CHILDREN EXPERIENCING DIFFICULTIES

Parental Support

Reading (formerly DIBELS) are used to measure student achievement. Additional instructional support is monitored and instruction is modified as needed. State and district assessments, including the Curriculum and Instructional Guide, provide quality instruction for all elementary students. Response to Intervention (RTI) is an approach which supports children in need of additional instruction in reading and math. This tiered instructional approach consists of:

Tier 1 - Grade level instruction throughout the day
Tier 2 - Targeted instruction aligned to student needs
Tier 3 - Intensive individualized instruction

Selecting a parent or legal guardian.
In addition, parents who suspect their child may require supplemental services, including special education services, and need to determine qualification for more intensive intervention and weakesses, information collected will be shared with parents. The purpose of such an evaluation is to identify a child’s strengths, weaknesses, and behavioral issues. Children with learning disabilities in the context of special education will be directed by a child’s unique needs. This process begins with a school team review of existing information. If a child’s progress remains limited despite multiple interventions, a child’s progress remains limited despite multiple interventions.
Mathematics

Tier 1: Core curriculum and state assessments are used to measure student achievement and growth.

Tier 2: Interventions are provided in small groups to assist all students in meeting grade-level standards. Engaging, rigorous math instruction focuses on critical thinking about numbers and their computation (+, -, x, ÷) and flexible mental math strategies.

Tier 3: Targeted interventions are provided at home for students who are struggling.

For more Information:

www.ccsd.org/ElemCurriculum/InstructionalSupport

Reach out to your child's teacher for ideas.

Tier 2: Considered to meet student needs (Tier 1).-tier Tier 3: Read additional information will be shared with parents.

Targeted interventions will be evaluated by the teacher and the support team. If a student has made limited progress, reading instruction and progress monitoring will be evaluated. Reading instruction/progress (Tier 2) is specifically 40-45 minutes daily.

Groups to instruction essential skills.

To ensure all students become skilled readers, quality instruction is vital. All teachers are provided with whole group instruction, and students are provided with targeted interventions at home.