

# **Ogdensburg City School District**

## **AIS/RTI Intervention Plan K-12**

**2020-2022**

### **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 NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS 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 Process

### Procedures to Determine 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 includes social studies and science. Students are identified for AIS at levels Tier 1-3:

<b>Tier 1: Monitoring</b>	<b>Tier 2 – Moderate Risk</b>	<b>Tier 3 – High Risk</b>
<ul style="list-style-type: none"><li>▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.)</li><li>▪ Grades K-3: does not meet one criteria</li><li>▪ Grades 4-8: 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</li><li>▪ Grades 9-12: scores near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria</li></ul>	<ul style="list-style-type: none"><li>▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance.</li><li>▪ Grades K-3: does not meet 2 benchmark criteria</li><li>▪ Grades 4-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria</li><li>▪ Grade 9-12: scores below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria</li></ul>	<ul style="list-style-type: none"><li>▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements.</li><li>▪ Grades K-3: does not meet at least 2 benchmark criteria</li><li>▪ Grades 4-8: scores 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.</li><li>▪ Grades 9-12: scores 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</li></ul>

#### **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

## AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Data Team and/or Administrator Recommendation	Comments from teachers are considered in overall evaluation
ELA K-6	SpeedDial/Dial 4 UPK	September assessment
	Letter ID - Kindergarten	11
	NYS ELA Assessment: Grades 3-6	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	DRA2 Benchmark Assessments Grades K-2	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. * Some students beyond grade 2 based on ability or need
	IRA Grades 3-6	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	PALS Grades UPK-2	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. * Some students beyond grade 2 based on ability or need
	STAR Reading Grades 3-6	Benchmarked 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
ELA 7-12	STAR Reading Grades 7-8	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	NYS ELA Assessment: Grades 7-8	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	DRA2 Benchmark Assessments Grades 7-8	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	End of Year Classroom Average	70
	English Regents Grade 11	75
Math K-6	NYS Math Assessment: Grades 3-6	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	STAR Math Grades 2-6	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	End of Module Assessments Grades K-2	Level 3 or 4
Math 7-12	NYS Math Assessment: Grades 7-8	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	End of Module Assessments Grades 7-8	Level 3 or 4
	STAR Math Grades 7-8	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.

Subject and Grade	Multiple Measures	Benchmark Criteria
	Algebra I, Algebra II, and Geometry Regents	Level 4-5
Social Studies 4-12	NYS ELA Assessment Grades 4-8	Students who score at levels 1 or 2 on the assessment at Grades 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
	Quarterly Social Studies grades	65
	Global Studies Regents	65
	United States History and Government Regents	65
Science 4-12	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	NYS ELA Assessment and NYS Math Assessment	Students who score at levels 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 and math.
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65

## AIS/RTI K-12 Program Description

	<b>Tier 1 – Monitoring</b>	<b>Tier 2 – Moderate Risk</b>	<b>Tier 3 – High Risk</b>
<b>Intensity of service</b>	Core Instruction for all students	<p>In addition to core instruction: Minimum 3 times a cycle for 30 minutes</p> <p>Grades 4-6: Social Studies – additional support provided in ELA AIS</p> <p>Grades 4-6: Science – additional support provided in Math AIS</p> <p>Grades 7-12: Additional support provided through small class size and extended time</p>	<p>Targeted support provided in addition to Tier I.</p> <p>At least 3 times a week</p>
<b>Grouping</b>	Differentiated small group instruction	<p>Grades K-2: Small groups of 5 students or less</p> <p>Grades 3-12: Small groups 3-12 students</p>	<p>Grades K-6: Individual or small group 1-3 students</p> <p>Grades 7-12: Groups of 3-11 students (labs)</p>
<b>Staffing</b>	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher, special education teacher and teaching assistant	AIS teacher, special education teacher
<b>Program/ Instructional Support</b>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tier 1 support</li> <li>▪ Small group with similar needs instruction and collaboration with classroom teachers</li> <li>▪ Extended courses with small class size and/or additional teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tier 1 support</li> <li>▪ Tier 2 support as schedule allows</li> <li>▪ Individual or small group instruction for high-needs students as schedule allows</li> <li>▪ Other support may include: special education support</li> </ul>

## **Student Support Services**

### **Student Support Team**

- Meets at least quarterly to brainstorm/plan effective teaching strategies and programs for students.

### **School Counselor**

- Works with individuals as determined by Student Support Team.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas).

### **Migrant Education**

- Migrant Tutors

### **Parent Volunteers**

- Support all grade levels

### **Guidance Services**

### **After School Program Grades K-6**

### **Boys and Girls Club – Grades K-12**

### **Builders Club Grades 7-8**

### **Peer Tutors Grades 7-12**

### **K-Kids Grades 1-2**

### **Liberty Partnerships**

### **Little Something Extra Program Grades K-12 (Pantry)**

### **McKinney-Vento Title I Mentors**

### **SLPC**

- MIT – Mobile Integration Team
- SPOA- Single Point of Access
- Respite House

### **PBIS – Positive Behavior Intervention Supports**

### **PTO**

### **Renewal House**

### **Smart Scholars – Partnership with SUNY Canton**

### **Snack Pack Program Grades UPK – 6**

### **SLU Tutors – Grades K-8**

### **Student Council Grades 3-12**

### **Teacher Mentoring**

### **WEB Program**

### **YAP - Youth Advocacy Program**

### **Positivity Project**

### **Poverty Symposium**

### **United Helpers/Care Coordinators**

### **Transitional Living Services**

### **TCIS- Therapeutic Crisis Intervention for Schools**

### **D.A.R.E. Program**

### **NYSARC**

### **Probation**

## **Parent and Family Engagement 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 grades K-6 reading and math
  - strategies for increasing the student's rate of learning; and
  - the parents' right to request an evaluation for special education programs and/or services.

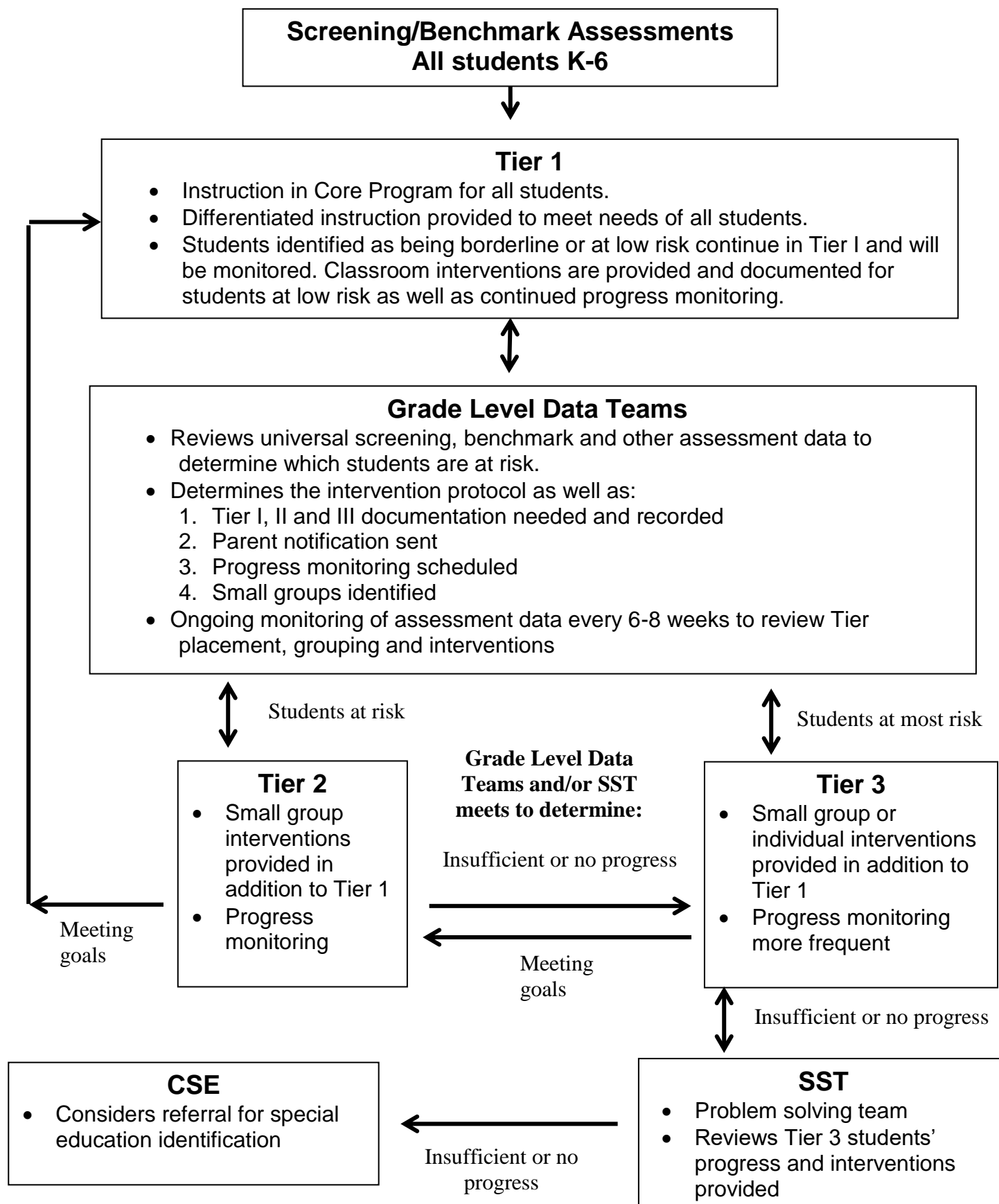
### **Notification of End of AIS/RTI Services**

- ◆ 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/Open House
- ◆ Quarterly reports
- ◆ Phone calls/e-mails
- ◆ District and Title I newsletters
- ◆ District and school websites
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home
- ◆ Remind
- ◆ Class Do-Jo

# RTI Process Flowchart





## Grades K-6 RTI Problem Solving Process - Responsibilities

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