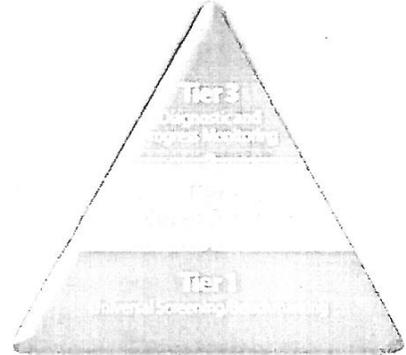


September 2012

Dear Parents/Guardians:

This letter is intended to share information with you about a citywide instructional approach we are implementing to identify and provide early intervention to students who are struggling in reading. This approach, known as **Response to Intervention (RTI)**, will be used to support students with progressing through our reading and mathematics curriculum, as well as in their behavioral growth. Research suggests that RTI is especially effective in supporting students in overcoming smaller learning difficulties before they become larger barriers to learning.



RTI is a multi-tiered model, which means that each RTI tier provides more intensive support than the tier before it. Struggling students are provided with additional support beyond what is provided in class, though they will continue to attend their main subject classes while they receive this extra help. Student progress will be monitored regularly by teachers and support staff if applicable, to ensure that he/she shows improvement toward meeting grade-level standards. Changes to the frequency, time, or intensity of the intervention depend on students' individual needs and progress.

Tier 1 includes high-quality, rigorous reading instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of most students. At this level, the classroom teacher makes use of research-based instruction or strategies and customizes instruction to meet the needs of all students and ensure positive outcomes.

Tier 2 refers to small-group instruction designed specifically for those students who are not making adequate progress in Tier 1, typically in a 1:3 or 1:5 setting. These supports are provided in addition to the core instruction all students receive in Tier 1. Supportive techniques are designed to match the needs of students identified as at-risk through screening and progress monitoring assessments. Students receive a minimum of 20–30 minutes per session, at a minimum of 3-4 times per week.

Tier 3 provides individualized and customized intervention to students, typically in a 1:1 or 1:2 setting, which is delivered with greater frequency and duration. Students in Tier 3 continue to receive the same core instruction as in Tier 1. Interventions at Tier 3 are also tailored to the student's needs.

A school-wide screening assessment for reading will be administered to all students four times during the school year to identify student performance on grade-level reading standards. Students identified as needing additional support will receive customized assistance in the appropriate tier and their progress will be monitored. Data from these tools and a variety of other sources will guide instruction and keep us all aware of how your child is progressing.

I look forward to sharing additional information as the school year continues. As always, do not hesitate to contact me if you have questions or concerns.

Sincerely,

Dr. Tara B. Davidson

Dr. Tara B. Davidson
Principal, I.A.