



MONMOUTH-ROSEVILLE COMMUNITY UNIT SCHOOL
DISTRICT #238

“Empowering students to take the next step.”

105 North E St., Monmouth, IL 61462
Edward D Fletcher, Superintendent

(309) 734-4712 (phone)
efletcher@mr238.org

(309) 734-4755 (fax)
www.mr238.org

Dear Parent or Guardian,

We have recently completed the math benchmark testing that is required by the Response to Intervention program. This assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional and/or more intensive reading instruction (Tier 2 and Tier 3). All students in the school will be placed into a skill group in Tier 1, 2, or 3 for a minimum of four cycle days a week. The result of the benchmark testing indicate that your child would benefit from placement in:

_____ Tier 1: REGULAR CURRICULUM + enrichment activities

_____ Tier 2: REGULAR CURRICULUM + additional instruction

_____ Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be placed in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following skill(s):

_____ **Building Fact Fluency:** This includes **(give examples of skills)**. These skills are important because **(describe importance)**.

_____ **Closing Core Skill Gaps:** This includes **(give examples of skills)**. These skills are important because **(describe importance)**.

_____ **Enrichment Activities:** This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

Sincerely,

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Estimados Padres/Guardianes,

Nosotros recientemente completamos los exámenes de evaluación comparativa que es requerido por el programa Intervención de Respuesta. Esta evaluación es diseñada para identificar si su hijo está preparado para leer al nivel de su grado (Tier 1) o si su hijo necesita instrucción adicional o más intenso en la lectura. Todos los estudiantes en la escuela serán puestos en grupos con habilidades en Tier 1, 2 y 3 por el mínimo de un ciclo de 4 días por semana. Los resultados del examen de evaluación comparativa indica que su hijo se beneficiará en la colocación de :

- _____ Nivel 1: CURRÍCULUM REGULAR + enriquecimiento de actividades
- _____ Nivel 2: CURRICULUM REGULAR + instrucción adicional
- _____ Nivel 3: CURRICULUM REGULAR + soporte más intenso, adicional

Su hijo será puesto **(name of intervention program)** comienza en el grupo **(date of start of skill groups)**. Este grupo estara trabajando en la siguientes habilidades:

_____ **Construyendo Factores de Fluidez:** Esto incluye **(give examples of skills)**. Estas habilidades son importantes porque **(describe importance)**.

_____ **Cerrar las capacidades básicas:** Esto incluye **(give examples of skills)**. Estas habilidades son importante porque **(describe importance)**.

_____ **Actividades de Enriquecimiento:** Esto quiere decir que las actividades del currículum que han mejorado y expandido en información ya son habilidades dominadas. Esto es importante para estudiantes que llegaron a sus metas adecuadas en su grado y continúan en seguir mejorando y aprendiendo..

Durante el año escolar nuestro personal seguirá evaluando el progreso de su hijo y se le mandará las notificaciones de los resultados y recomendaciones.

Si usted tiene alguna pregunta sobre estas evaluaciones o recomendaciones, puede contactarme. Gracias por su continuo interes en el progreso escolar de su hijo.

Sinceramente,

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_____ Tier 1: REGULAR CURRICULUM + enrichment activities

_____ Tier 2: REGULAR CURRICULUM + additional instruction

_____ Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be placed in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following skill(s):

_____ **Early Literacy Skills:** This means the skills needed to begin to learn to read. This includes knowing the names and sounds of letters, understanding rhyming, and recognition of the beginning sounds in words. These skills are important because they were necessary before children can learn to read.

_____ **Decoding:** This means being able to recognize and sound out words. This is important because it is the foundation of reading.

_____ **Fluency:** This means reading quickly with few mistakes. This skill is important because students need to be able to read fluently to help them understand what they read.

_____ **Comprehension:** This means understanding what was read. This skill is important because the main purpose of reading is to comprehend.

_____ **Enrichment Activities:** This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

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- _____ Nivel 2: CURRÍCULUM REGULAR + instrucción adicional
- _____ Nivel 3: CURRÍCULUM REGULAR + soporte más intenso, adicional

Su hijo será puesto (**name of intervention program**) comienza en el grupo (**date of start of skill groups**). Este grupo estará trabajando en las siguientes habilidades:

_____ **Habilidades Tempranas de Literatura:** Esto significa que las habilidades necesarias para empezar a aprender a leer. Esto incluye saber los nombres y sonidos de las letras, entender rimas, y el reconocimiento de palabras iniciales. Estas habilidades son importantes porque son necesarias antes de que puedan aprender a leer.

_____ **Desciframiento:** Esto significa ser capaz de reconocer y pronunciar las palabras. Esto es importante porque es la base de la lectura.

_____ **Fluidez:** Esto significa leer con rapidez y con pocos errores. Esta habilidad es importante porque los estudiantes necesitan ser capaces de leer con fluidez para ayudarle a entender lo que leen.

_____ **Comprensión:** Esto significa entender lo leído. Esta habilidad es importante porque es el propósito principal de ser capaces de leer con fluidez y para ayudar que entiendan lo que han leído.

_____ **Actividades de Enriquecimiento:** Esto significa que actividades que han mejorado en el currículum regular y expandido con la información y las habilidades que ya han mejorado. Esto es importante para estudiantes que ya han completado sus metas de nivel-de-grado así pueden continuar mejorando y aprender.

Durante el año escolar nuestro personal seguirá evaluando el progreso de su hijo y se le mandará las notificaciones de los resultados y recomendaciones.

Si usted tiene alguna pregunta sobre estas evaluaciones o recomendaciones, puede contactarme. Gracias por su continuo interés en el progreso escolar de su hijo.

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Dear Parent and/or Guardian,

Monmouth Roseville High School is using an Early Warning System (EWS) as our Response to Intervention (RtI). Response to Intervention (RtI) is a federal and state initiated program designed to help meet students' academic and behavioral needs. RtI examines the needs of each student and creates a plan that will provide intervention for selected students. The high school will be focusing on four key factors: attendance, office referrals, grades, and standardized test scores. The purpose of the Early Warning System is to allow the district and school to target interventions that support off-track or at-risk students while they are still in school. The goal of RtI and interventions is to provide each student with the necessary skills to be successful at grade level and prevent dropout.

This year, we are implementing Phase 1 of the Early Warning System: grades. All students will be Progress Monitored approximately every two weeks. Data used to Progress Monitor will be weekly grade submissions. Students will be identified by the classes they are failing. Once a student is identified through this process, an intervention plan is then put into place for each student. Interventions will be in the core content areas (English, Math, Science, and Social Studies). These interventions will take place during advisories.

At the beginning of the school year, students are randomly placed in Advisories. Once the first set of data is collected, advisory placements may change.

- Students will be moved to the advisory teacher for the class they are failing, but have the closest percent to passing. (Ex: Student is failing Math with a 43% and English with a 32%. The student would be moved to their Math teacher's advisory).

If a teacher sees a student is struggling in class, but the student is passing, the teacher (or student) may request to switch advisories.

Please feel free to contact us with any questions or concerns.

Sincerely,

Monmouth-Roseville CUSD #238