

Marathon Central School Academic Intervention Services/ Response to Intervention District Plan July 2017 - June 2020

Overview

In accordance with Section 100.2(ee) & (ii) of the Commissioner's Regulations, this multi-year plan intends to create a program that will provide appropriate intervention to students who are at risk of not meeting the New York State Learning Standards. While this plan will be in force until June 2020, it should be periodically evaluated. Modifications may be made by Administration as appropriate so that the plan may be carried out.

This plan provides a means to identify students in need of services. It also presents the multiple measures used in the identification/discontinuation process and exit benchmarks. Finally, it proposes possible programming options to assist students. Appleby Elementary School has developed a Response to Intervention (RtI) framework that incorporates all the parameters of the Commissioner's Regulations 100.2 (ee) and (ii).

Identification Process

Coordination of Services

This plan recommends the designation of an individual who will monitor AIS students, track their progress, and maintain appropriate records. At the junior-senior high school this individual shall be the Director of Instruction. At the elementary school, the Director of Instruction will be designated by the building principal. This coordinator will also:

- Create the agenda and chair the respective building teams (described below).
- Act as custodian for the records dealing with students under review or being served through AIS.
- Track re-tested students and students in the program.
- Will oversee screening of "flagged" transfer students who may require intervention services.
- Work with the Title I coordinator to coordinate appropriate record keeping and paper work as mandated by the State Education Department.
- Identify and invite (not mandatory) the appropriate review team members.

Title I Coordinator Responsibilities:

- Insure parental contact (including formal entry and exit letters) and annual meeting.
- Insure that the program prescribed for each AIS student is being carried out.
- Assure coordination of services with, and transition by students to, the junior-senior high school.

Marathon Central School District Appleby Elementary School

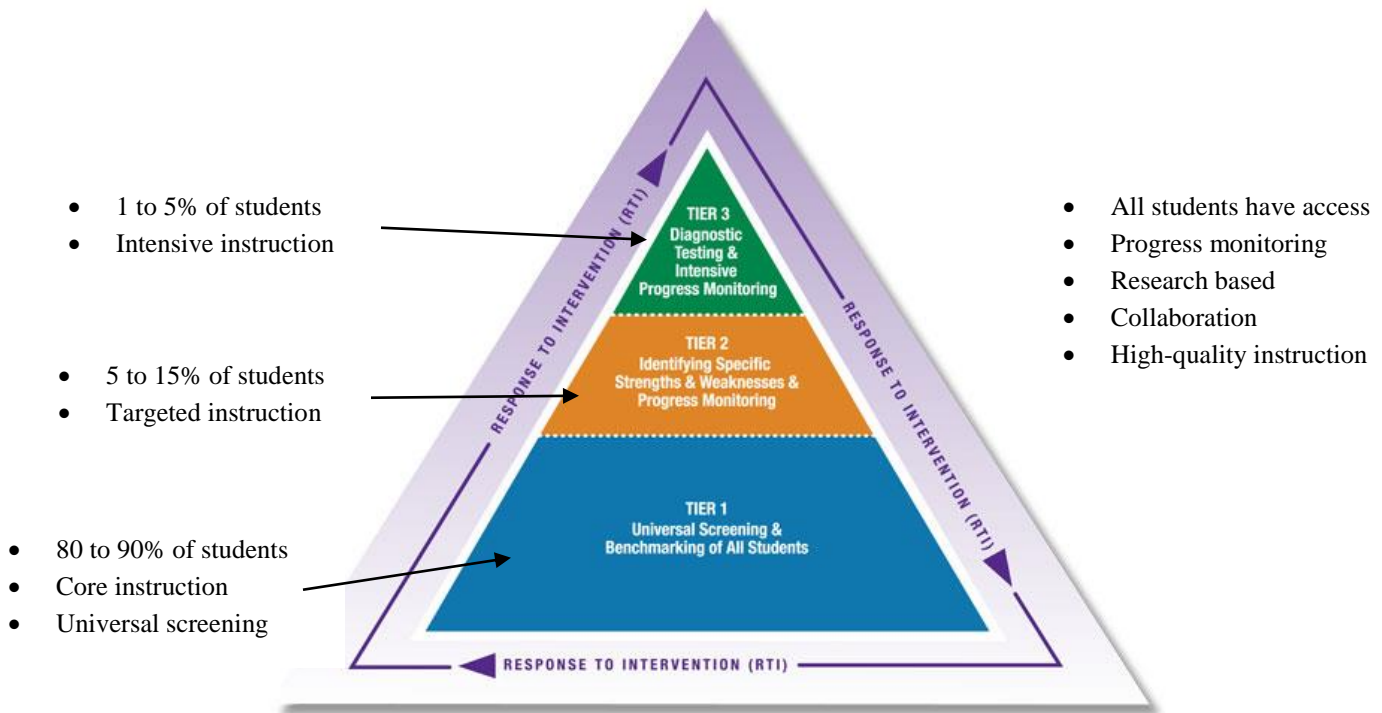
Response to Intervention (RtI) Plan

What is RtI?

Response to Intervention is a three-tiered problem-solving approach that supports the early identification of general education students struggling in academic areas. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. The goal of RtI is to close achievement gaps for all students by addressing small learning problems before they become insurmountable (NYSED 2008).

RtI and the Three Tiered Model of School Support

The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research-based curricular and instructional practices designed to improve student performance.



RtI and Appleby Elementary School's Curricula

The Marathon Central School District establishes a core instructional program by choosing curricula that is fully aligned with the Common Core State Standards. The Common Core State Standards, which New York adopted on July 19, 2010 and revised in July of 2017 to the Next Generation Learning standards for mathematics and for literacy in all subjects to prepare students for college and careers in the 21st century. The skills and understandings obtained through the Standards enable students to “develop skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.” (<http://www.nysed.gov/aimhighny>)

Effective, Highly Engaging Instruction

The Marathon Central School District provides the infrastructure for effective, highly engaging instruction that meets all students' needs. Effective teaching stems from understanding how students learn, understanding which instructional strategies work well, and knowing how to organize instruction to provide students with the substance of what they need to learn. Dynamic and interesting instruction that engages each student's mind and attention is critical for student success across Tiers 1, 2, and 3.

Universal Screening and Progress Monitoring

All students will be screened three times each school year in essential Reading and Math. Student progress will be monitored throughout the year. Results from the screenings and assessments will provide the following important information:

- Whether students are making adequate progress
- Which students need assistance so they do not fall further behind
- When to modify instruction to ensure that students master essential skills

This information will be utilized to determine movement into and between tiers for instruction based on the students' needs.

Tier 1 Instruction

Tier 1 Instruction will include the following elements:

- Scientifically-based curriculum following the Common Core State Standards
- Effective, highly engaging instruction
- Well-trained teachers
- Universal screening and progress monitoring.

The classroom teacher will examine the results of the universal screening, benchmark assessments, formative assessment, and periodic progress monitoring. Problem-solving is directed towards those students who struggle to meet academic and behavioral expectations for the grade level. This is an ongoing process that will continue throughout the school year. Using data, both formal and informal, teachers monitor and adjust instruction to help meet the needs of struggling students. (See appendix for strategies for accommodating and addressing differences in learning styles and academic needs)

Teachers create an educational environment and provide instruction that is fundamentally based upon local and state standards, which are compared to their students' needs. This comparison of where students are and where they need to go cognitively results in a coordinated lesson plan. Using that plan, instruction is applied and students are assessed at all levels of *Bloom's Taxonomy*. Assessments and evaluation of results are always made with an eye toward standards. Tasks that students are to master must be correlated with the standards and must be authentic (that is, they contain real-life meaning that is in line with the students' socio-economic condition). When the analysis of assessments is complete, the cycle begins again.

If this instruction is matched to the students' needs and they can *regularly* demonstrate mastery on assessments vis-à-vis Bloom and the standards, we conclude that *Quality First Teaching* has occurred.

Occasionally during the assessment process, teachers may note that an individual student or a very small group of students does not meet a standard at the prescribed level. To verify if a skill deficit exists, the classroom teacher must first *re-teach* (with an acute attention to the students' learning styles) and re-assess. Even so, this re-teach/re-assess cycle needs to be repeated and refined until a specific skill deficit(s) is identified as impeding the student's learning. Re-teaching and re-assessing can be accomplished through managing regular class time and through the *AIS Period*. (See AIS Period Section)

Just as broad physical statements ("I have an ache.") require more refinement by a physician, broad skill deficit statements ("This child can't write.") are never helpful to educators. Clarity is necessary. Luckily, naming a specific skill deficit is not as daunting a challenge as one might imagine. Instruction, remember, is influenced by student behaviors that indicate that a learning objective has been achieved. Those behaviors or objectives should be easily

pulled from a teacher's plan book. A more general representation of skills can be read in the *Common Core State Standards*.

Although Tier 1 problem-solving is data-driven, it is less formal than other levels of problem solving. If a teacher has concerns about an individual student's academic achievement or behavior, the teacher and parents/guardians communicate informally. Together, the parents/guardians and the teacher will discuss the problem, agree upon a plan, and monitor the student's progress. Follow-up communication should take place to review the effectiveness of the intervention.

If the student's problem persists, or if the student does not make adequate growth on progress monitoring assessments, a more formal problem-solving process will be initiated, which may include a review by the RTI team and consideration of more formal Tier 2 interventions.

Tier 2 Instruction and Intervention

When students, who are receiving core instruction, including the monitoring and adjusting of instruction, do not demonstrate adequate progress based on progress monitoring measures, the RTI Team may consider a Tier 2 intervention. Identified students at Tier 2 will receive targeted group or individual intervention as well as universal instruction. Intervention at this level should provide additional support for these students to gain the skills and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction.

Tier 2 targeted instruction includes the following elements:

- Evidence-based practice protocols
- Behavioral support and intervention
- Effective, highly engaging instruction
- Frequent progress monitoring

➤ **Evidence Based Practice Protocols**

Tier 2 intervention will be specialized, systematic, purposeful, focused, and consistent. It will be very structured. Evidence-based practices will be provided for students with similar needs. Tier 2 intervention has a high probability of producing change for a large number of students who need support for mastering a targeted skill.

➤ **Behavioral Support and Intervention**

➤ **Effective, Highly Engaging Instruction**

Tier 2 intervention may use classroom materials and approaches, but it extends and supports Tier 1 instruction in these ways:

- Providing more opportunities for students to process and practice the target skill or behavior
- Breaking the material into smaller chunks and segments

Tier 2 may also provide different instructional methods and pacing of instruction, making overt connections between what the students currently know and what they need to learn.

➤ **Frequent Progress Monitoring**

At Tier 2, progress monitoring will take place every two to three weeks based on the student's response to intervention. In addition to monitoring students' response to the Tier 2 interventions, curriculum-based assessments may be administered.

Students will receive Tier 2 intervention as long as needed to bring their skills up to grade-level expectations, or as long as their response to the intervention is positive and sufficient to justify continuation. A review of progress may also warrant a different Tier 2 intervention to be initiated. Once a particular student's needs have been met through Tier 2 intervention, the student returns to Tier 1 core instruction (only). If the student's problem persists, or if the student does not make adequate growth in the Tier 2 intervention and on progress monitoring assessments, this may warrant a review by the RTI team. If

the RtI Team reviews a student's progress, and more intensive support is deemed necessary, a Tier 3 intervention may begin.

Tier 3: Intensive, Individualized Intervention

Students who continue to struggle without measurable progress in Tier 1 and Tier 2 instruction and intervention will move to Tier 3 intervention. This applies to the one to five percent of students who have received Tier 2 intervention and who continue to have significant difficulty acquiring the necessary skills to make progress in Tier 1 instruction. These students will receive more frequent, explicit, intensive, individualized or small group intervention provided by an intervention specialist.

Tier 3 intensive, individualized intervention contains the following elements:

- Research-based and evidence based intervention
 - Intensive intervention based on individual needs
 - Increased duration
 - Behavioral support and intervention
 - Skilled teachers/service providers
 - Very frequent progress monitoring
- **Research-based and Evidence-based Intervention**
Tier 3 intervention approaches will meet the following criteria:
- Supported by scientifically-based research
 - Supported by evidence that the intervention has been effective for other students working on the targeted skills
 - Structured, explicit, and specifically tailored to learning targets
- **Intensive, Individualized Instruction**
Tier 3 is the most intensive intervention. It will target specific deficiency areas in order to meet individual student needs. If a student's response to Tier 2 was positive but slower than desired, he or she may continue to receive a similar type of intervention. In this case, however, the frequency and intensity of small group instruction is increased.
- **Increased Duration**
Tier 3 intervention will be provided for students with greater frequency and/or over a longer period of time than Tier 2. Specific time parameters will be determined by the RtI Team and student data. Decisions about continuing Tier 3 interventions will be made based on a student's performance and rate of progress in mastering the target skills.
- **Behavioral Support and Intervention**
- **Skilled Teachers/Service Providers**
- **Frequent Progress Monitoring**

RtI vs. AIS vs. CSE?

New York State has imposed regulations with two means for referring students into AIS or RtI services. The first method is by the Commissioner's Regulations by which school districts identify students in grades 3-8 to receive AIS services based on the NYS Grades 3-8 ELA and Mathematics Assessments. The district shall identify students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English Language Arts (ELA) or mathematics state assessment shall be considered for AIS i.e. students are identified as eligible for AIS. Upon identification of a student for consideration for AIS, the district will then determine which students shall receive AIS based on students' scores on multiple measures of performance. These multiple measures may include, but are not limited to: AIMs Web Plus measures, STAR Reading, STAR Math, Guided Reading Levels, benchmark and lesson-embedded assessments for reading and math based on teacher designed and selected assessments, common formative assessments that provide information about students' skills, unit and lesson assessments for ELA,

mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8, and/or results of psychoeducational evaluations based on a variety of assessments and inventories.

The other method used to identify a student in need of AIS services is through assessment of a student's skill level through the described RtI process. This route allows for a proactive intention in that students may be identified and served prior to taking the NYS 3-8 assessments. This route can more clearly target specific skill deficits because of the time invested and the variety of assessing instruments/procedures. Students who fall under this regulation must travel through the RtI process. Importantly, the RtI Review Team can also act as a pre-referral intervention channel for students being considered for referral to the Committee on Special Education (CSE). While exceptions have been noted in the past, for most students RtI is the expected route to travel prior to a CSE referral.

Since RtI is a pre-referral element in the CSE continuum, one must reason that there is a hierarchy of services present. If one has a picture of that hierarchy, one is better able to work within it and to better target the appropriate service for the student. That hierarchy is portrayed in levels of *intensity* (RtI) and *restrictiveness* (CSE). Under our model, CSE classification indicates moving up a notch on the continuum.

When moving on the hierarchy of services towards CSE support, there are a number of important issues to be mindful of. RtI/AIS is the right of every child educated in the district, and CSE students could have both types of services simultaneously. In most cases, however, CSE-classified students should not be scheduled for both services. The notion that more service equates with better, faster achievement may actually be counterproductive.

More so, the question is begged, "If RtI/AIS has been ineffective, why just continue or reschedule more of the same?"

If providers from both service areas are engaged, to what extent is it practical that they will be familiar with the other's efforts? How will opportunities to strengthen that familiarity be guaranteed? Congruence will, at minimum, become a 3-way issue, teacher-wise. Also, are the RtI/AIS provider's services fully articulated in the IEP and to what extent is AIS a part of the CSE referral and IEP formation?

Think, also, about the district's ability to parcel out the services it has available. Can one set of services accomplish all the goals? Doubling services has to negatively affect the total number of students served.

Assessment

Universal Screening Guidelines

Universal Screening applies to all students and will occur three times each school year. The screening tools that will be used by Marathon Central School District for students in grades UPK-6 may include Pearson Learning's AIMS Web Plus math and reading measures, and Renaissance Learning's STAR Math, STAR Reading, and STAR Early Literary Profile.

The purpose of the screening is to identify students who are at risk for experiencing academic difficulties or who are in the need of enrichment. The screening will identify those students who are performing below grade level in reading and mathematics. The classroom teacher will gather additional data, such as classroom performance and results from formative and summative assessments in order to gain a more comprehensive view of each individual student's academic achievement. All data will be analyzed to determine if there are any significant outliers or gaps in the areas being targeted.

Introduction

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g. identifying letters of the alphabet or reading a list of high frequency words). Screenings are conducted for the purpose of initially identifying students who are "at risk" for academic failure and who may require closer monitoring and /or further assessment.

Screenings of all students should be conducted three times per academic year. This will help ensure the early identification of students potentially at risk and the areas in which they may be experiencing difficulty.

Screening instruments will be valid, reliable, and aligned with grade-level core curriculum based on the Common Core State Standards. At this time, universal screenings will be implemented in the areas of literacy and math.

Screening Tool

- Pearson Learning's AIMS Web Plus measures
- Renaissance Learning's STAR Math Enterprise, STAR Reading Enterprise, STAR Early Literacy Profile

Classroom teachers and/or SWAT (School Wide Assessment Team) team members will administer assessments during the benchmark periods, and student results will be available electronically through technology databases. Additional information regarding student performance can be found in individual data folders, housed in the Data Coordinator's office. Data analysis will be completed during the following times:

- Following the Fall, Winter and Spring Benchmarks, grade level teachers will identify at-risk and seriously at-risk students. Teachers will provide interventions and make an RtI Team Referral for students who do not respond to interventions.
- The RtI Team will meet weekly to review student referrals and student progress.
- Teachers will monitor growth for all their students over the course of the year and through provided interventions.
- At the close of the school year, the RtI team will meet to determine student placement for the following year.

Schedule

Universal screenings will be conducted three times each school year for all students in grades UPK-6. Assessments will be administered by classroom teachers and available personnel. All evaluators will be adequately trained to assess students in a consistent manner, thus ensuring validity.

Training

Professional development will be provided to ensure fidelity or consistency of implementation, scoring, and interpretation of results. The District will provide training regarding the standardized administration of all universal screening tools to be used.

Progress Monitoring

Like universal screening, progress monitoring will apply to all students. Students in Tier 1 will receive instruction on the core curriculum with standard supports, such as differentiated instruction, flexible grouping, or in-class enrichment. Content and skill assessment will occur regularly according to the teacher's plans. In addition to the teacher's assessments, other assessment tools may be used. The purpose of these assessments is to determine the level of student understanding of the core curriculum. The data received as a result of these assessments will be analyzed, and individual skill deficits will be addressed through the monitoring and adjusting of initial instruction and focused re-teaching.

Tier 2 will consist of small group instruction on targeted areas of weakness. Supplemental instruction will occur, using research-based strategies and interventions. Students in Tier 2 will be periodically assessed to determine if the student is moving toward his/her goals. Results will be analyzed and changes will be made to the student's plan for improvement accordingly. Such changes may include intervention intensity (change of tiers), duration, frequency, group size, or instructional approach.

Tier 3 will provide intensive support for detailed, specific skill deficits. Progress monitoring will occur at least once every two weeks.

Progress Monitoring FAQs

1. What is progress monitoring?
Progress monitoring is a scientifically-based practice that is used to examine the student's current levels of performance and evaluate the effectiveness of instruction. Progress monitoring provides routine data that

displays student growth over time to determine if the student is progressing as expected in the curriculum. Progress monitoring can be implemented with individual students and/or a whole class. Progress monitoring assists school personnel in making decisions about the appropriate levels of interventions provided to students.

2. How does progress monitoring work?

To implement progress monitoring, the student's current levels of performance are determined and interventions are identified for learning that will take place over time. The student's academic performance is measured on a regular basis. The frequency is determined by the tier and the level of support needed by the student. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, materials, frequency, and duration are adjusted as needed. The student's achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs.

Measures that may be used for progress monitoring are:

- M-COMP
- M-CAP
- TEN
- TEL
- Maze
- R-CBM
- STAR Reading, STAR Math, STAR Early Literacy

3. What are the benefits of progress monitoring?

The use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals. When used effectively, all students progress towards faster attainment of important standards of achievement. When progress monitoring is implemented correctly, the benefits are great. Some benefits include:

- Clarification of student strengths and weaknesses;
- More informed instructional decisions with increased rigor in target areas;
- Documentation of student progress for accountability purposes;
- More efficient communication with families and other professionals about students' progress;
- Better information regarding student movement through tiers.

4. What other indicators are important to consider in forming a student profile for educational decision-making?

- NYS ELA Assessment
- NYS Math Assessment
- Guided Reading Levels
- Classroom summative and formative assessments



Critical Elements in the 3-Tiered Model

Description of Critical Elements in the 3-Tiered RtI Model			
The following table outlines the essential features of a three-tiered model of RtI, including suggested ranges of frequency and duration of the screening, interventions, and progress monitoring			
Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of Instructional Groups	Whole class grouping	Small group instruction	Individualized or small group instruction
Mastery Requirements of Content	Relative to the levels identified on curriculum-based measures and continued growth as demonstrated by progress monitoring	Relative to the levels identified on the curriculum-based measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance on the curriculum-based measures and continued growth as demonstrated by progress monitoring
Frequency of Progress Monitoring	Universal screening three times per school year	Varies, but no less than once every three weeks	Varies, but more continuous and no less than once every two weeks
Frequency of Intervention Provided	Continuous quality first instruction with adjustment and differentiated as needed	Varies, but no less than 3x/6-day cycle for a minimum of 20-30 minutes per session	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session
Schedule of Intervention Services	Continuous instruction throughout school day	Varies, but ideally during AIS period	Pull-out instruction provided in an alternate location
Services Provided by	Classroom Teacher	Classroom Teacher/Grade level Teacher or Specialist	Intervention Specialist
Duration of Intervention	Throughout the school year	9-30 weeks	A minimum of 15-20 weeks

AIS/RtI Period

AIS/RtI Period is an integral part of the Appleby Elementary master schedule. Unique to each grade level, it is a period during the day where *every* student can benefit from focused instruction, re-teaching, and skill reinforcement specifically designed to meet the needs of all learners. It is *not* meant to be a study hall, or a facilitated work time, but a time when all students should be actively engaged by their teachers in purposeful, prescriptive activities to address specific academic strengths and weaknesses. During this time, pull-out Tier 3 services and Resource Room instruction may occur. For the remaining students at each grade level, a variety of instruction should be provided by the team of grade level teachers. This is a time when Tier 2 interventions can be provided by teachers to small groups of students, enrichment activities may occur for others, and still other students may be engaged in the re-teaching of skills, computer assisted instruction, or focused intervention to support core instruction. It should be a fluid and flexible part of the day as students' needs change, and it is not the expectation that all students will be engaged in the same activities, as all have different needs.

Assignments, projects, and activities completed during this AIS/RtI period must NOT be work that all students are required to complete; i.e., it cannot be an extension of an activity started during core instruction that students who are receiving services outside of the classroom during this time be required to complete on their own or as homework. AIS/RtI Period should also never be "free time", snack time, movie time, a time to play outside, or for other fun activities that students receiving Resource Room services or Tier 3 supports will miss. In order for students to value this time as meaningful, important, and a necessary part of the instructional day, teachers must purposely plan for instruction and respect the fidelity of the schedule.

Building a Student Intervention File/Documentation

Documenting service is a required component of an AIS/RtI program. Service Providers are required to create and maintain records. Records of progress and achievement are crucial in the evaluation of a student's response to the intervention being implemented, and help to build a more comprehensive student academic profile. For those students who may eventually be evaluated for a CSE program, a record of the types of materials, approaches, duration of services, intensity, and success of the interventions employed are necessary, as they are for students who may be considered for a change of services within the 3-Tiered model.

And yet, it is recognized that the burden of paperwork for a Tier 2, teacher-directed intervention must be manageable, especially for those teachers providing services for multiple students. The essential, non-negotiable pieces of documentation are outlined below:

Tier 2 Documentation

- Each student must have an AIS/RtI folder, which is provided by the RtI Team. The AIS/RtI folder must contain:
 - A copy of the letter to parents/guardians indicating that services have commenced, will continue, have been modified, and/or have been terminated. (This letter is generated electronically through the RtIM system, and will be provided to teachers)
 - A description of the intervention, including duration, schedule, and goals. (This description is generated through the RtIM system, and will be provided to teachers)
 - A log of AIS/RtI services provided. This is a brief record of the intervention services provided to each identified student, and can be copied directly from a teacher's plan book.
 - Samples of student work based on their AIS/RtI goals. Keep in mind that the items in the folder need to reflect activities and instruction apart from the regular classroom instruction, and beyond the standard repertoire of what a teacher has asked all students to complete as part of regular instruction. It is not the same as *Quality First Teaching*.
 - Assessment results. For Tier 2 students, this may be data generated from specific prescribed intervention programs, or from progress monitoring measures. (e.g., ERI Placement tests, M-COMP probes, IXL math reports. For assessment results that are available as part of an electronic database, a simple recording of the assessment date and score is sufficient)
 - A record of parent/guardian involvement. This may include copies of notes, reports, e-mails, notations of parent conferences or phone calls, progress reports.

Tier 3 Documentation

- *For service providers using RtIM to document intervention information, paper copies of reports and communication that are available electronically do not need to be included in a student's intervention folder
- Each student must have an AIS/RtI folder, which is provided by the RtI Team. The AIS/RtI folder must contain:
 - A letter to parents/guardians indicating that services have commenced, will continue, have been modified, and/or have been terminated. (This letter is generated electronically through the RtIM system, and will be provided to RtI/AIS providers)
 - A description of the intervention, including duration, schedule, and goals. (This description is generated through the RtIM system, and will be sent to parents/guardians along with a student's "in-letter". A paper copy need not be saved in student folders)
 - AIS/RtI service logs
 - Samples of student work based on their AIS/RtI goals
 - Assessment results. For Tier 3 students, this should include information about progress monitoring, curriculum-based assessments, and assessments designed to support instruction on identified skill deficits.
 - A record of parent/guardian involvement. This may include copies of notes, reports, e-mails, notations of parent conferences or phone calls.
 - Quarterly progress reports. As these are available electronically, paper copies need not be included in student folders.

Service providers are cautioned about focusing exclusively on homework. Motivating students to complete homework is the responsibility of the regular classroom teacher. Certainly, the AIS/RtI provider needs to support the notion that homework needs to be completed. Certainly, there may be opportunities to use homework to address targeted skill deficits. But, AIS/RtI services are never intended to be study halls to force children to get the homework of the week completed. Working exclusively on homework with a student actually avoids remedial efforts on skills for which students have repeatedly demonstrated a weakness.

Parent/Guardian Involvement

How will parents/guardians learn about AIS/RtI?

- Parent/guardian brochure describing what AIS/RtI is and how it is implemented in the District
- Parent/guardian presentations
- AIS/RtI link on district website
- Updates in school bulletins, newsletters, Torchlight

How will parents/guardians be involved in the model of decision-making?

- Parents/guardians and families are seen as key members in all aspects of AIS/RtI
- Each school has a documented method of informing parents/guardians about the AIS/RtI model
- Parents/guardians will receive a letter informing them that their child is involved in the AIS/RtI process when a child is entering Tier 2 or Tier 3

How will parents/guardians be informed about universal screening results and when their child receives Tier 2 or Tier 3 services?

Parents/guardians of students who are identified as at risk and who will be provided with supplemental interventions will receive written notification, consistent with section 100.2(ii) (1) (VI) of the Regulations of the Commissioner of Education which includes:

- Amount and nature of data that will be used to monitor student's progress;
- Strategies to increase the students rate of learning
- Parent's/guardian's right to refer the student for Special Education services*

*In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent/guardian will have received data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYSRR §200.4(j) (1) (ii) (b))

7-12 AIS Plan

The AIS Review Team – High School

A team will meet regularly to review each recommendation. Teachers will be selected by the building principal.

Jr.-Sr. High Team

Director of Instruction (Chair)
Guidance Counselor
School Psychologist
2 Teachers (Regular & Special Ed)
Referring teacher, AIS provider as appropriate

The AIS Review Team will, through the process outlined herein, identify those students who qualify for AIS services. Students who are eligible based on New York State Test scores in conjunction with multiple measures of performance and/or Regents Exams connected to graduation requirements will be scheduled accordingly. In addition to this, students may require additional services as indicated by the following:

- educational/academic performance
- behavioral issues
- attendance issues
- social/emotional issues
- health/medical/nutrition issues

The AIS Review Team will meet when referrals are received (student attendance calendar). The AIS Review Team may schedule additional meetings if all the members agree to do so. Using the multiple measures requested in the recommendation form (see below), the AIS Review Team will consider:

- student eligibility for AIS.
- the subject areas where services will be provided grades 7 through grade 12—ELA, math, science, and social studies.
- suggest the type, the level and the length of service (final approval lies with the building principal).
- establish, for each individual student, the exit criteria and levels of performance for ending services.
- annual review, progress monitoring

Exit/Modification Criteria – 7-12

The high school AIS Review Team will meet to review students eligible for exit/modification of services based on the following criteria.

Students in grades 7-8:

- Scoring at benchmark or grade level on Standardized test(s) used for entering AIS services.
- Scoring at Level 3 or above on NYS Assessment in the area of service.
- In the absence of qualifying test or assessment scores, teacher/AIS provider recommendation with supporting documentation to AIS Review Team is required (form completed).

For grades 9-12 Academic Intervention Services can end in two ways:

- When the student demonstrates proficiency on the specified NYS exam and/or earns course credit for which they receive services.
- Teacher/AIS provider recommendation with supporting documentation to AIS Review Team is required (form completed).

When services are discontinued the Building Principal will work with the Title I coordinator to coordinate appropriate paper work and parent/caregiver correspondence as mandated by the State Education Department.

Multiple Measures Used – 7-12

The following multiple measures are deemed necessary. Measures that tend to indicate a need for additional instruction include, but are not limited to:

- *Standardized testing.* Suggested testing profile:
NYS 3-8 ELA and Math Assessments
NYS Regents exams
- *Course grade in course required for graduation.*

- *Other measurements*, such as individual homework/class/test samples, approved computer measurements (STAR Math, STAR Reader, SRI), classroom laboratory exercises, mid-term examinations, final examinations, etc.
- *Report card data and interim reports.*
- *Formal, written, teacher recommendation and anecdotal notes.*
- *Results of psychoeducational evaluations based on a variety of assessments and inventories*
- *Other pertinent information*, such as behavioral, discipline, health, and social history records.

Pertinent measures must be included with the referral before a decision of eligibility or non-eligibility can be made. The most current data that is not in excess of one-year-old will be used.

Eligibility of Services

The District will provide AIS to those students mandated through regulations. The District also recognizes an obligation to provide intervention services to students who may be in danger of scoring low on assessments or who have performed below grade level expectations (as outlined in the *Multiple Measures* sections).

The AIS Review Team and recommendation procedure may be used to determine student eligibility for summer school, which serves as an element in the total academic intervention services program.

Recommendation Procedure

- A staff member who has contact with the student, an administrator, or a guidance counselor may submit students for review.
- The individual(s) stated above must complete a recommendation form, which asks for certain information (see *Multiple Measures*, above). Measurement data may be stored in different locations, and it is the responsibility of the recommending professional to insure that *all* the information is available for the team. The recommendation form will be used by the AIS Review Team to enter students into and/or to exit students from the program.
- The recommending staff member and appropriate AIS provider interventionist **will** be invited to attend the Review Team meeting.
- When consensus can not be reached regarding a student’s eligibility for service, the decision of the building principal will prevail.
- The Review Team will report its decisions to:
 - Classroom/subject area teacher
 - Referring agent
 - AIS provider interventionist
 - AIS coordinator
 - Guidance counselor
 - Building secretary

Individual Program Development

After the AIS Review Team meets and determines that a student is eligible, it will suggest a program designed to best address that student’s needs. That program may include both academic and support services. In suggesting a program, the AIS Review Team must take into account available staffing, duration of services, and degree of individualization.

There are many means through which academic intervention services can be provided to a student. These include, but are not restricted to the following:

High Intensity

- Individual and/or small group pull out as often as scheduling and staffing permit.

Moderate Intensity

- Small group pull out or push-in support in the identified subject area.
- Homogeneous classroom instruction with push-in support and/or lower student/teacher ratio.

Low Intensity

- In class teacher support.

- Homogeneous grouping/instruction without extra support
- AIS period

Other AIS Services to complement student programming may include but are not limited to:

- Summer School
- Extended Day
- Computer Assisted Instruction
- Distance Learning

Support Services

Students exhibiting behaviors that have a negative impact on academic success may be referred to any of the following through consultation with the building principal:

- Pupil Service Team
- Counseling
- School Nurse
- Family physician
- Probation Department

The program must supply interventions that are congruent with classroom instruction and the New York State Common Core Learning Standards.

Final approval for any suggested program to provide academic intervention services must remain with the Building Principal.

AIS Period

The AIS Period is *not* meant to be a study hall, or a facilitated work time, but a time when all students should be actively engaged by their teachers in purposeful, prescriptive activities to address specific academic strengths and weaknesses. This is a time when interventions are provided by teachers to small groups of students that are prescriptive and focused on identified student deficiencies. Prescriptive instruction is assessing students' abilities and developing an instructional plan to meet the needs of each student. Assignments, projects, and activities completed during the AIS period must be targeted to specific students identified needs. In order for students to value this time as meaningful, important, and a necessary part of the instructional day, teachers must purposely plan for instruction and respect the fidelity of the schedule.

Service providers are cautioned about focusing exclusively on homework. Motivating students to complete homework is the responsibility of the regular classroom teacher. Certainly, the AIS provider needs to support the notion that homework needs to be completed. Certainly, there may be opportunities to use homework to address targeted skill deficits. But, AIS services are never intended to be study halls to force children to get the homework of the week completed. Working exclusively on homework with a student actually avoids remedial efforts on skills for which students have repeatedly demonstrated a weakness.

Student Intervention File/Documentation

Documenting services is a required component of an AIS program. Service Providers are required to create and maintain records. Records of progress and achievement are crucial in the evaluation of a student's response to the intervention being implemented, and help to build a more comprehensive student academic profile. For those students who may eventually be evaluated for a CSE program, a record of the types of materials, approaches, duration of services, intensity, and success of the interventions employed are necessary.

AIS Documentation

- Each student must have an AIS folder, which is provided by the Director of Instruction. The AIS folder must contain:
 - A copy of the letter to parents/guardians indicating that services have commenced, will continue, have been modified, and/or have been terminated. (This letter is generated electronically through the RTIm system, and will be provided to teachers)
 - A description of the intervention, including duration, schedule, and goals. (This description is generated through the RTIm system, and will be provided to teachers)

- AIS service logs. This is a brief record of the intervention services provided to each identified student, and is recorded in RTIm.
- Samples of student work based on their AIS goals.
- Assessment results. This should include information about progress monitoring, curriculum-based assessments, and assessments designed to support instruction on identified skill deficits.
- A record of parent/guardian involvement. This may include copies of notes, reports, e-mails, notations of parent conferences or phone calls, progress reports.