

MAINE SCHOOL ADMINISTRATIVE DISTRICT No. 1
Pine Street Elementary School

50 PINE STREET

PRESQUE ISLE, MAINE 04769

Loretta J. Clark, Principal
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Dear Parents,

Our school has a Response to Intervention (RTI) process. This process affects our instructional schedules and also affects the delivery of our instruction to students. At Pine our teachers work in teams within each grade level. This means your child will receive the whole group reading and whole group math instruction from his/her regular classroom teacher, but the small group reading and/or math instruction will be delivered through a team of teachers within your child's grade level. Your child's regular classroom teacher may not be the teacher providing the reading and/or math small group instruction to your child. Your child's teacher will keep you informed of the progress of this process, since it involves flexible grouping. This means the group that your child begins in can change based on when he/she masters specific skills being targeted at that time.

Our school believes in providing the highest quality of education for every student. We recognize that all students learn differently and we are committed to helping all students succeed. We ask for your continued support as we continue to implement this three-tiered approach to meet the academic and behavioral needs of your child along with all students in our school. This three-tiered approach is a process that federal and state law has established and is called Response to Intervention (RTI). Each tier provides additional support beyond the core curriculum instruction. Students needing supplemental instruction/intervention will be monitored frequently to ensure students meet grade level expectations. Students will continue to participate in the core curriculum even if they need the support of tier two or tier three interventions. I will briefly explain the tiers below:

Tier 1- All students are included in this tier. Core instructional interventions or enhanced instruction for all students begins in the general education classroom. Universal screening and universal interventions occur at this level for all students. Classroom teachers use different strategies within the core instruction to address student needs. Those students who are not progressing at a rate to meet end of year benchmarks in tier one, will be provided interventions matched to their needs in Tier 2.

Tier 2 - This tier includes supplemental small group interventions, which are provided to each student whose performance level and rate of progress lags behind that of peers. This tier will include students at the strategic performance level determined by using the baseline and inventory tests and/or students throughout the year that are not meeting grade level standards. Students in tier 2 receive targeted skill instruction that is more intensive. These interventions will be provided through the Title I and the general education teachers in a limited group size. Students would remain in this tier for a minimum of 8-12 weeks. Parents will be kept informed through Title I progress reports and conferences. However, we also encourage frequent communication with your child's classroom teacher in order to discuss concerns about your child and intervention planning for home and school.

Pine Street's Title I Reading Teacher, Mrs. Summerson, will provide some additional support to some of our Tier 2 and Tier 3 for Grade 1 students. If your child should work with Mrs. Summerson we encourage you to sign up to also see Mrs. Summerson during Fall and Spring parent/teacher conferences.

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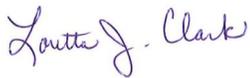
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Tier 3 – This tier includes students whose performance in Tier 2 throughout the intervention period of a minimum of (8-12 weeks) is still not making adequate progress in performance in reading and/or math. Students will continue to receive assistance from Title I and general education teachers, and would work in smaller group instruction while targeting skills deficits. This tier will include 8-12-20 week cycles with more intensive interventions and more progress monitoring. If the child's data suggests that the student did not respond to the intervention/s, the school's RTI team will determine if the student will remain on Tier 3 in order to allow more time for the interventions or do a referral to special education.

We look forward to sharing additional information as we continue to progress through this process and the school year. We hope you will continue to support our belief of how important it is to have ongoing and meaningful involvement of families in order to increase student success. We believe that all students can learn and achieve high standards and the Response to Intervention process provides a comprehensive system of tiered intervention for addressing the full range of student needs. As always, do not hesitate to contact your child's teacher or me if you have questions or concerns.

Sincerely,



Mrs. Loretta Clark
Principal