

# **Harmony-Emge District 175**

***Ellis Elementary School***

***Home of the Road Runners!***



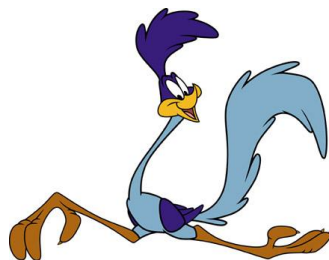
***Rtl: A Bridge to Success!***

## **Response to Intervention Plan**

**2011-2012 School Year**

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**Ellis RtI  
&  
Student Assistance Program (SAP) Team**

David Deets - Elementary Principal

Cindy Hettenhausen - RtI Reading Improvement Teacher

Amy Forby - Reading Recovery/Title I Reading Teacher

Amy Aussieker - Social Worker

Beth Welsh - Special Education/School Psychologist

Susan Caponi - Speech/Language Pathologist

Roseanne Mathis - Ellis Nurse

Mary Buss - Kindergarten Teacher

Janet Parsons - First Grade Teacher

Pam Shannon - Second Grade Teacher

Bruce Romine - Third Grade Teacher

Barb Knavel - Fourth Grade Teacher

**District Mission Statement:**

*It is the Mission of Harmony District 175 to provide a quality education to all students by providing safe and secure environments where students are taught to be respectful, cooperative, life-long learners. A high quality, caring, patient staff teach children by making learning enjoyable in a non-threatening atmosphere. The whole child is addressed by teaching, inquiring, modeling, and utilizing committed educational community. While striving to form a strong partnership between school, home, and community, District 175 produces students of good character who accept diversity and are successful contributors to an ever-expanding world.*

**Ellis Elementary Mission Statement**

*To provide every child with the best opportunity to reach their fullest potential and have our students strive everyday to be responsible, respectful, safe and ready to learn.*

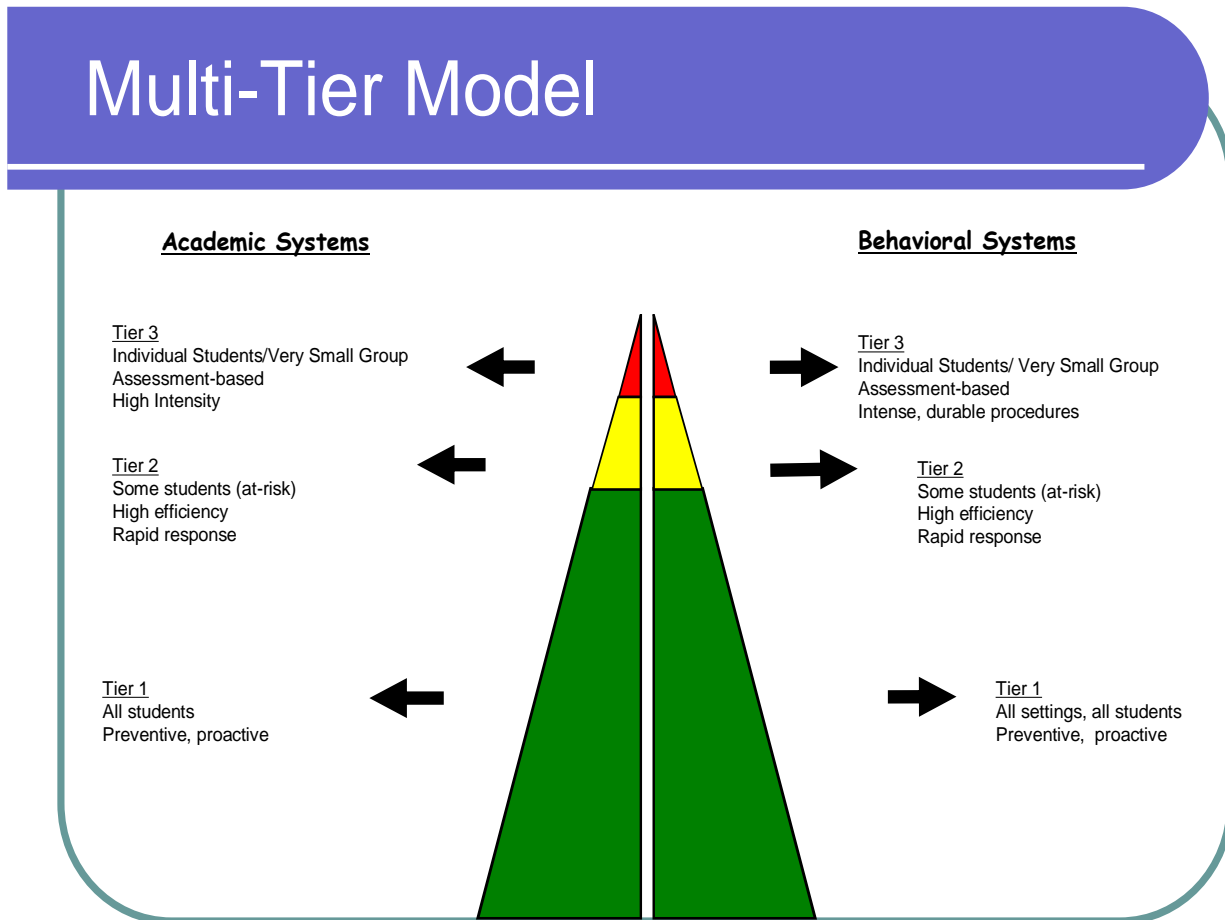
**Vision of the Ellis RtI Plan:**

With frequent progress monitoring, we will make data-driven decisions on whether changes are necessary to our instructional and/or academic goals. In doing this, we hope to provide the highest quality instruction and interventions that will match the needs of the individual student to insure that all children reach their fullest potential.

## What is RtI?

**Response to intervention** integrates assessment and interventions within a three-tiered system (see below) to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust those interventions based on a student's responsiveness. RtI can also help identify students with learning disabilities.

There is a common misconception that RtI is "special education." IT IS NOT! RtI is a regular education initiative. In fact, with RtI, schools must show what interventions and steps have been taken in the RtI process BEFORE they can place a child in Special Education.



Typical % of students per Tier:

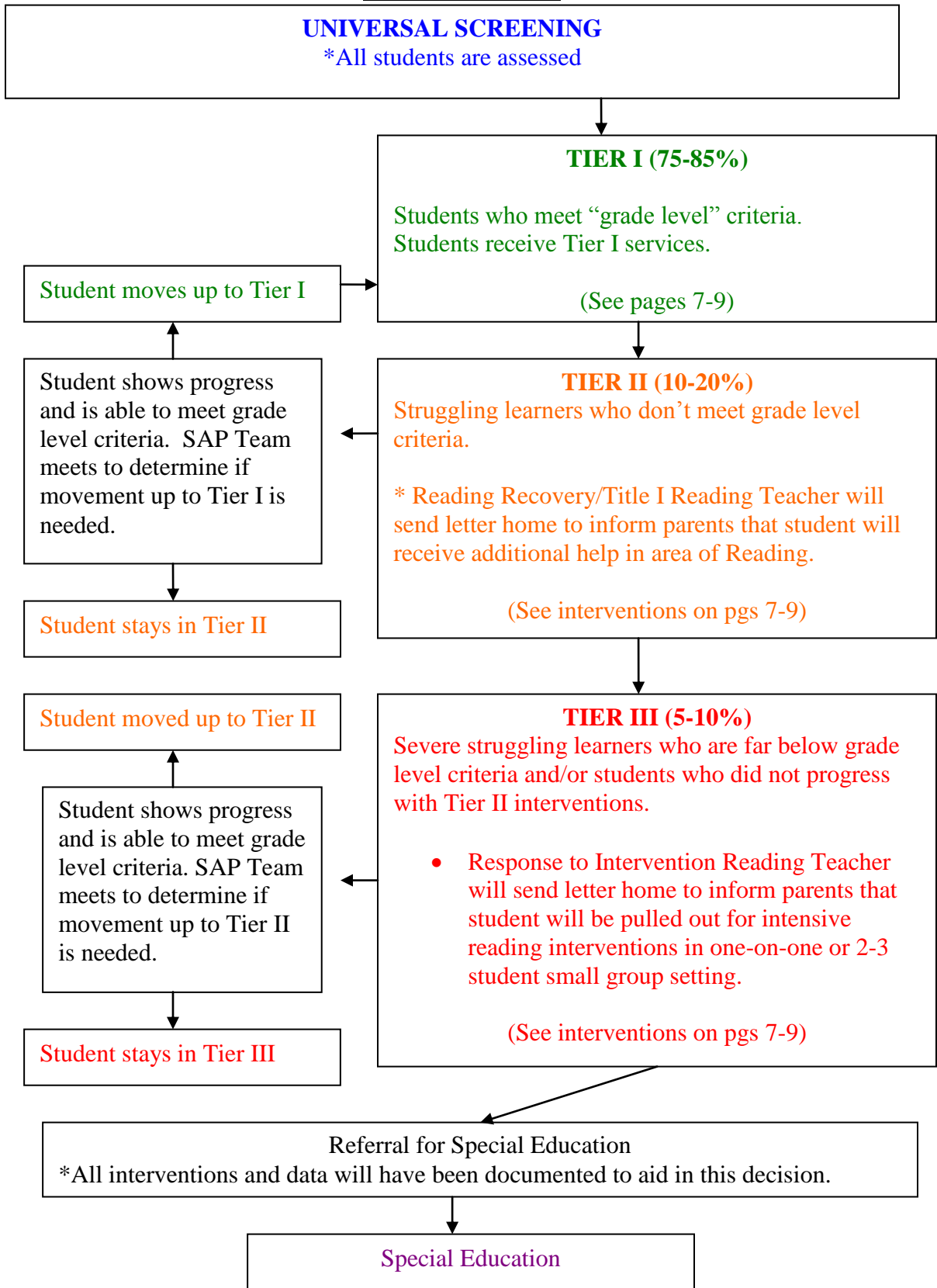
Tier I = 80-85%

Tier II = 10-15%

Tier III = 3-5%

Response to Intervention at Ellis Elementary

# FLOW CHART



## Universal Screening (Methods of Assessment)

**DIBELS Fluency(K-4)** - Given three times a year - Fall, Winter, Spring - to give us indications/scores in overall "oral reading fluency." This will also be used for progress monitoring in Tier II & III students.

**DIBELS Comprehension (K-4)** - Given three times a year - Fall, Winter, Spring - to give us indications/scores in overall "reading comprehension." This will also be used for progress monitoring in Tier II & III students.

**Reading Comprehension Benchmark Test (1-2)** - Given three times a year - Fall, Winter, Spring - and breaks students down into reading levels A-Z. This will be used for determining guided reading levels within respective grades and additional data for RtI tier placement. We will also use this assessment at Kindergarten level which will be given at the end of the year.

**Marie Clay "running records" (1st)** - Used to progress monitor Tier II students on a daily basis and is assessed by Title I Reading Teacher.

**ISAT; Illinois Standards Achievement Test (3-4)** - Given once a year to determine levels of achievement in Reading, Math, Science and Writing. This will also determine if district makes "Adequate Yearly Progress." Scores can be used to help place students for the following school year and address weaknesses within the curriculum.

**IAA; Illinois Alternative Assessment (3-4)** - Given once a year to student's with severe cognitive disabilities and takes the place of ISAT.

**AutoSkills Reading and Math Academies (1-4)** - Students are given a pre-test and post-test in each skill set assigned (up to 3 total sets). This gives a variety of data in reading and math, and students are assigned an individual "lesson plan" based on their pre-test scores. Reading is major emphasis for 2010-2011 School Year.

**STAR Reading Test (1-4)** - Used at parent conferences to help with understanding the student's reading ability along with DIBELS and Rigby data. This test primary function though is to determine reading levels for Accelerated Reader.

\*Textbook comprehension tests based on classroom/grade level curriculum (2-12).

# RtI ACADEMIC INTERVENTIONS

## Tier I

McGraw-Hill Treasures Reading Series  
McGraw-Hill Connections Math Series  
Michael Heggerty's Phonemic Awareness (K-1)  
Guided Reading  
Accelerated Reader Program  
Leveled worksheets and graphic organizers

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## Tier II

*Tier I interventions PLUS:*  
AutoSkills Academy of Reading & Math  
Small group instruction with Literacy Assistant and/or Title I Aide (grades 1-3)  
Differentiated Instruction  
Differentiated Lessons through Math and Reading Series

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## Tier III

*Tier I interventions PLUS:*  
RtI Reading Teacher pullout (1-on-1 or groups of 2-3)  
Wilson Reading  
Earrobics  
Great Leaps  
Explode the Code  
McGraw-Hill Triumphs  
AutoSkills Academy of Math  
1-on-1 Teacher Time in class  
Think Reading (3-4 grades)

# RtI BEHAVIOR INTERVENTIONS

## Tier I

In-class discipline plans  
Classroom behavior contracts  
Office Referrals/visits  
Posted Behavioral Expectations at Ellis Plan (BEEP)  
Student Handbook Consequences  
100 Mile Club\*

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## Tier II

Tier I Interventions PLUS:  
Occasional meeting with Principal and/or Social Worker  
Classroom Accommodations checklist (preferential seating, behavior logs, etc)  
Documentation of behavior  
Progress Monitoring  
Check and Connect  
Check-in, Check-out

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## Tier III

Tier I Interventions PLUS:  
Frequent meetings with Principal and/or Social Worker  
Attendance Monitoring  
Individual Behavior Plans in classroom  
Referral to Student Assistance Program

*\*100 Mile Club is a program where students in 2<sup>nd</sup> grade - 4<sup>th</sup> grade must walk at least one lap (1/2 mile) around the track before going to recess or they may choose to continue walking the track during recess. Kindergarten and first grade students run around the blacktop area before their recess to prepare them for the 100 mile club. This program helps in building relationships while also stressing the importance of exercise.*

*\*\*Check and Connect program is used for children who are more severe discipline issues, whether overaggressive or withdrawn. The program places an adult mentor with the child and will check in with that student at least once daily. In doing this, they will build a relationship or connection with the child. They will monitor behavior daily through a behavior chart that will be filled out by student, signed by classroom teacher and checked by mentor. Chart will be kept as records of behavior. Check-in Check-out is very similar but is based solely on academic and organizational skills.*

## BEHAVIORAL EXPECTATIONS at ELLIS PLAN

At Ellis, we are extremely proud of our academic achievement and success, but we know that the education of our students goes beyond only academics. We understand that good character is just as important as getting good grades. To help in this mission of ours and to comply with the ISBE's requirement for an RtI Behavior program, Ellis has created our own BEEP program, otherwise known as the **B**ehavioral **E**xpectations at **E**llis **P**lan. BEEP combines elements of positive behavioral interventions, character education, and the direct teaching of social and behavioral expectations that we feel are important for our kids to have in order to reach their fullest potential.

Prior to the 2011-2012 School Year, several elements of this plan were already in place. These were:

- Character Traits
- Citizens of the Month\* (recognized now as Starfish)
- Principal Pals\* (recognized now as Starfish)
- 100 Mile Club
- Ellis School Pledge
- Racial Harmony Award
- Check and Connect
- Check-in, Check-out
- Posted Expectations and Character Traits
- Word of the Week
- Cool Tools
- Roadrunner Chips
- Ellis Bingo

### **Character Traits:**

*August – Caring*

*September – Respect*

*October – Responsibility*

*November – Peace*

*December – Empathy*

*January – Integrity*

*February – Honesty*

*March – Perseverance*

*April – Cooperation*

*May – Self-Discipline*

*June – Fairness*

*July – Citizenship*

**100 Mile Club** – The 100 mile club is a requirement for all students in grades 2-4. Prior to every recess, the students must walk a minimum of 1 lap around our walking track. Each lap

equals ½ mile. Students are recognized after reaching 25, 50, 75 and 100 miles during the Citizen of the Month assemblies and a special activity/reward is in store for the students reaching 100 miles by the end of the year. This program has helped reduce some behavior problems at recess as well as practices the healthy habit of exercise. The 100 mile club is for both students and staff.

**Ellis School Pledge** – This is often said following our Pledge of Allegiance in the mornings.

*Our Ellis Pledge is:*

*Today, I will do my best*

*I will listen*

*I will follow directions*

*I will be responsible*

*I will respect the rights of others*

*I can learn*

*I will learn*

*You see, I know it is all up to me because I am a person of character.*

**Racial Harmony Award** – This award is given to a 4<sup>th</sup> grade student each year that shows outstanding character, especially concerning racial awareness. This award is sponsored by the greater Center for Racial Harmony, Belleville Human Relations Commission, Belleville News-Democrat, Schnuck’s Market and Grace Church.

**Check and Connect** - With Check and Connect, we pair a child up with a mentor teacher that is different from their classroom teacher. With this pairing, the mentor will be able to build a positive and trusting relationship with the student. Each day, the mentor will talk with the student and evaluate the day’s academic and/or behavioral goals. Throughout the country, Check and Connect programs have been proven to improve student attendance, decrease drop-out rates and lower number of discipline referrals and suspensions. In turn, these results have an impact on student success in the classroom.

**Check-in, Check-out** - This is a similar program to Check and Connect, but focuses solely on academic needs, especially organization. Each child in the Check-in, Check-out program has a lot of difficulty with organization and being ready to learn. A mentor teacher – again, different than their classroom teacher – will review the academic day with the student and help the student become more responsible and ready to learn.

**Expectations Posters** – One of the big keys to the success of the BEEP plan is to ensure that all students and staff are on the same page. With these posters, we’ve created a common language about what our expectations are in the following areas: bathrooms, hallways, and cafeteria. The posters serve as a visual reminder to students, but can also be utilized by staff as reinforcement material on what our expectations are.

In addition to the expectations posters, we also have the “4 Be’s of a Successful Roadrunner” posters around the school. These “4 Be’s” are the school rules and everything we try to do behaviorally revolves around some aspect of these 4 rules, which are: Be Responsible, Be

Respectful, Be Safe and Be Ready.

**Word of the Week** – The word of the week actually comes with the student agendas that we purchase for grades 3 and 4. All of the words have meaning in relation to being successful at school. At the beginning of each week, I give a brief description of the word and how it can help our kids be more successful in school.

**Cool Tools** – Cool Tools are simply mini-lessons on social skills and expectations that relate to our 4 Be's. These Cool Tools give us an avenue to directly teach and reinforce socially acceptable behaviors outside of the home environment. For example, using inside voices, saying "please" and "thank you," and using better eye contact to show respect. At the beginning of each week, I announce the *Cool Tool* for the week and each teacher will do a mini-lesson in the classroom.

**Roadrunner Chips and Ellis Bingo** - To reinforce the cool tools in a positive manner throughout the week, we also launched our Roadrunner Chips and Ellis Bingo.

Roadrunner Chips are simply poker chips with our roadrunner emblem on them. When students are caught doing the right thing, show good character or provide a good example of the weekly cool tool, they may receive a roadrunner chip. After receiving the chip, they turn it into their teacher.

After turning the chip into the teacher, they can write their name on the class Ellis Bingo Board (each class has their own board). At the end of each week, I will call a space and all children on that space will come to the office for a group picture and small prize. The students may not ask for chips. They can only earn chips by being caught doing the right thing.

**New for 2011-2012 School Year:**

**Ellis Families** - With our Ellis Families, a certified staff member will be in charge of 12-13 students divided between grades K-4 (all students participate). By doing this, our students will not only build positive relationships with an adult outside of their teacher, but also form relationships with students in other grades. Our families will meet once a month and do fun activities together that will focus on the building of positive relationships and teamwork.

**Character Education Assemblies** - Our Character Assemblies will take place on the first Wednesday of every month and take place in the gym. For the assemblies, we will have each grade divided by color. During the assembly, we will introduce the character trait for the month and also recognize the STARFISH for the month. The starfish will be replacing our Principal Pals and Citizens of the Month. A teacher will nominate a student from their class who best exemplifies the character trait from the previous month. However, they may nominate more than one student or no students at all. This will not only give more students a chance to be recognized, but also ensure that they are all deserving of the award.

## Challenges of Ellis Elementary:

Due to the proximity of the St. Louis job market and economic opportunities that Belleville provides, District 175 currently hovers around a 20% mobility rate. We feel this impacts the opportunities for success in those children due to moving from school to school in the middle of the school year. This creates inconsistent and broken curriculum's that these students are not always able to bridge together.

However, the biggest challenge to Ellis Elementary is the decrease in State funding. We are simply unable to purchase all of the resources and services needed to fully function as a school district. The biggest area of concern in the coming years will be in the area of Specials Classes and Transportation. This year, due to financial shortfalls, District 175 was forced to cut out the Elementary Music and Library/Media positions. Teachers now teach those classes within their in-class curriculum. District 175 also made tough decisions concerning transportation. The lack of transportation funding not only affected our bus routes, but also educational opportunities such as Field Trips for individual grade levels and classrooms.

## Strengths of Ellis Elementary

Despite the challenges mentioned above, we are extremely proud of the work our staff does with all students. In 2008, Ellis Elementary earned the distinguished honor of becoming an NCLB Blue Ribbon School for our outstanding academic growth and achievement. In 2010-11, Ellis ranked an impressive 9 out of 10 on [www.greatschools.org](http://www.greatschools.org).

We also feel the diverse community of West Belleville is a definite positive for our students and school. Our students learn in a diverse, multicultural environment that promotes and teaches tolerance in our children.

From the Board of Education to all district staff members, we are absolutely committed to providing our students with the best possible opportunity to succeed. Our expectations are high, but the hopes for our children's future are even higher.

## Parental Involvement

Parents of Ellis students are involved in their student's performance through a variety of methods. One is Parent-Teacher Conferences. Parents are invited twice a year to set up conference times with teachers during first and third quarters to discuss academic progress and concerns. The turnout at these conferences is extremely high. There is also an Open House/Orientation night for each grade level at the beginning of each year for the parents to meet with teachers and discuss programs. Teachers send out progress and deficiency reports midway through each quarter to update parents about successes and difficulties. As teachers update grades, parents have been granted online access to view their child's current

grade during the school year via the district website. Teachers individually send home notes or make phone calls to parents of students who are struggling.

A fantastic way for parents to stay involved is to participate in PTO. PTO supports both academic and extracurricular activities with approximately \$25,000-\$40,000 in funds each year. Events sponsored through PTO are: PTO Opening Social, Fall Festival, Breakfast with Santa, Reading and Science Nights, Holiday Parties (room parents), and various fundraisers. PTO also has a Father's Club branch that helps with several projects around the building.

Another good way for parents to get involved is through the Harmony Neighborhood Association. This association was set up to improve the cooperation between the community, parents and staff here at Ellis. This association is a wonderful asset in providing our after-school tutoring program as well as the summer "Road Runner Camp" here at Ellis.

Parents participate in collaboration meetings to discuss interventions used with their children.

All teachers throughout the district have interactive websites which provide information on programs, grading options, and homework pages.

Parents provide assistance with homework, help with preparation for tests, and work to meet their basic needs.

### How Will District Monitor the RtI Process?

Weekly staff and team meetings - through Student Assistance Program - will be held to discuss the process and to evaluate the progress made in achieving this objective.

Each teacher will formulate the effectiveness of the plan and report back any concerns. The administration will lead the meetings with the teachers providing input on positives and negatives of the process. Documentation of interventions will be completed by the regular classroom teacher, as well as the RtI Reading Teacher, Title I/Reading Recovery Teacher, and Literacy Aide. The regular classroom teacher will keep records of student grades, intervention strategies used in the classroom, anecdotal notes, parent concerns/involvement, and behavior charts/logs. The RtI Reading Teacher, Title I/Reading Recovery Teacher, and Literacy Assistant will keep records of students' progress monitoring results, specific interventions used and the amount of time of each, and the effectiveness of each strategy.

The building principal will also be responsible for monitoring the effectiveness of the strategies and activities. The principal will also be responsible for ensuring the fidelity of instruction at the core content areas.

The following measurements will be used for student activities: standard test scores, progress-monitoring scores, attendance records, discipline referrals and behavior logs through Check and Connect.

The following measurements will be used for professional development activities:

- Principal evaluations checking for the implementation of strategies learned at professional development activities
- Round-table discussion between building principal and faculty who could benefit from strategies learned at professional development activities.
- Notes and minutes from the following committees: *Student Assistance Program, School Improvement, and Character Education.*

The following measurements will be used for parental involvement: attendance sheets from parent-teacher conferences, parental surveys and attendance numbers at parent events (both district-sponsored and PTO-sponsored).

### Additional Resources

Illinois State Board of Education @ [www.isbe.net](http://www.isbe.net)

Illinois Education Association @ [www.ieanea.org](http://www.ieanea.org)

US Department of Education @ [www.ed.gov](http://www.ed.gov)

[www.rti4success.org](http://www.rti4success.org)

[www.accountabilitydata.org](http://www.accountabilitydata.org)

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.illinoisaspire.org](http://www.illinoisaspire.org)

[www.pbis.org](http://www.pbis.org)

[www.charactercounts.org](http://www.charactercounts.org)