

2023-  
2024

# 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 2023-2024 school year.

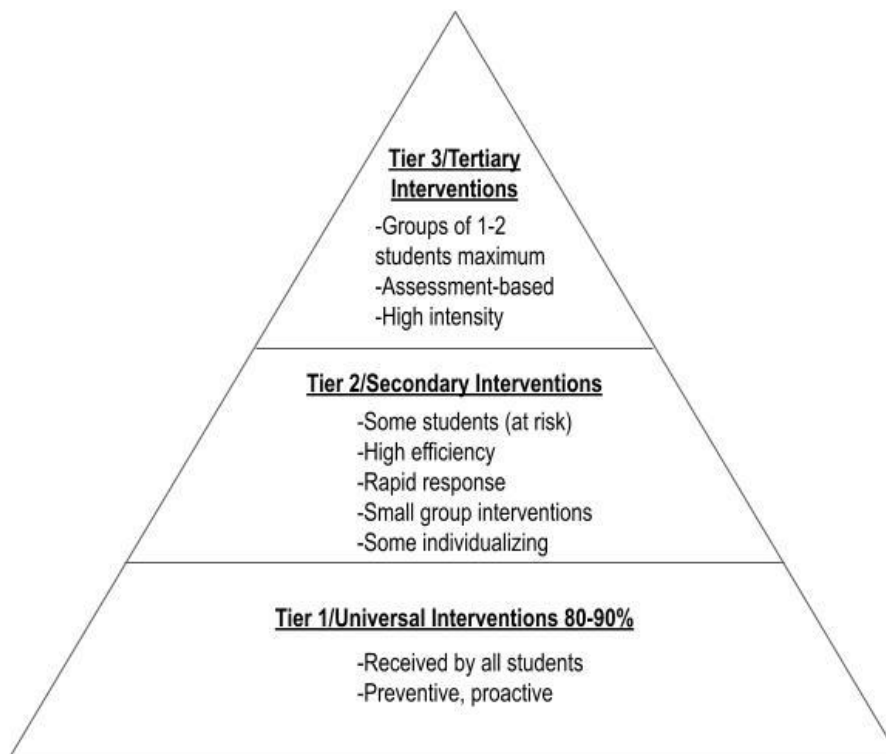
Ichabod Crane Primary School  
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# Response to Intervention at Ichabod Crane Primary School

## **What is Rtl?**

Response to Intervention (Rtl) is a multidisciplinary process of systematic, research-based instruction and interventions for struggling learners. Rtl 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. Rtl is highly dependent on the monitoring of student progress and development.



## **Implementation of Response to Intervention**

Rtl at the Ihabod Crane Primary school is a multi-tiered approach to providing instruction and interventions at increasing levels of intensity to struggling learners through focused instruction and frequent monitoring.

During Rtl sessions, students will receive instruction in English Language Arts and Math depending upon the student's individual needs. Reading instruction should address the essential elements of reading: phonemic awareness, phonics, vocabulary development, reading fluency, accuracy and vocal expression and reading comprehension. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

Student ELA and Math 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 of need to target intervention. The duration and frequency of the intervention will fluctuate based on the needs of students.

### **The Multi-tiered Rtl**

#### ***Tier 1:***

Tier 1 is commonly identified as the core instructional program provided to all students in the general education setting. Research-based instruction, positive behavior intervention and support are part of the core program. Core curriculum is aligned to the NYS learning standards and involves appropriate instruction and research-based interventions. Universal screenings are administered to all students in the general education classroom 3 times per year, and differentiated instruction based on the abilities and needs of all students will be provided in the core program. As indicated in Part 154 of the Regulations of the Commissioner of Education, the foundation of core instruction for LEP/ELL students should be both culturally responsive and linguistically appropriate. For more information, please refer to the New York State Department of Education website below:

<http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learners-and-multilingual-learners>.

#### ***Tier 2:***

In Tier 2, direct, systematic instruction provides more teacher-directed instruction that is carefully structured and sequenced to an individual student, than was provided in Tier 1.

Tier 2 intervention is typically small group (3-5 students) 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 minimum of 3

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 12-15% of students in a grade level receive Tier 2 intervention.

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside the general education classroom. Students who do not qualify for AIS may still receive Tier 2 intervention within the general education setting. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency and duration. Individual student needs affect the determination of these variables. Tier 2 can be remedial math and reading, speech improvement services, or time with another trained interventionist, skilled and knowledgeable personnel.

### ***Tier 3:***

Tier 3 is typically reserved for approximately 1-5% of students in a class 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 1-2 students at a time) anywhere from 30-60 minutes at a minimum of four days per week. 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 10% of a given grade level. Students typically progress from Tier 2 intervention to Tier 3. They may be triaged directly into Tier 3 if significant foundational gaps are found within their screenings.

\*Please note, identified students will receive individualized instruction through special education services.

### **Parent Notification**

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students in the general education classroom, parents must be notified in writing.

AIS Reading (Reading Lab)

If students qualify for reading lab, their supports are provided by a certified reading teacher. Reading lab most often is a pull-out support, but can be changed if necessary, and will consist of Tier 2 and Tier 3 interventions. Schools shall also provide academic intervention services to students who are English language learners and are determined, through a district-developed or district-adopted procedure uniformly applied to English language learner students, to be at risk of not achieving State learning standards. Types of Tier 2 and Tier 3 reading intervention by grade level are as follows:

Grade Level	AIS Tier 2 Interventions	AIS Tier 3 Interventions
Kindergarten	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● 20-25 minute lessons 3-5 times a week</li> <li>● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding</li> </ul>	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● More intensive than Tier 2</li> <li>● A minimum of 30-minute lessons 5 times a week</li> <li>● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● 20-25 minute lessons 3-5 times a week</li> <li>● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● More intensive than Tier 2</li> <li>● A minimum of 30-minute lessons 5 times a week</li> <li>● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency</li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● 20-25 minute lessons 3-5 times a week</li> <li>● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading</li> </ul>	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● More Intensive than Tier 2</li> <li>● A minimum of 30-minute lessons 5 times a week</li> <li>● Focus areas: Letter Sounds, Decoding, Word Reading, Reading</li> </ul>

	Fluency, Basic Comprehension	Accuracy, Reading Fluency, Basic Comprehension
Third Grade	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● 20-25 minute lessons 3-5 times a week</li> <li>● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● mCLASS Reading Intervention</li> <li>● Skill-based</li> <li>● More intensive than Tier 2</li> <li>● A minimum of 30-minute lessons 5 times a week</li> <li>● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension</li> </ul>

AIS Math (Math Lab)

If students qualify for Math lab, their supports are provided by a certified teacher. Math lab can consist of pull-out and push-in supports to provide Tier 2 interventions. Schools shall also provide academic intervention services to students who are English language learners and are determined, through a district-developed or district-adopted procedure uniformly applied to English language learner students, to be at risk of not achieving State learning standards. Math intervention targets the following areas based on student needs and grade level content: number sense, values and mathematical operations. Students who qualify for Math lab receive services 3 times per week for 25 minutes.

For further information about Rtl, AIS and the policies that govern these programs please visit the website links below:

[www.ichabodcrane.org](http://www.ichabodcrane.org)

<http://www.nysed.gov/curriculum-instruction/part-100-regulations-commissioner-education>

## **Universal Screeners**

### **ELA:**

#### *mCLASS*

- Assessment platform used to evaluate students on baseline skills in reading to determine their ability to succeed in the classroom with grade level material.
- mCLASS is a universal screening tool used with all students measuring foundational ELA skills.
- mCLASS scores guide AIS Tier 2 and 3 instruction.

#### *i-Ready*

- Online assessment platform used to assess all students on skills in ELA to determine their ability to succeed in the classroom with grade level material.
- i-Ready is a universal screening tool used with all students measuring foundational ELA skills (phonological awareness, phonics, high frequency words, vocabulary and comprehension).
- i-Ready scores guide Tier 1 and 2 classroom instruction.

#### *CKLA*

- Curriculum platform teaching the skills and knowledge components of reading.
- CKLA is the curriculum taught in general education to provide students with the skills and understandings to be successful in accessing texts.
- CKLA scores guide Tier 1 and 2 classroom instruction.

### **Math:**

#### *i-Ready*

- Online assessment platform used to assess all students on skills in Math to determine their ability to succeed in the classroom with grade level material.
- i-Ready is a universal screening tool used with all students measuring foundational Math skills (number and operations, algebra, algebraic thinking, measurement & data, and geometry).
- i-Ready scores guide Tier 1 and 2 classroom instruction.

#### *Bridges*

- Provides targeted instruction and assessment for essential K–5 mathematics

skills and concepts.

- A strengths-based approach builds on each student's abilities—starting with manipulatives, then moving to two-dimensional representations and mental images.
- Intended to complement regular math instruction, Bridges Intervention is ideal for use with small groups.

## **AIS Guidelines**

### **Reading:**

Students are screened universally at the beginning, middle and end of the year, creating a composite. The bottom percentage of students in each grade level will qualify for AIS lab services (12-15% of students to Tier 2 and 1-5% of students to Tier 3).

In Kindergarten, Tier 3 intervention is begun later in the school year once students have had a lengthy period of classroom instruction. All students qualifying for lab services will receive Tier 2 instruction until mid-year.

New composite scores are created approximately every 6-8 weeks for students already receiving AIS and groups are adjusted accordingly using the composite.

### **Math:**

Students are screened universally at the beginning, middle and end of the year, creating a composite. The bottom 5-10% of students in each grade level will qualify for AIS Math lab services (all students are Tier 2 for Math). Students who did not qualify for Math lab will receive extra support within the classroom from the classroom teacher in a small group setting as needed.

Composites are created using grade level benchmarks given at the beginning, middle and end of the school year along with chapter tests and i-Ready data.