

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:

| Tier 1: Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|---|---|--|
| <ul style="list-style-type: none">▪ Lack of skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.)▪ Grades K-3: does not meet one criteria▪ 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▪ Grades 9-12: scores near 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-3: does not meet 2 benchmark criteria▪ 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▪ Grade 9-12: scores 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-3: does not meet at least 2 benchmark criteria▪ 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.▪ 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 |

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 | 10 |
| | 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 |
| | KAEDEN Running Records Benchmark Assessments 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 |
| | | 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. |

| | | |
|---------------------|--|---|
| | Algebra I, Algebra II, and Geometry Regents | Level 4-5 |
| Social Studies 7-12 | 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

| | Tier 1 – Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|-----------------------------------|--|---|---|
| Intensity of service | Core Instruction for all students | <p>In addition to core instruction: Minimum 3 times a cycle for 30 minutes</p> <p>Grades 5-6: Science – additional support provided in Math AIS</p> <p>Grades 7-12: Additional support provided through small class size, extended time, push in services or pulled out for services</p> | <p>Targeted support provided in addition to Tier I.</p> <p>At least 3 times a week services</p> <p>Grades 7-12: pull out in addition to Tier 2</p> |
| Grouping | Differentiated small group instruction | <p>Grades K-6: Small groups of 5 students or less</p> <p>Grades 7-12: 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> |
| Staffing | 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 |
| 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 1 support Small group with similar needs instruction and collaboration with classroom teachers Extended courses with small class size and/or additional teacher | <ul style="list-style-type: none"> Tier 1 support Tier 2 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

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 the 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

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 K-6

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**

School Based Social Services

Children's Advocacy Group

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

United Helpers/Care Coordinators

Life Plan Care Coordination of New York

Transitional Living Services

TCIS- Therapeutic Crisis Intervention for Schools

D.A.R.E. Program

NYSARC

Probation (PINS)

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.

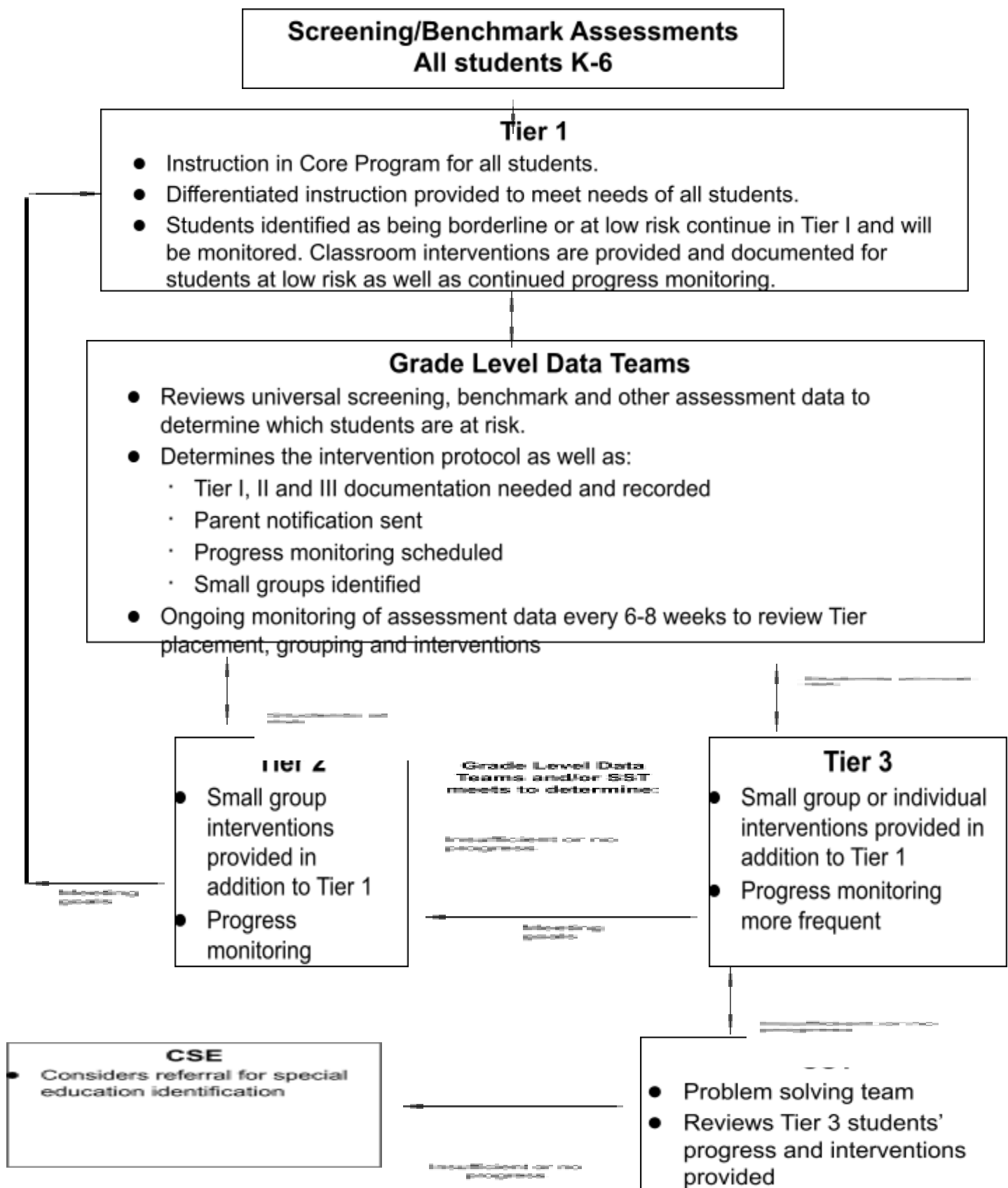
Notification of End of AIS/RTI Services

- ◆ 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/emails
- ◆ District and Title I newsletters
- ◆ District and school websites
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home
- ◆ See-Saw
- ◆ Google Classroom
- ◆ One Call Now
- ◆ Social Media (ie: Twitter and Facebook)
- ◆ Parent Square

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"> • Core instruction • Benchmark and progress monitoring assessments • Tier 1 interventions (small group, differentiated, during the uninterrupted block) • Documentation of Tier 1 interventions | <ul style="list-style-type: none"> • Grade level teams <ul style="list-style-type: none"> o Classroom teachers o Intervention providers o Others • Analyze data to inform instruction <ul style="list-style-type: none"> o Core assessments o Diagnostic assessments • Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 interventions <ul style="list-style-type: none"> • Provides documentation of decisions made re: instructional changes | <ul style="list-style-type: none"> • Tier 2 interventions in addition to Core (Tier 1) 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 I • Progress monitoring and diagnostic assessments • Documentation of Tier 3 interventions | <ul style="list-style-type: none"> • Multi-disciplinary team • Classroom teachers • Special education teacher • Psychologist • Principal • Intervention providers • Speech and Language • Social Worker • Counselor • 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 | <p>Multi-disciplinary team</p> <p>Analyzes data</p> <p>Reviews documentation of Tier 1, 2,3 interventions</p> <p>Decides what additional CSE services to provide to enable the child to be successful</p> |