

Edwards-Knox Central School District

AIS/RTI Intervention Plan K-12

2018-2020

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NY State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NY State Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS/RTI Procedures

- At the end of the year the teachers recommend students for AIS based on a number of criteria because the student is at risk of failing to meet the State learning standards.
- At the end of the school year, the principals with the guidance counselor and AIS/Title teachers decide who will receive AIS by reviewing students' results on the identified multiple measures and teacher, Grade Level Team and Strategic Review Teams' recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assign students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team or Strategic Review Team.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-6 Reading to identify students that need to be referred to CSE. The process and responsibilities are outlined in the attachments.

AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 social studies and science. Students shall be considered for AIS at the Tier I – III level if they:

Tier 1: Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
<ul style="list-style-type: none"> ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades K-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient and/or do not meet one of the benchmark criteria ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet one of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance. ▪ Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements. ▪ Grades K-8: score Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures outlined above

AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA K-6	Classroom Average	Grades K-3: Level 3 Grade 4: 70 Grades 5-6: 65
	NYS ELA Assessment: Grades 3-6	Level 3 or 4
	Fountas & Pinnell Grades K-6	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmarks per assessment and grade level.
	i-Ready Grades K-6	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks.
ELA 7-12	Class Average	65
	NYS ELA Assessment: Grades 7-8	Level 3 or 4
	i-Ready Grades 7-8	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks.
	English Language Arts Regents at Grade 11	65
Math K- 6	NYS Math Assessment: Grades 3-6	Scoring level 3 or 4
	Classroom Average	Grades K-3: Level 3 Grade 4: 70 Grades 5-6: 65
	i-Ready K-6	Benchmarked a minimum three times a year. Progress monitoring conducted for students not achieving the benchmarks.
Math 7-12	Class Average	65
	NYS Math Assessment: Grades 7-8	Level 3 or 4
	Algebra and Geometry Regents	65
Social Studies 4-12	Classroom Average	Grade 4: 70 Grades 5-12: 65
	NYS ELA Assessment Grades 4-8	Students who score at levels 1 or 2 on the assessment at Grade 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing.
	Global History and Geography Regents	65

Subject and Grade	Multiple Measures	Benchmark Criteria
	United States History and Government	65
Science 4-12	Classroom Average	Grade 4: 70 Grades 5-12: 65
	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	NYS Math and ELA Assessment	Students who scored at Level 1 or 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65

AIS/RTI Intervention Program Description

	Tier 1 – Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
Intensity of service	Core Instruction for all students	In addition to core instruction: Minimum 3 times a cycle for 30 minutes	Support provided in addition to Tier 1: Minimum 3 times a cycle for 30 minutes
Grouping	Differentiated small group instruction	Small group K-6	Individual or small group 1-3 students
Staffing	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher and teaching assistant	AIS teacher, special education teacher
Program/ Instructional Support	<ul style="list-style-type: none"> ▪ Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies ▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need 	<ul style="list-style-type: none"> ▪ Tier I support ▪ Small group with similar needs instruction and collaboration with classroom teachers 	<ul style="list-style-type: none"> ▪ Tier I support ▪ Tier II support as schedule allows ▪ Individual or small group instruction for high-needs students as schedule allows ▪ Other support may include: special education support

Student Support Services

Strategic Review Team

Counseling Services- as deemed appropriate for the needs of individual students

- School counselors
- School psychologist
- Group and Individual Counseling

Parent Volunteers

Liberty Partnerships

Migrant Tutors

SLU Tutors

McKinney-Vento Homeless Sub-grant – Title I Mentor

Extended Day- several times per week for social, academic, and expanded opportunities for students

Second Step-program to teach social-emotional skills and self-regulation PK-6

SLPC- MIT (Mobile Integration Team)

Community Grant- Student Support Services

Parent Involvement Requirements

Notification of AIS/RTI Services

- ◆ District notification letter to include:
 - dates when service will start
 - reasons why student needs AIS.
 - subject area(s) identified
 - results of multiple measures
 - summary of services to be provided
 - student support services to be provided
 - frequency and intensity of service
 - expectations of students in relation to grade level performance
 - consequences of not achieving expected performance levels
- ◆ Additional notification required for RTI reading grades K-6
 - strategies for increasing the student's rate of learning; and
 - the parents' right to request an evaluation for special education programs and/or services

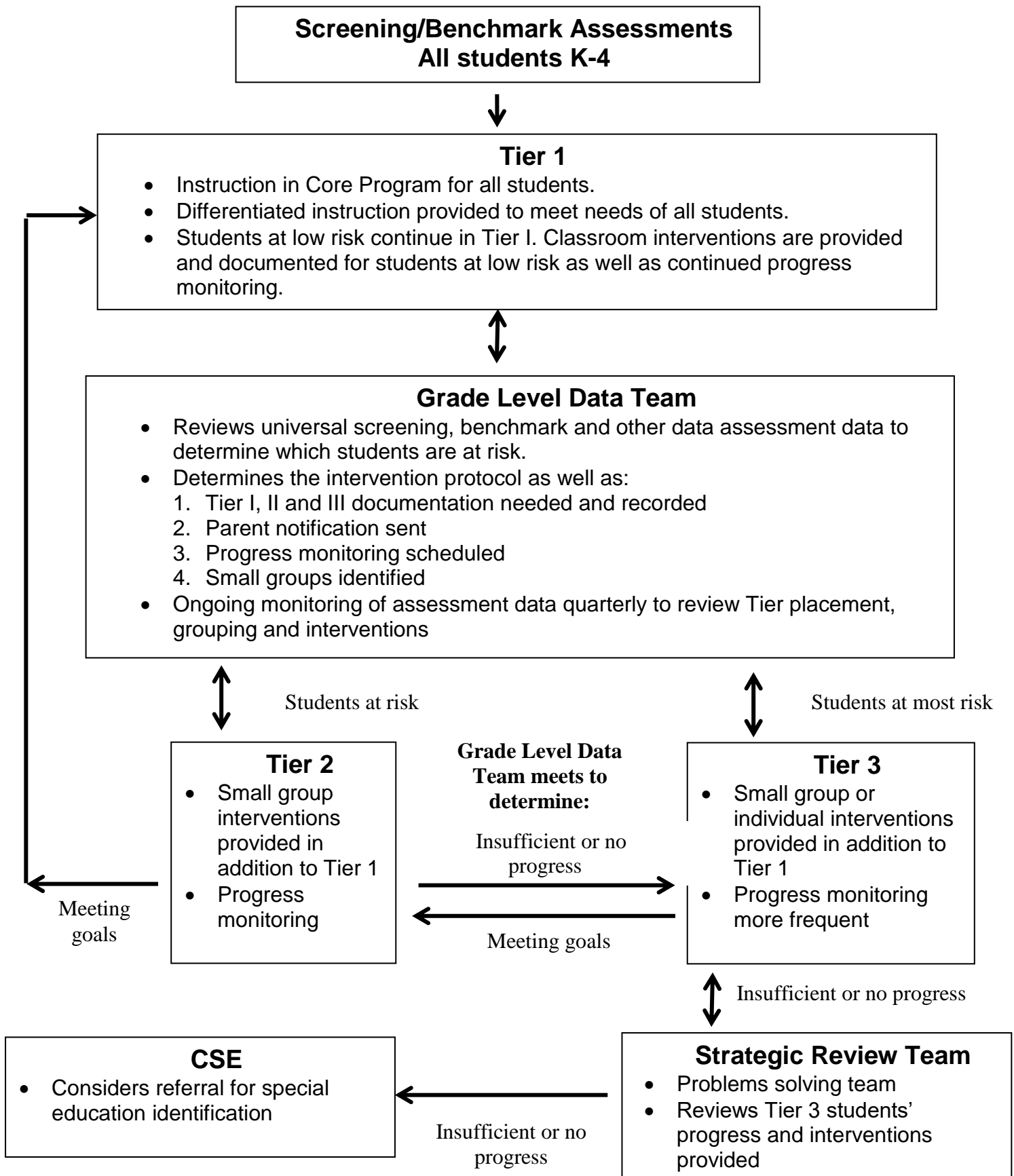
Notification of End of AIS/RTI Services

- ◆ District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - performance level student has attained to qualify for ending AIS (results of multiple measures)
 - assessments used in determining students levels of performance

Ongoing Communication

- ◆ Fall/Spring teacher conferences
- ◆ Quarterly reports
- ◆ Phone calls, emails
- ◆ District calendar and Title I newsletters
- ◆ District website and SchoolTool Portal
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home

RTI Process Flowchart



RTI Problem Solving Process – Responsibilities

Classroom Teachers	Data Teams	Intervention Providers	Strategic Review Team	CSE Team
<ul style="list-style-type: none"> • Core instruction • Benchmark and progress monitoring assessments • Tier 1 interventions (small group, differentiated, during the core block) • Documentation of Tier 1 interventions 	<ul style="list-style-type: none"> • Grade level teams <ul style="list-style-type: none"> ○ Classroom teachers ○ Intervention providers ○ Others • Analyze data to inform instruction <ul style="list-style-type: none"> ○ Core assessments ○ Diagnostic assessments ○ Benchmark assessments • Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 intervention • Provides documentation of decisions made re: instructional changes 	<ul style="list-style-type: none"> • Tier 2 interventions in addition to core instruction • Progress monitoring and diagnostic assessments • Documentation of Tier 2 interventions <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Tier 3 interventions in addition to Tier 1 • Progress monitoring and diagnostic assessments • Documentation of Tier 3 interventions 	<ul style="list-style-type: none"> • Multi-disciplinary team <ul style="list-style-type: none"> ○ Classroom teachers ○ Special education teacher ○ Psychologist ○ Principal ○ Intervention providers ○ Others • Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3 • Reviews documentation of Tier 1, 2 and 3 interventions • Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes • Makes referral to CSE when necessary 	<ul style="list-style-type: none"> • Multi-disciplinary team • Analyzes data • Reviews documentation of Tier 1, 2,3 interventions • Decides what additional CSE services to provide to enable the child to be successful