

2025-
2026

Response to Intervention

[At Ichabod Crane Primary School]

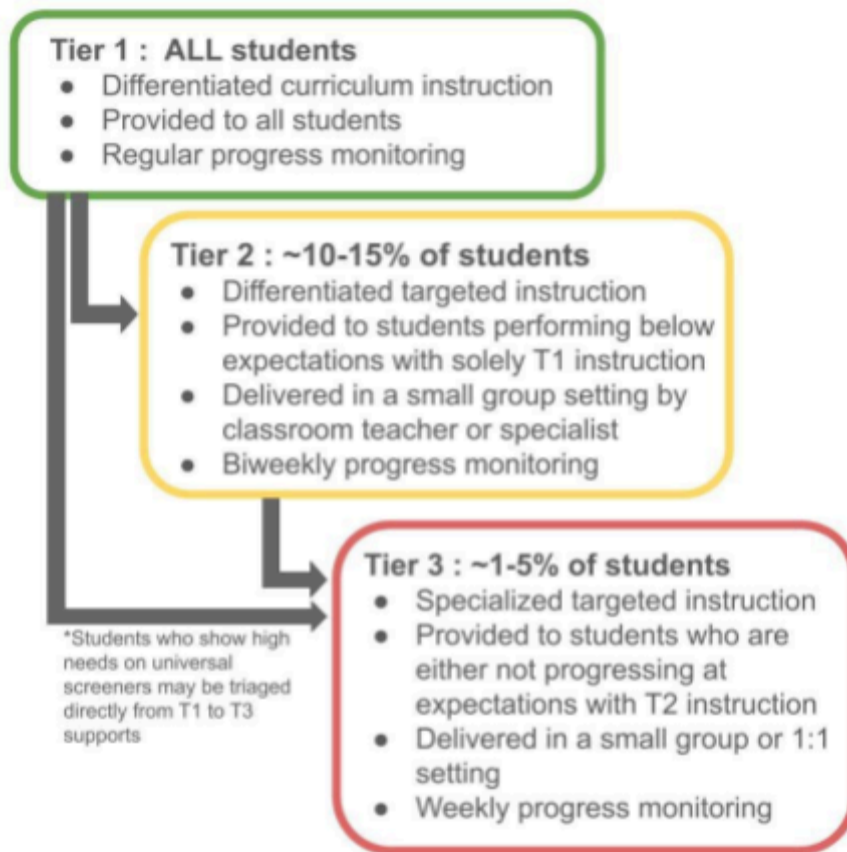
An overview of how the Ichabod Crane Primary school is implementing Response to Intervention in grades K-3 for the 2025-2026 school year.

Ichabod Crane Primary School
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What is Rtl?

Response to Intervention (Rtl) is a multidisciplinary process of systematic, research-based instruction and interventions for 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. Rtl at the Ihabod 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.



Implementation of Response to Intervention

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 student needs and potential services. Students may also receive assessments from platforms such as [Forefront](#) (math), [Bridges](#) (math) and [Heggerty](#) (ELA) to guide instruction.

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. For culturally responsive intervention, instruction depends primarily on students' response to instruction while one-point-in-time assessments may not accurately reflect the language and literacy skills of ELs. EL students at the entering and emerging proficiency levels may be met on by a team of professionals to evaluate student progress across tiers and determine individualized needs/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.

***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>