


**Plano High School**  
Working to Help *All* Students Learn:  
RtI at the Secondary Level



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**Focus on Learning**

What do we want students to learn?  
*Skill sets based on essential and enduring knowledge*

How will we know if they've learned it?  
*Ongoing formative assessment*  
*Common assessments*

What will we do if they haven't learned it?  
*Flexible grouping/alternate placement*  
*Re-teach and retest*  
**Intervention and support**

What will we do if they have learned it?  
*Enrichment opportunities*  
*Flexible grouping/alternate placement*

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**Plano High School is supporting student learning in the following ways:**

➤ **Curricular Design**

- Freshman Academy
- Double-blocked reading and math
- Skill-based, targeted instruction
- Co-taught classes
- Pathways course for sophomores
- Integration of core content in elective courses



➤ **Effective use of learning time**

- Teaching on the block schedule
- **Learning lab**

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Plano High School is supporting student learning in the following ways:

> Best practices used for instruction and assessment

- Illinois Assessment Frameworks
- Common assessments
- Engaged learning strategies
- Common planning time for PLCs



> Differentiated instruction based on data

- Tier 2 Academic Coach
- Flexible grouping (Geometry Essentials, Intensive English)
- **Response to Intervention (RtI)**

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### Learning Lab

Why Learning Lab?

- Needed time for intervention
- Students weren't doing homework
- Coaches/sponsors were struggling to find time to provide additional help to students



Structure of Learning Lab

- 40 minutes daily, after second block
- All teachers & all students have Learning Lab at the same time
- Heterogeneous mix of students
- Teacher acts as advisor/mentor

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### Learning Lab

Benefits

- Can be adapted to fit any bell schedule
- Provides intervention/support time *during* the school day
- Cost = FREE! (No additional funding required)



Challenges

- Convincing faculty members that LL is an effective use of time
- Developing a schedule that meets the needs of the students & faculty
- Maintaining consistency with respect to expectations and rules during LL



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**What happens during Learning Lab?**

**Opportunities for students include:**

- Math Lab
- Reading Lab
- Group projects
- PACE
- PSAE prep
- Drivers' Ed
- Peer Tutoring



**Opportunities for faculty/staff:**

- Guidance counselors meet with students
- Social workers meet with students
- Teachers hold review sessions
- Teachers hold re-teaching sessions

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**Learning Lab impacts the faculty & the student body at PHS in the following ways:**

- Improves the culture and climate of the school
- Increases focus on student learning
- Increases collaboration among teachers
- Improves ability to closely monitor the progress of students
- Develops shared responsibility for all students
- Provides advisor/mentor relationships to all students
- Provides flexible scheduling/grouping for students with specific needs
- Allows Special Ed teachers to monitor the students on their caseloads
- Enables faculty/staff to provide RtI support

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**PHS uses the RtI model to support continuous improvement in reading and math by:**



- ✓Using MAP data to diagnose skill deficits, to plan for targeted instruction, and to monitor progress
- ✓Monitoring grades of all English students, but particularly those in Independent Reading I (e.g., double-blocked reading)
- ✓Monitoring grades of all math students, but particularly those in Intro to Algebra (e.g., double-blocked math)
- ✓Assigning students to Reading Lab & Math Lab in order to provide targeted intervention
- ✓Providing summer school credit recovery and summer bridge program for students who are behind academically
- ✓Engaging in vertical articulation with the middle school

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**Measures of Academic Progress (MAP) testing is used to assess student learning and program effectiveness.**

- Testing is done three times a year—Fall, Winter, Spring.
- The RIT score is a criterion based scale used to measure growth; norms are available for each testing window by grade level.
- Students who are lacking skills in reading/math are selected for targeted instruction in double-blocked classes or reading/math lab.
- Longitudinal data can be examined to determine the effectiveness of curricular programs & course offerings.

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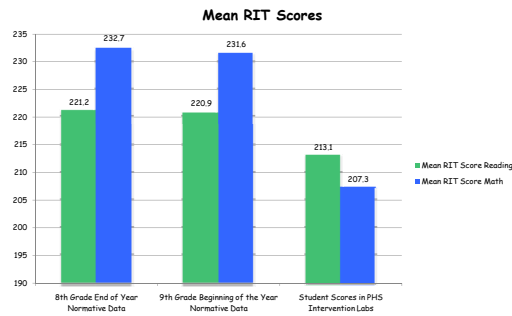
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MAP Scores are used to identify students who would benefit from targeted intervention and support.




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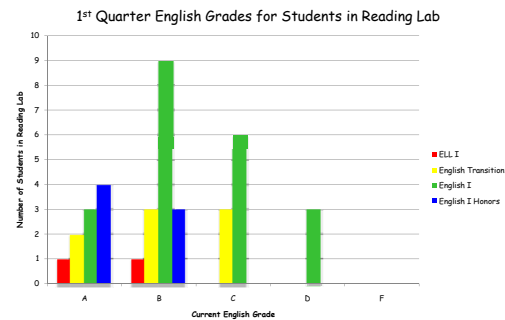
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Grades are one indicator of student success.




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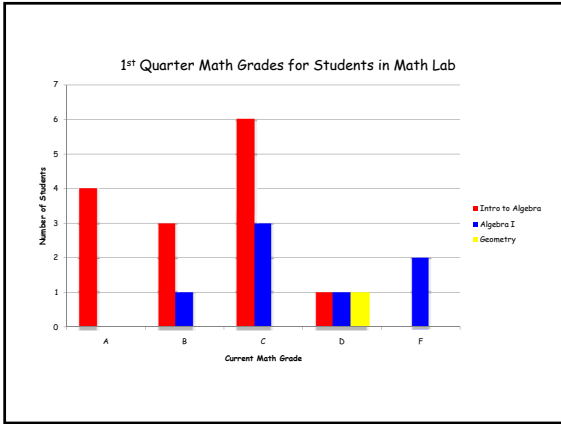
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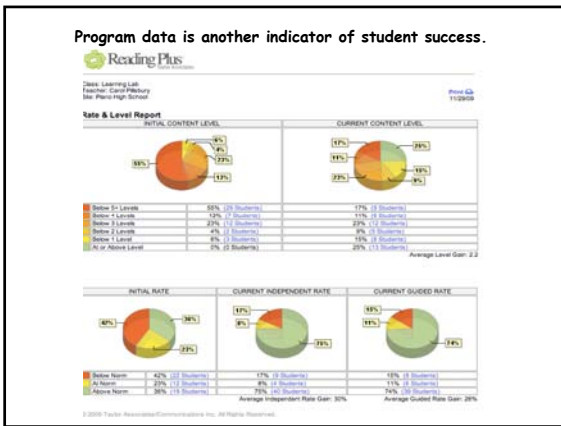
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**CLASS PROGRESS REPORT per UNIT**

STUDENT All INSTRUCTOR Phillips, Bryan  
 DATE 12/02/09 10:19 CLASS Math Lab - Learning Lab  
 CURRICULUM Math Lab

UNIT	NUMBER OF STUDENTS
1 PreTest	6
2 Operations with Whole Numbers	6
3 Least Common Multiple	0
4 Greatest Common Factor	0
5 Division of Multiple Wholes as Fractions	0
6 Division of Groups as Fractions	0
7 Equivalent Fractions	0
8 Fraction Addition and Subtraction	0
9 Mixed Numbers and Improper Fractions	1
10 Fraction Multiplication and Division	1
11 Decimal Addition and Subtraction	0
12 Decimal Multiplication and Division	3
13 Integer Representation, Addition, and Subtraction	1
14 Integer Multiplication and Division	0
15 Order of Operations	0
16 One-Step Equations	3
17 PostTest	1
C Curriculum Completed	17

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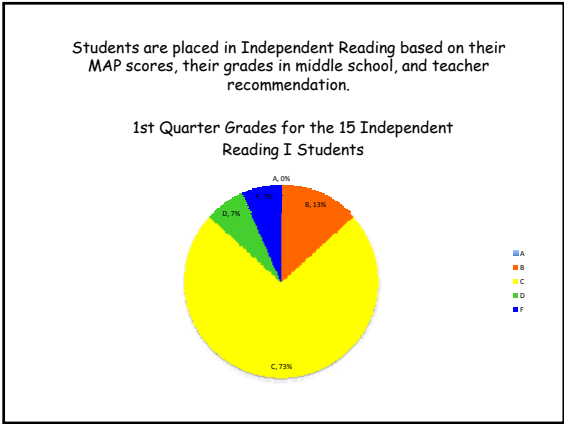
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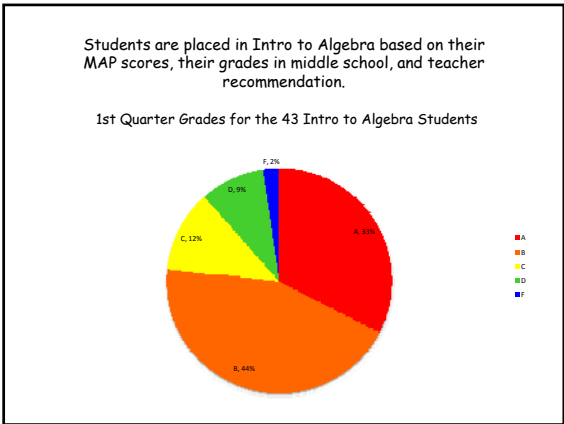
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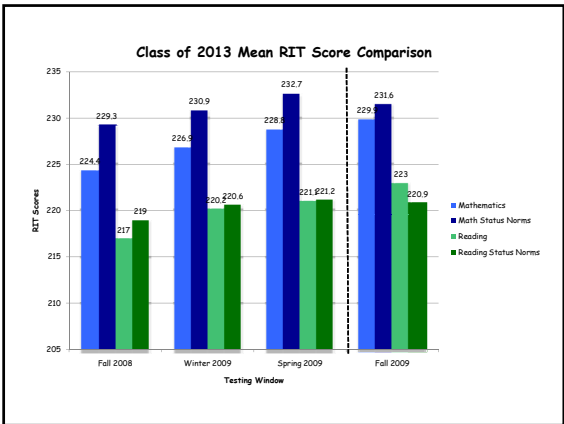
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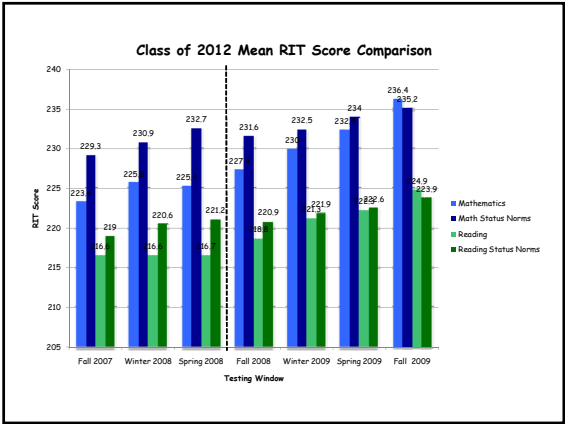
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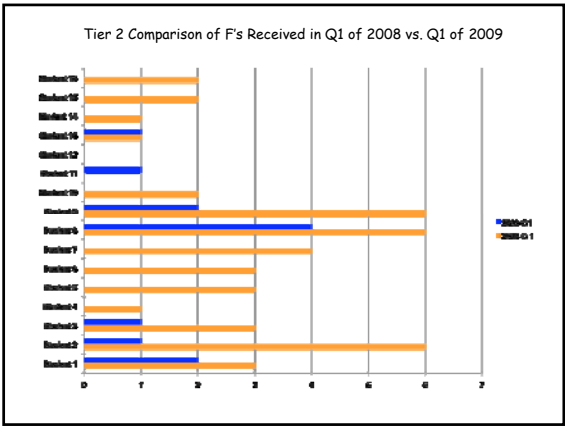
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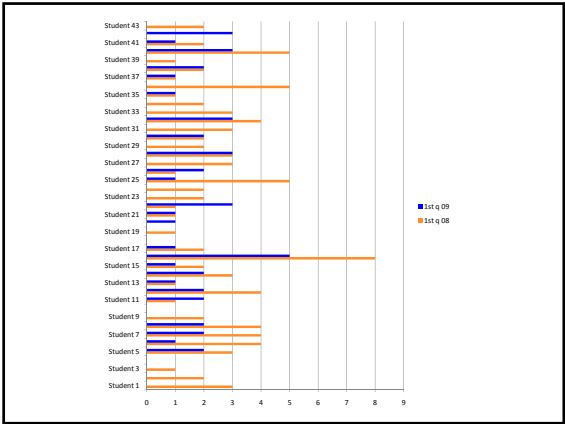
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**In conclusion,**

✓The data suggests that the intervention & support provided to PHS students is helping them to be successful.

✓Learning lab makes it possible to effectively implement Response to Intervention support.

✓Successful implementation of RtI results in a school culture focused on student achievement, an increased focus on student learning, and higher rates of academic success for all students.

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For more information or to schedule a site visit,  
please contact  
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All handouts will be available on line at  
[www.roeachievementconference.org](http://www.roeachievementconference.org)  
until November 2010



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