

RTI MISSION AND GOALS

Provide a nurturing educational environment to teach and/or reinforce skills of the learner in order to maximize potential while minimizing the learning gap for students to succeed in the classroom. Utilize formative and summative assessments to determine appropriate instructional plans in order to meet the needs of the students. Build cohesiveness among teachers, students and parents.

Goals

Use learning interest inventories to assist in engagement and focus on student strengths.

Provide instruction in small groups using hands on interactive activities to reinforce the core curricular skills.

Encourage students through goal setting and awareness of individual progress.

Generate and share student growth through progress monitoring data collection.

Assess and use data to pinpoint needs of students and adjust strategies when necessary.

Analyzing data on a consistent frequency.

Celebrate successes.

Motivate students.

Build confidence.

Guide, collaborate and communicate with colleagues about the flow of the RTI process, student progress, and skills taught.

Keep parents informed.

RTI SERVICE FRAMEWORK



Fluidity

Students are provided interventions and support based upon individualized need. Student performance is aligned with the specific curriculum to combine core instruction and interventions into one seamless system. As more direction is required by the teacher, it is

provided to the student. As less direction is required by the teacher, the student is provided opportunities for independence. This fluctuation and flow is synonymous with an on- and off-ramp, shifting lanes and moving into the direction for the best interest of the student all while core instruction remains on-going. Each student's "car" is driven at the speed comfortable for them while navigating the best path toward their intended destination.

Students can be provided Tier II/Tier III small group support in addition to the core instruction (Tier I) .

- *Instructional support is determined by student's individual need*
- *Transition between support levels are seamless via consistent monitoring of student progress*
- *Instructional support can be provided without special education Individual Education Plan (IEP's)*

ACADEMIC SERVICES

Screening Assessments

Reading and math skills screening assessments are administered in fall, winter, and spring to entire student population.

Data generated from assessments is analyzed by teachers and administration to ensure the high standards of excellence for instruction within the educational institution.

Data is utilized to assist identification of appropriate training and professional development for teachers, effective allocation of district resources, as well as students' current skill sets in reading and math for proactive instructional decision making.

Tier I, II, III Intervention Support

Interventions may be provided to students within academic, motor & behavior domains based upon benchmark assessments and/or classroom performance.

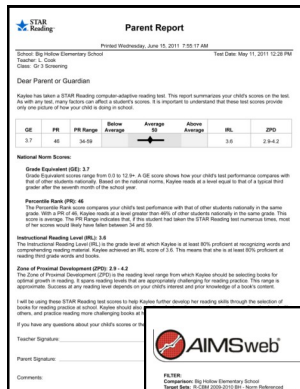
Academic screening reports provide recommendations so subsequent instruction can be differentiated and interventions can be personalized for the student's need. Responsive teaching practices ensure all intervention instruction "fits" the student's current level.

Interventions are provided in a small group setting in addition

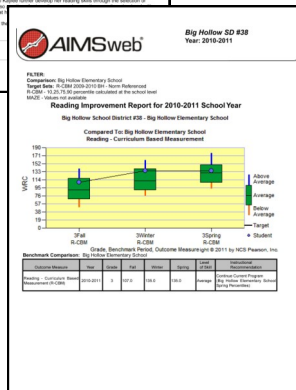
Student Response to Instruction

Core Curriculum Instructional Effectiveness

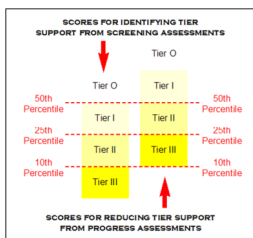
District, Grade Level and Individualized Student Reports



Grade	FR	FR Range	Average	SD	Percentile	FR	FRD
3.7	48	34-59	44	10	1.0	2.4	2



Reading Improvement Report for 2010-2011 School Year
 Compared To: Big Hollow Elementary School
 Reading - Curriculum Based Measurement



Parameters for Tier II/III services

to core curriculum instruction, are provided indefinitely and either reduce or increase based upon student's response to interventions.

Students requiring occupational therapy (OT) support can be provided Tier I intervention services by the classroom teacher. Tier II/III OT services require an IEP.

ADMINISTRATION

Ensure curriculum instruction is effective for student population

Identify trends for staff development

Compare student growth over time (fall to spring)

TEACHERS

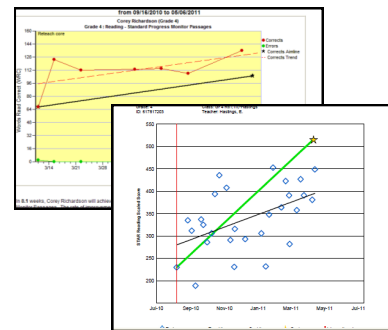
Review current skills of students to make informed instructional decisions

PARENTS

Aware of student's current performance level in relation to grade level peers

Progress Monitoring & Data Analysis

Support and instructional decisions are determined through collaborative and



reflective practices of the teaching team by reviewing student's response to the interventions. Data is collected to monitor growth or progress over time in order to make appropriate decisions. Student progress is shared with student and parents

SOCIAL/EMOTIONAL SERVICES

Stop & Think Social Skills Program (K-8)

The district provides a positive behavior social skills curriculum to all student population. Topics of conflict resolution, bullying, collaboration, interpersonal communication, and problem solving skills are addressed to promote positive classroom climates, safe school buildings as well as the

positive interactions among peers and adults.

Ten core social skills are taught and reinforced at the preschool to early elementary level and advance social skills are presented and built upon in later grades.

- Stop & Think posters displayed throughout all district buildings
- Building-level positive behavior expectation matrix developed by administration and classroom teachers establishing expectations for all learners.
- Aligned with social/emotional learning standards
- Instruction provided through PE department (gr. K-4) and Social/Emotional Wellness class (gr. 5-8)
- Monthly mini-lessons provided by school social workers (Gr. K-4)



FOR STUDENTS TO WITHSTAND THE MANY DIFFICULT SITUATIONS THEY FACE, IT IS CRITICALLY IMPORTANT THAT THEY LEARN STEP BY STEP THE SOCIAL SKILLS THAT WILL HELP THEM SUCCEED IN THE CLASSROOM AND ULTIMATELY IN LIFE.



Character Education Program (Gr. K-4)

A primary and elementary building character education program is provided in conjunction with the Stop & Think positive behavior curriculum to enhance aspects respect, responsibility, caring, self-control, honesty, cooperation

Peaceful Playground Program (Gr. K-4)

Peaceful playground teaches positive activities to address problem solving, conflict resolution and teamwork within a playground/recess environment.

SOCIAL/EMOTIONAL FORMATIVE ASSESSMENTS

Strengths & Difficulties Questionnaire

A strengths & difficulties questionnaire is administered to students to identify behavioral domains in need of support as well as aide in selecting appropriate behavioral interventions to best support the success of the learner.

Learning Styles Inventory

Learning style inventories are provided to all students receiving Tier II and/or Tier III support. These inventories assist in selection appropriate academic interventions as well as instructional practices which align with students personal interests and learning strengths.

Stop & Think Social Skills Program

Character Education Program

Peaceful Playground

Strengths & Difficulties Questionnaire

Learning Styles Inventory