> <i>ISBE: Ongoing PD for Effective RtI</i></p> <p>Intervention Team members are actively involved in other types of team meetings:</p> <ul style="list-style-type: none"> <li>• <b>Professional Study Groups</b> around teaching and learning issues</li> <li>• <b>Leadership Team Meetings</b> around district literacy plans / curriculum</li> <li>• <b>Adult Book Club</b></li> </ul> <p>Intervention specialists have received training in the Comprehensive Intervention Model</p>		<p><b>ISBE:</b> District leadership and principal(s) provide strong support for system change through collaboration.. Sufficient time is allocated for professional development and collaborative planning ...</p>

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7. Comprehensive Intervention Plan	Where We Are	Where We Want To Be	Next Steps
<p>Intervention Plan represents long-term and short-term goals</p>	<p><b>ISBE:</b> A comprehensive plan exists and is integrated with other district initiatives and plans.</p>		
<p><b>8. Spotlighting</b></p> <p>School successes are spotlighted and celebrated</p>	<p>Where We Are</p>	<p>Where We Want To Be</p>	<p>Next Steps</p>