

2024-
2025

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 2024-2025 school year.

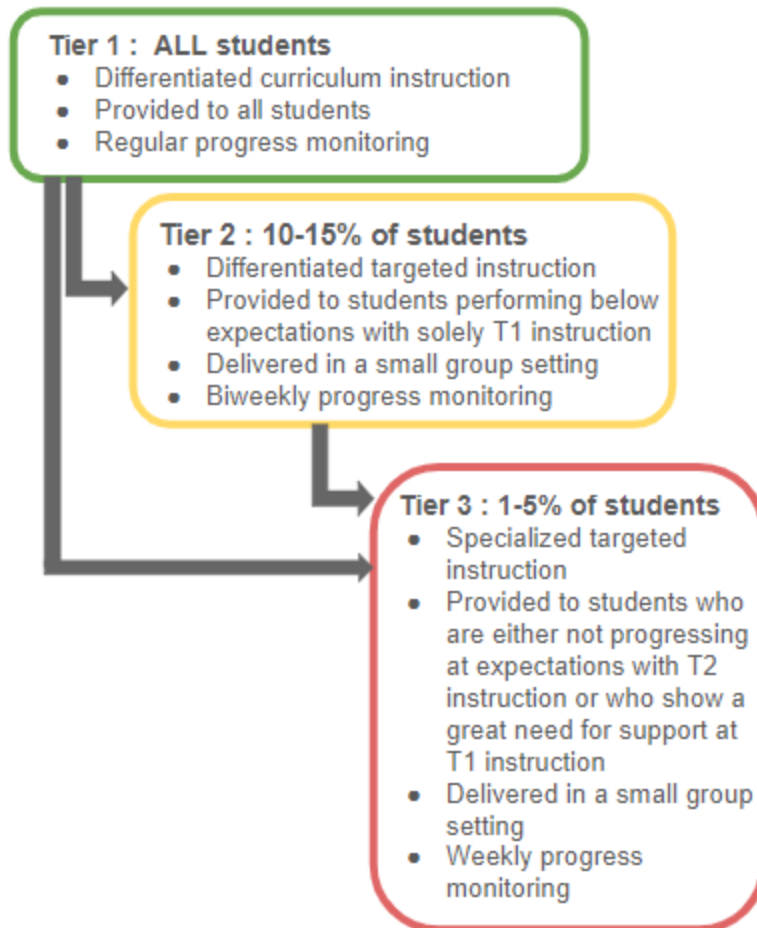
Ichabod Crane Primary School
2024-2025



Response to Intervention at Ichabod Crane Primary School

What is RtI?

Response to Intervention (RtI) is a multidisciplinary process of systematic, research-based instruction and interventions for 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 of Response to Intervention

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

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

In addition to curriculum data, providers will track benchmark data. Benchmarks will occur three times throughout each year - beginning, middle, and end. Using universal measures, ([mCLASS](#) in ELA and [i-Ready](#) in math), benchmark spreadsheets will identify students in the lowest achieving percentages per grade level who will qualify for lab services. The duration and frequency of the intervention will fluctuate based on the needs of students. AIS Reading will run a composite of lab students every 6-8 weeks to update groupings and learning goals based on current student needs.

Students who speak a language other than English as their first language are entitled to the same academic services as that of their English speaking peers. To provide culturally responsive and linguistically appropriate interventions, a team of providers will meet to determine the readiness of students at the "Entering" language level to receive direct individualized instruction in a specified topic (ELA or Math) other than language. These discussions will be based on the data collected during students' NYSESLAT and benchmark assessments to determine what interventions should be implemented. Please refer to the attached document for more information. Students at "Emerging" or above language proficiency levels will follow the intervention qualification protocols as listed on the flowchart above.



ICHABOD CRANE SCHOOL DISTRICT

**Determining Readiness of English Language Learners at Entering Proficiency Level
to qualify for AIS Services**

Intake Meeting

Classroom Teacher, ELL provider, AIS Reading & Math rep, Instructional Coach, Principal, Psychologist*, Counselor*, Speech*

1. Team discusses student's present levels of performance and uses their NYSESLAT / NYSITELL data to determine eligibility for starting AIS instruction in math and/or reading. The data must show they have enough language acquisition to access interventions from an English-Speaking Provider.
2. Team develops an Action Plan



<u>Not Eligible for AIS</u>	<u>Eligible for AIS</u>
<ul style="list-style-type: none"> ● Student scores on NYSESLAT / NYSITELL do not show readiness for AIS instruction in math and/or reading. ● ELL or Classroom Teacher monitors Action Plan Goal ● Schedule 2nd intake meeting in a minimum of 6-8 weeks to determine future eligibility 	<ul style="list-style-type: none"> ● Student scores on NYSESLAT / NYSITELL show readiness for math and/or reading instruction ● AIS provides services according to district RTI Plan ● - Schedule re-meet and monitor student as per regular CST protocol <p>*Once a student is determined eligible for AIS math and/or reading services, the AIS intake process is complete for that subject</p>



<u>Not Showing Readiness at next meeting</u>	<u>Showing Readiness at next meeting or before*</u>
<ul style="list-style-type: none"> ● Adjust Action Plan/ Goals ● ELL or Classroom Teacher monitors Action Plan Goal ● Schedule 3rd intake meeting <p>*Intake process is repeated until student is eligible</p>	<ul style="list-style-type: none"> ● - Start at top of chart with intake-meeting to determine AIS eligibility <p>*If classroom/ ELL provider thinks student shows readiness based on classroom performance, before the next meeting is scheduled, an intake meeting can be scheduled using an updated Practice NYSESLAT / NYSITELL rubric to guide discussion</p>

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 three times per year, and differentiated instruction based on the abilities and needs of all students will be provided in the core program. All students in Kindergarten will receive Tier 1 instruction in foundational skills by both classroom and AIS providers for 6-8 weeks in subjects of Math and ELA before qualifying for Tier 2 instruction. 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's needs.

Tier 2 intervention is a small group (3-5 students) supplemental instruction. This intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. 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 grouped according to instructional need. Approximately 10-15% of students in a grade level receive Tier 2 intervention.

Tier 2 instruction can take place either in the classroom or outside of the classroom via a pull-out method of support. Students who do not qualify for AIS may still receive Tier 2 intervention within the general education setting. 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 smaller group setting. 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. 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 Lab and Math Lab)

If students qualify for reading lab and math lab, support will be provided by a certified teacher. AIS is a pull-out support, but can be changed if necessary, and will consist of Tier 2 and Tier 3 interventions. 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
	Reading	Math - only a Tier 2 service	Reading
Kindergarten	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● 80-100 minutes of service weekly ● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding 	<ul style="list-style-type: none"> ● Bridges Intervention ● Foundational skill based ● 100-150 minutes of service weekly ● Focus area: number identification, counting, writing numbers, cardinality. 	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● More intensive than Tier 2 ● 100-150 minutes of service weekly ● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding
First Grade	<ul style="list-style-type: none"> ● mCLASS Reading 	<ul style="list-style-type: none"> ● Bridges Intervention 	<ul style="list-style-type: none"> ● mCLASS Reading

	<p>Intervention</p> <ul style="list-style-type: none"> ● Skill-based ● 80-100 minutes of service weekly ● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency 	<ul style="list-style-type: none"> ● Foundational skill based ● 100-150 minutes of service weekly ● Focus area: number sense, addition, subtraction and place value 	<p>Intervention</p> <ul style="list-style-type: none"> ● Skill-based ● More intensive than Tier 2 ● 100-150 minutes of service weekly ● Focus areas: Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency
Second Grade	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● 80-100 minutes of service weekly ● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension 	<ul style="list-style-type: none"> ● Bridges Intervention ● Foundational skill based ● 100-150 minutes of service weekly ● Focus area: Basic addition and subtraction, place value, number sense 	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● More Intensive than Tier 2 ● 100-150 minutes of service weekly ● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension
Third Grade	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● 80-100 minutes of service weekly ● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension 	<ul style="list-style-type: none"> ● Bridges Intervention ● Foundational skill based ● 100-150 minutes of service weekly ● Focus area: number sense, fact fluency, multiplication and division 	<ul style="list-style-type: none"> ● mCLASS Reading Intervention ● Skill-based ● More intensive than Tier 2 ● 100-150 minutes of service weekly ● Focus areas: Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Basic Comprehension

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 instruction.*
- i-Ready scores *determine math lab qualification.*

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.
 - Bridges placement assessment *determines Tier 2 math lab instruction.*

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

www.ichabodcrane.org

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