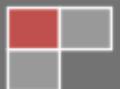


2020-
2021

Response to Intervention

[At Ichabod Crane Primary School]

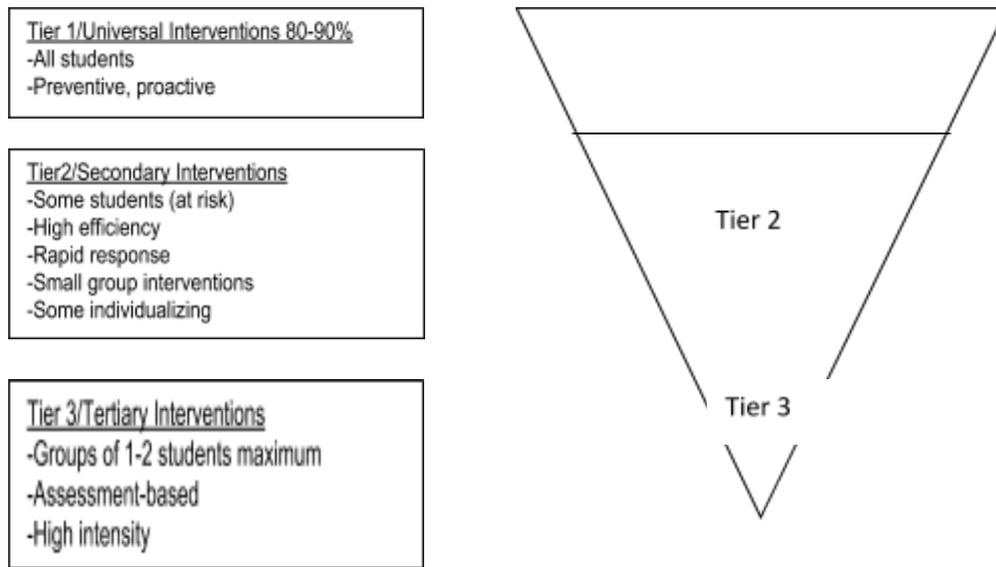
An overview of how the Ichabod Crane Primary school is implementing response to Intervention in grades K-3 for the 2020-2021 school year.



Response to Intervention At Ichabod Crane Primary School

What is RTI

Response to Intervention (RTI) is a multi disciplinary process of systematic, research based instruction and interventions for struggling learners. RTI is designed as an early identification and intervention process intended to prevent long term academic failure. This is a general education model and is not specifically designed for special education students. RTI is highly dependent on the monitoring of student progress and development.



Implementation

RTI at the Ichabod Crane Primary school is a multi tiered approach to providing instruction and interventions at increasing levels of intensity to struggling learners. The purpose of RTI is to provide quality instruction for all students with focused interventions for students who struggle and frequent monitoring of each student's response to the instructions and focus intervention.

Tier 1 interventions: (see attached list of possible interventions)

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and

positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- Core curriculum aligned to the NYS learning standards;
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- Universal screening administered to all students, by the AIS teachers, at least **three times per year**;
- Bi-weekly progress monitoring of students identified as at-risk for five to six weeks;
- Differential instruction based on the abilities and needs of all students in the core program; and
- A daily uninterrupted 90 minute block of instruction in reading/writing.

Tier 2:

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately **15 to 17 percent** of students in a grade level receive Tier 2 according to instructional need. Tier 2 is remedial math and reading, speech improvement services, or other trained interventionist, skilled and knowledgeable personnel.

Tier 3:

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately **3 to 5 percent of students** in a grade who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 20 to 30 minutes at a minimum of four days per week except in Kindergarten where the children attend tier 2 groups 4 times/week and then receive 1 additional day of tier 3 support. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3

intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended. Special education students are not considered tier 3 students and typically represent ten percent of a given grade level.

*Note Tier 4 is designed for identified students and typically represent 8-10% of a given grade level.

Tier 1 RTI by Grade Level

All grade level teachers will be providing RTI support everyday to their students during a designated 30 minute RTI period. Teaching assistant support will be provided during this period daily. In addition, as the opportunity presents itself throughout the school day, teachers will offer small-group interventions to students struggling to meet grade level benchmarks. Examples of additional time could be during arrival, dismissal or during other period of the school day when teaching assistants are in the classroom.

During RTI sessions, students will receive instruction in English Language Arts and Math deficits depending upon the student's individual needs (i.e.) phonics, identifying main idea, math facts drill, etc. Student Math and ELA assessment data will be tracked through a grade level spreadsheet to identify the lowest achieving students as compared to their grade level peers. Whenever possible, student assessment data will be used to identify specific areas in need to target intervention. The duration and frequency of the intervention will fluctuate based on needs of the students. All tier 1 intervention will be documented daily on the attached record keeping sheet. The students will be monitored on a bi-weekly basis and as mastery of skills is achieved they will be removed from RTI groups.

RTI Programs at Ichabod Crane Primary School

Detailed Description of Programs

Tier 2 - AIS Reading:

Areas addressed by K AIS Reading:

- Alphabetic principle (letter recognition, letter sounds and segmentation)
- Phonological and phonemic awareness (auditory discrimination, rhyming, blending and isolating sounds, beginning and ending sounds)
- Language and vocabulary development (following directions, language concepts-spatial concepts, oral, and written language connection)
- Word recognition and sight words
- Handwriting (visual discrimination and letter formation)
- Beginning reading skills

Areas addressed by Grades 1-3 AIS Reading:

- Continued support and refinement of foundational reading skills
- Sight word recognition
- Fluency practice
- Comprehension skills
- Written responses to reading
- Support of skills taught in the Reading Street reading series

Further information about RtI, AIS and the policies that govern these programs can be found on the school website: www.ichabodcrane.org , [NYSED complaint procedures can be found at http://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures](http://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures)

AIS Lab Guidelines

English Language Arts

Kindergarten

September: Students were given approximately 4 weeks to acclimate to their classrooms prior to being selected to attend AIS lab. At the 4 week mark, a composite score was created for each student using a beginning of the year Reading Street baseline assessment and a letters and sounds assessment. The bottom 15 - 17% of the students were considered for AIS lab. New composite scores are created approximately every 6-8 weeks and groups are adjusted accordingly. The students included in AIS lab receive tier 2 intervention. Tier 3 intervention is begun later in the school year once students have had a lengthy period of classroom instruction.

Students were also given the F&P Benchmark assessment in September to achieve a baseline reading level for each student.

Grades 1-3

September: Students are flagged in June of the previous school year based on a grade-level developed composite score. The grade level works collaboratively with the AIS teachers to determine appropriate weights for Reading Street assessments and the F&P Benchmark. Based on these results, the bottom 15-17% of the grade level is looked at for inclusion in tier 2 AIS lab. The bottom 3-5% of the grade level is considered for tier 3 RTI. Additionally, the next 5% of the grade level is carefully monitored for possible inclusion in AIS lab in the future.

Students in grades 1-3 are reassessed using the Fountas and Pinnell Benchmark Assessment for a beginning of the year baseline. The previous year's June composite was re-run in September with the updated F&P levels and assessed for any necessary changes to the targeted list of students included in AIS.

November K:

New grade-level developed composite scores are created using the most recently available data. The grade level works collaboratively with the AIS teachers to determine

appropriate weights for Reading Street assessments and additional assessments developed by the grade level. Based on these results, the bottom 15-17% of the grade level is looked at for inclusion in tier 2 AIS lab. The bottom 3-5% of the grade level is considered for tier 3 RTI. Another 5% of the grade level is monitored for later inclusion in AIS.

End of January/Beginning of February – K-3: Students in grades K-3 are reassessed using the Fountas and Pinnell Benchmark Assessment.

New grade-level developed composite scores are created using the most recently available data. The grade level works collaboratively with the AIS teachers to determine appropriate weights for Reading Street assessments and typically include Reading Street mid-year benchmark tests in the composite score. Based on these results, the bottom 15-17% of the grade level is looked at for inclusion in tier 2 AIS lab. The bottom 3-5% of the grade level is considered for tier 3 RTI. Another 5% of the grade level is monitored for later inclusion in AIS.

May/June - Grades K-3:

F&Ps are again administered to all students, building wide, a new composite score for each child is created and students are flagged for tiers 2 and 3 interventions for the upcoming school year. Additionally, AIS teachers work with other school professionals to create classroom groupings that are balanced and provide the most viable reading groups to meet their needs.

Retention Conferences will be held as needed in early June with school psychologist, guidance counselor and the building principal. Report cards are issued the last day of school.

***Students who fall in the **monitor range** at any point during the school year will be considered for immediate inclusion under the following circumstances:

- If the child had been in tier 3 prior to falling in the monitor range; they would be considered for tier 2 support
- If the child is 2 F&P levels below proficiency and had been in tier 2 support prior to falling in the monitor range; they would be considered for tier 2 support

- If the child is 2 F&P levels below proficiency and is not currently in AIS they may be considered for lab
- If a child is currently receiving tier 2 support and falls in to the monitor range, the child can be considered for a continuation of tier 2 support if group sizes are less than 4 based on NYS Rtl regulations.

Math:

Kindergarten: (September)

Students were given approximately 4 weeks to acclimate to their classrooms prior to being selected to attend AIS lab. At the 4 week mark, a composite score was created for each student using a beginning of the year MyMath baseline assessment and AimsWeb oral counting, missing number, and number identification benchmark probes. The bottom 10-12% of students were considered for inclusion in AIS lab.

Grades K-3 Early November, February, June: Grade-level developed, composite scores are created using the most recently available data. The grade level works collaboratively with the AIS teachers to determine appropriate weights for MyMath unit tests and/or beginning of year, mid-year and end of year benchmark tests. Additionally, grades K and 1 utilizes AimsWeb and teacher made sub-tests for number identification, oral counting, skip counting by 5s and 10s and counting on, which are administered three times/year in September, January/February, and May/June. In grades 1-3 AimsWeb M-comp is also used in the composite scores. Based on these results, the bottom 10-12% of the grade level is looked at for inclusion in tier 2 AIS lab.

Students who do not qualify for math lab, but demonstrate a need via classroom assessments and were receiving math support during the prior marking period, may be considered for continued lab inclusion when the lab group is less than 4 students or if they are new entrants and had been receiving services in their previous school.

Tri-annual consultations are conducted between AIS teachers and all grade level teachers to review composite score results and to determine which students will receive AIS based on those scores. Progress monitoring is continually conducted and children can move fluidly in and out of service as well as between the various tiers of service.