

Essential Rtl Vocabulary

Family-School Partnerships: Families and staff partnering in the Rtl process, including designing interventions for school and home

Problem-Solving Team: A collaborative team (which includes parents, general and special educators that meets to evaluate student data, and plan and monitor prescribed interventions.

Multi-Tiered Intervention Model: Providing different levels of instruction (universal, targeted, intensive) based upon student response to intervention.

Data-Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Focused Assessment: Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

Problem-Solving Process: A collaborative team process based on the multi-tiered model which includes prescribing, monitoring, and evaluating interventions based on data.

Progress Monitoring: Collecting and analyzing data about student progress to make instructional decisions.

Essential Rtl Vocabulary

Accommodations: Academic or behavior supports that do not change the level or content of instruction.

Modifications: Changes and/or alterations to the level or content of instruction provided to a student and/or performance standards.

Differentiated Instruction: Classroom instruction is designed to meet the unique needs of all students. Teachers develop instruction and activities that are based on students interests and strengths while allowing students to select from a range of activities to demonstrate their performance and understanding of the material.

Universal Screenings: All students in grades K-6 will participate in a school-wide reading screening called AIMSweb three times a year to assess their skill levels and allow school staff to assign students to appropriate instructional groups. These screenings occur in the fall, winter and spring or when students are enrolled in school for the first time.



Pine Tree School

Response to Intervention



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Core Concepts of RTI

Rtl ... What is it?

Rtl is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

Key Features

At Pine Tree School the Rtl will include these key features:

- Rtl is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- Rtl is based on a problem-solving model that uses data to inform decision-making.
- Rtl interventions are systematically applied and derived from research-based practices to maximize student achievement and reduce behavior problems.
- Rtl is highly dependent on progress monitoring and data collection.
- Rtl intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals.
- Rtl can replace the I.Q. discrepancy model for determining the presence of a learning disability.

Goals

At Pine Tree School our goal is that all students will show proficiency on state assessments and benchmarks.

How will the school know if my child is having trouble with academics?

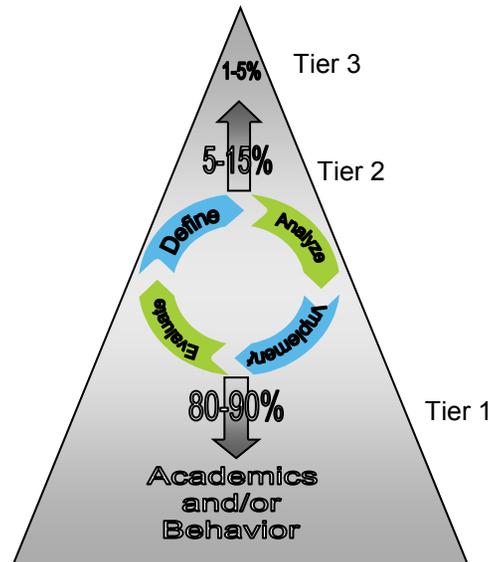
- All K-6 students are assessed three times yearly in reading using the AIMSweb screening.
- Students scoring in the below average and well below average ranges in literacy will receive interventions.
- Student progress is monitored.

What are the benefits of Rtl?

Perhaps the greatest benefit of an Rtl approach is that students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns.

While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas.

These progress monitoring techniques used within the Rtl process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.



Tier 1:

- Core Curriculum - 80-90% of Students
- Whole Group/Core Instruction
- For all students in the class

Tier 2:

- Small Group Interventions - 5-10 % of students
- Done in addition to Tier 1 instruction

Tier 3:

- Intense interventions - 1-5 % of students
- Customized interventions for a small group of students
- Done in addition to Tier 1 & Tier 2

Positive Behavior Interventions and Supports

PBIS Team Mission Statement

To educate and support the citizens of the Pine Tree community with the implementation of a school wide plan which creates a respectful, responsible and safe environment where learning is our primary focus.

Behavior Mission

To promote respectful, responsible and safe Pine Tree citizens.

What is PBIS?

PBIS is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning. The PBIS process guides a school through the development of strategic teams that are trained to positively impact behavior at three key behavioral tiers:

1. **Universal (whole school);**
2. **Targeted (individual or groups of at-risk students);**
3. **Intensive (students with complex needs).**

What are the potential benefits of PBIS?

Schools across the country from Oregon and Washington to Illinois and New York and New Hampshire are finding that PBIS

1. reduces misbehavior, office referrals, detentions and suspensions,
2. Increases positive social behaviors, enhances learning, increases instructional time,
3. improves school climate, student-teacher interactions and family-school relations.

Pine Tree Citizens are:
Respectful, Responsible,
& Safe

