Scio Central School

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AIS/RtI Intervention Plan

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 State learning standards.

Academic Intervention Services (AIS) 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 (AIS) includes two components:

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

Academic Intervention Services (AIS) will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 3-12. 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 (RtI)

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

- Decisions will be made at the end-of-the year grade-level data team meetings regarding inclusion of students in AIS/RtI for the start of the next school year. The Building-Level Team will meet to review and revise, if necessary, the AIS/RtI eligibility lists at the beginning of the school year.
- The Building-Level RtI Team can assign students to AIS/RtI or discontinue service at any time as indicted by AIS/RtI and data-based decision procedures.
- The Building-Level Team will oversee the implementation of the parent notification requirements.
- The RtI process is used in K-4 ELA (English Language Arts) to identify students that need to be referred to CSE as per New York State guidelines. However, best practices indicate these procedures should be implemented in K-6 ELA and Math. The process and responsibilities are outlined in the attachments.

Procedures to Determine AIS/RtI Instructional Needs

Eligibility for AIS/RtI: Identification for AIS/RtI and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and Math, Grades 3 -12 Social Studies and Science. For grades 4-9, NYS Assessments will be examined to determine the most appropriate area of AIS/RtI intervention (e.g., ELA vs. Social Studies, Math vs. Science).

Students are identified for AIS/RtI based on the following criteria:

Tier 1: At Benchmark	Tier 2: At-Risk "Strategic"	Tier 3: High-Risk "Intensive"	Tier 4: High Risk/ Special Education
○ Demonstrates skills needed to maintain/ monitor his/ her own academic achievement (e.g., organization skills, test-taking skills, etc.) ○ Grades K-2: meet all of the benchmark criteria. ○ Grades 3-8: score above state designated cut-off on the NYS Assessments and meet all of the AIS/ RtI benchmark criteria. ○ Grades 9-12: score at proficiency on the NYS Regents and meet all of the benchmark criteria.	○ Are inconsistent in demonstrating expectations of grade-level material. ○ Consistently lack some specific skills that are required for satisfactorily performance. ○ Are at-risk of not achieving the NYS Learning Standards and/or meeting graduation requirements. ○ Grades K-2: do not meet two of the AIS/ RtI benchmark criteria. ○ Grades 3-8: scorer a Level 2 on NYS Assessments and/ or do not meet two of the AIS/ RtI benchmark criteria. ○ Grades 9-12: score below proficiency on one NYS Regents and/ or do no meet two of the benchmark criteria.	○ Are at high-risk of not achieving the NYS Learning Standards and/ or meeting graduation requirements. ○ Grades k-2: do not meet at least two of the AIS/ RtI benchmark criteria and have not responded to Tier 2 interventions. ○ Grades 3-8: score a Level 1 on NYS Assessments and/ or do not meet at least two of the AIS/ RtI benchmark criteria and have not responded to Tier 2 interventions. ○ Grades 9-12: score below proficiency on two or more of the NYS Regents and/ r do not meet at least two of the benchmark criteria. The measure used as well as degree of discrepancy is taken into account.	○ Students have been determined to be in need of special education services by the Committee on Special Education. ○ Student goals and progress are monitored based on their Individual Education Plan (IEP). ○ Students receive intervention at Tiers 1 through 3 if eligible and consistent with their IEP.

Exiting AIS/RtI: 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 AIS/RtI benchmark criteria on the **multiple measures** that made them eligible for AIS/RtI

AIS/RtI Benchmark Criteria

Green = No risk; at benchmark; average

Yellow = At-risk; below benchmark; below average

Red = High-risk; well below benchmark and average

	Attendance	Failure List/Academic Grades	iReady (Diagnostic Assessment for Reading and Math and Growth Monitoring)	AIMSWeb (MCOMP, R-CBM)	Student Risk Screening Scale (Behavior Screener)	State Tests
Elementary (K-6)	No formal policy	Exceeds expectations – secure*	On-level	40th% and above	0-3***	level 3/4 proficient
		Developing*	Below 1 level	20-40th%	4-8***	level 2
		Needs improvement*	Below 2 levels	20th% and below	9+***	level 1
Middle School (7-8) High School (9-12)	Full Year Classes 6 absences and below 7 absences, letter from teacher 14 absences, letter from teacher 21 absences, letter from admin 27 absences, no class credit	65% and above** Failing 1 class** Failing 2+ classes**	For 7-8 starting 2016-2017 On-level Below 1 level Below 2 levels N/A for HS	N/A for MS and HS	See above for MS, not currently implemented in HS	See above for MS High School Regents 65% and above proficient 64% and below, 1 regents failed 64% and below, 2+ regents failed
	Half Year Classes 2 absences and below 3 absences, letter from teacher 7 absences, letter from teacher 10 absences, letter from admin 14 absences, no class credit					

***Grading procedure for grades K-2**

****Grading procedure for grades 3-12**

*****SRSS administered for grades 3-8**

In the event that a teacher is concerned with a student's academic progress, but the student meets all of the requirements listed above, the teacher may request that additional curriculum-based informal assessments be completed by the RtI/AIS teacher. The RtI/AIS teacher will then consult with the building principal or school psychologist to determine the student's eligibility for RtI/AIS.

AIS/RtI Program Description
Kindergarten – 6th Grade

	Tier 1: At Benchmark	Tier 2: At-Risk "Strategic"	Tier 3: High-Risk "Intensive"
Intensity of Service	Core Instruction for all students	In addition to Tier 1: Targeted intervention, minimum 3 days per week during centers or the intervention block Grade 3-6 Social Studies & Science: additional or combined support provided in ELA and/ or AIS/ RtI	Targeted intervention provided in addition to Tier 1 and Tier 3 Minimum of daily for at least 30 minutes Use of high-intensity research-based interventions
Grouping	Differentiated small group instruction in the classroom.	Differentiated small group (4-8 students) instruction in the classroom.	Small group (2-5 students).
Staffing	Classroom teacher	Classroom teacher, consultation with, or push-in by, AIS/ RtI teacher or Teaching Assistant/ Aide during small group instruction	Classroom Teacher, AIS/ RtI teacher, Teaching Assistant
Program/ Instructional Support	Uses differentiated instructional strategies based on student need, which includes: ○ Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials. ○ Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, and cooperative learning. ○ Classroom teachers will identify similar skills needed and use flexible grouping for instruction based on student need. ○ Tutoring as available.	○ Tier 1 support ○ Small group with similar needs instruction and collaboration with AIS/ RtI teachers. ○ K-6 Grade-Level Teams, AIS/ RtI teachers, and STAT regularly reviews assessment information to monitor progress and adjust interventions. ○ Student support services utilized when appropriate. ○ Tutoring as available.	○ Tier 1 & Tier 2 support ○ Small group instruction for high-needs students, grouped with similar needs, using high-intensity research-based interventions. ○ K-6 Grade-Level Teams, AIS/ RtI teachers, and STAT regularly reviews assessment information to monitor progress and adjust interventions. ○ Student support services utilized when appropriate. ○ Coordination with outside service providers when appropriate. ○ Tutoring as available.
Progress Monitoring/ Assessments	ELA: ○ Benchmark Screenings using Curriculum Based Measures (SBM) 3 times a year (fall, winter, spring) MATHEMATICS: ○ Math Curriculum Based Measures (CBM) 3 times a year ○ iReady diagnostic 3 times per year with monthly growth monitoring	ELA: ○ Benchmark Screenings using Curriculum Based Measures (CBM) 3 times a year (fall, winter, spring) ○ Skill deficit areas monitored eith CBM wkly/bi-wkly. MATHEMATICS: ○ Math Curriculum Based Measures (CBM) wkly/bi-wkly. ○ Formative quarterly assessments (Quarters 1-3) to monitor skills with math facts, computation, and word problems.	Targeted progress review of iReady instruction ELA: ○ Benchmark Screenings using Curriculum Based Measures (CBM) 3 times a year (fall, winter, spring) ○ Skill deficit areas monitored wkly/bi-wkly as recommended by the intervention program. MATHEMATICS: ○ Math Curriculum Bases Measures (CBM) wkly. ○ Formative quarterly assessments (quarters 1-3) to monitor skills with math facts, computation, and word problems.

AIS Program Description
7th Grade – 12th Grade

	Tier 1: At Benchmark	Tier 2: At-Risk "Strategic"	Tier 3: High-Risk "Intensive"
Intensity of Service	NYS Common Core Curriculum for all students (Math & ELA) NYS Curriculum for all students (Social Studies & Science)	In addition to Tier 1: minimum 3 times a cycle for at least 30 minutes	In addition to Tier 1 and Tier 2: minimum of daily for at least 30 minutes
Grouping	Differentiated small group instruction in the classroom.	Small group (4-8 students)	Individual or small group (2-5 students)
Staffing	Classroom teacher	Classroom teacher, consultation with, or push-in by, AIS/ RtI teacher during small group instruction	Classroom teacher, AIS/ RtI teacher, teaching assistant
Program/ Instructional Support	Uses differentiated instructional strategies based on student need, which includes: o Adjusting content, grouping practices, and teaching methods, as well as varying assignments and materials. o Utilizing effective teaching strategies and a variety of instructional strategies such as direct instruction, and cooperative learning. o Classroom teachers will identify similar skills needed and use flexible grouping for instruction based on student need. o Tutoring as available.	o Tier 1 support o Small group with similar needs instruction and collaboration with classroom teachers. o Classroom teacher regularly reviews assessment information for service needed o Student support services utilized when appropriate. o Tutoring as available.	o Tier 1 & Tier 2 support o Individual or small group instruction for high-needs students, grouped with similar needs. o Classroom teacher regularly reviews assessment information for service needed o Student support services utilized when appropriate. o Coordination with outside service providers when appropriate. o Tutoring as available.
Progress Monitoring/ Assessments	o Report card grades. ELA (7-8): o iReady diagnostic 3 times per year MATHEMATICS (7-8): o iReady diagnosic 3 times per year	o Report card grades o Quarterly Progress Reports ELA (7-8): o iReady diagnostic 3 times per year MATHEMATICS (7-8): o iReady diagnosic 3 times per year o Formative quarterly assessments (Quarters 1-3) to monitor skillls with math facts, computation, and word problems	o Report card grades o Quarterly Progress Reports ELA (7-8): o iReady diagnostic 3 times per year MATHEMATICS (7-8): o iReady diagnosic 3 times per year o Formative quarterly assessments (Quarters 1-3) to monitor skillls with math facts, computation, and word problems

School-Based Services

District-Level Team

- assure that educators have the best preparation (staff development) and evidence based instructional tools
- determine RtI assessments and cut scores
- support RtI and coordinate with other district initiatives/processes/policies
- Team members include district representation, building administration, student services personnel, teachers, interventionist representative

Building-Level Team

- Coordinate RtI for building
- Coordinate assessment and problem-solving schedules and support for teachers
- Plan professional development for interventions and strengthening the core curriculum
- Report to the District Team
- Team members include building administration, school psychologist, teachers, interventionist representative, parents, community members

K-8 Grade-Level Data Teams

- examine grade level needs including core instruction
- Address needs of many students through a timely, coordinate process
- Assign students to targeted, tiered interventions
- Progress monitoring logistics
- Prioritize students who require further steps
- Team members include teachers, building administration, school psychologist, interventionists representative

PK-6/7-12 Student Teacher Action Team (STAT)

- Students referred by classroom teacher (application procedure)
- The team identifies problem/concern to target, recommends intervention(s), or evaluates the effectiveness/appropriateness of current intervention(s)
  - It uses a problem-solving model to address academic or behavioral concerns
  - Follows up with teacher to monitor the progress of intervention(s)
  - The team may request a referral to the Committee on Special Education
- Team members include building administration, school psychologist, general and special education teachers, grade level counselor

PK-12 Student Services

- Provided by School Counselor or School Psychologist with parent permission
- Students referred by classroom teacher, building principal, STAT and/or parents.
- Possible services include:
  - Individual and/or group counseling, either non-directive/supportive counseling or structured sessions to teach specific skills (e.g., anger management, social skills, coping skills)
  - Collaboration with classroom teacher(s) to develop behavior intervention plans
  - Home visits, parent training or counseling
  - Collaboration with teachers regarding academic, medical or attendance issues

7-12 High School Tutors

- Provided to work in classrooms or with small groups/individual students when requested by teacher/STAT as available

PBIS

PBIS is a committee that has been created to encourage success, caring, and safety in our district. This committee initiates programs such as the PAWS program, which rewards students for positive target behaviors. They have also created the student behavior record forms (discipline referrals) and the Eye of the Tiger and Eye of the Tiger Cub awards program.

Parent Notification & Involvement

Notification of Commencement of AIS/RtI Services

A. District notification letter to include:
    1. Date when services will start
    2. Reasons why student needs AIS/RtI:
        a. Subject area(s) identified
        b. Results of multiple measures
    3. Summary of services to be provided:
        a. Frequency and intensity of service
    4. Consequences of not achieving expected performance levels
    5. Strategies for increasing the student's rate of learning: description of interventions to be provided
    6. The parents' right to request an evaluation for special education programs and/or services

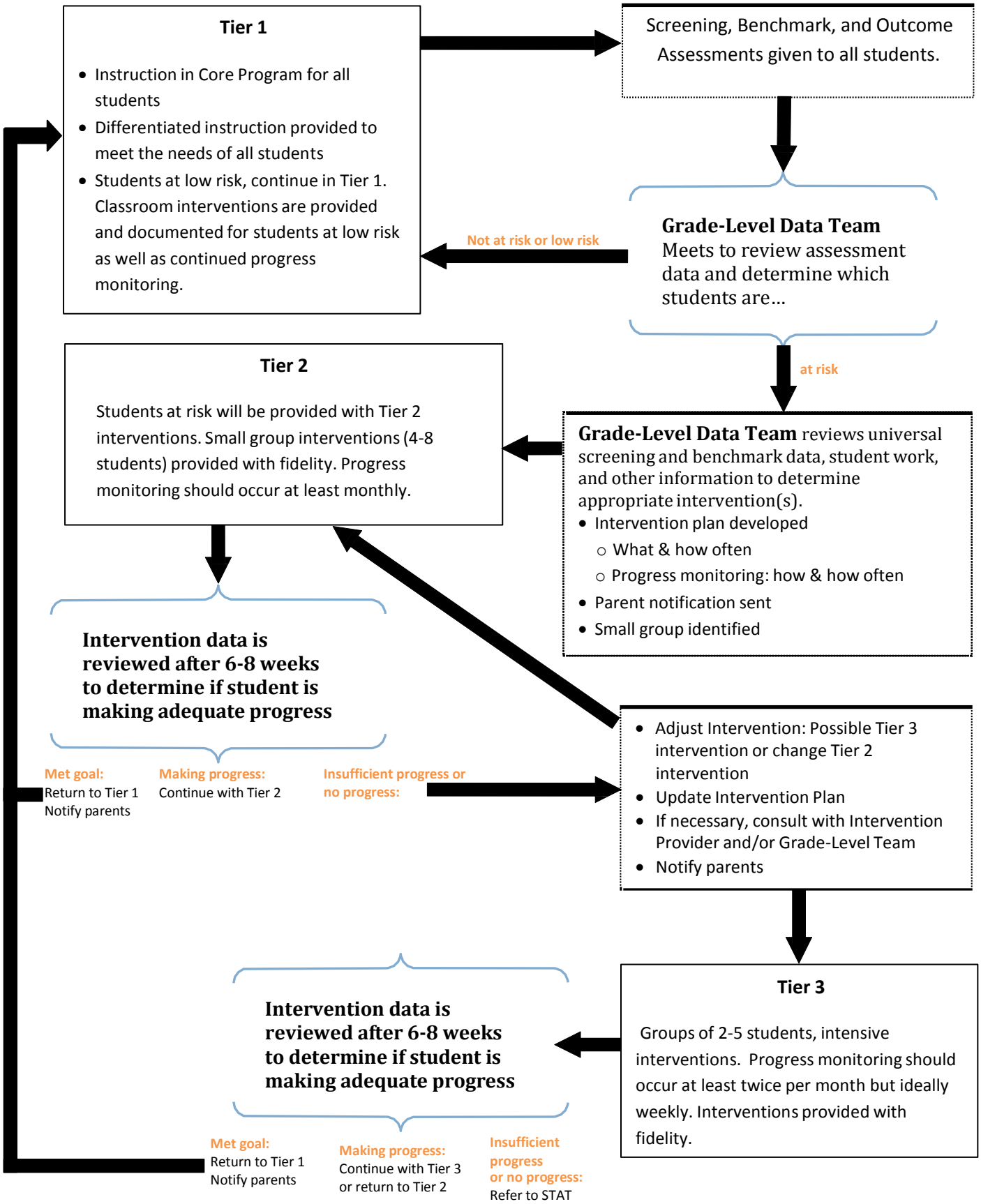
Notification of End of AIS/RtI Services

A. District notification letter to include:
    1. When services are to be discontinued
    2. Overview of student's progress
        a. Performance level student has attained to qualify for ending AIS/RtI (results of multiple measures)
        b. Assessments used in determining students levels of performance

Ongoing Communication

1) Fall teacher conferences
2) Quarterly reports
3) Phone calls
4) District newsletters
5) District website
6) Parent conferences or other informal consultations each semester as requested by parent or teacher
7) Suggestions for working with students at home
8) Notification of any changes in intervention services (e.g., type of intervention, frequency)

RtI Responsibilities (Reading K-6)

Classroom Teachers	Data Teams	Intervention Providers	Student Teacher Action Team (STAT)	Committee on Special Education (CSE)
▪ Core instruction (uninterrupted 90 minutes of reading instruction per day) ▪ Small group, differentiated centers during the 60 minute block ▪ Benchmark and progress monitoring assessments as part of core curriculums ▪ Tier 2 interventions during small group centers or literacy intervention (with consultation with grade level team and/or intervention providers) ▪ Documentation of Tier 2 and Tier 3 interventions (with consultation with intervention providers) ▪ Referral to STAT when progress is not made in Tier 2 and/or Tier 3 ▪ Consultation with Intervention Provider regarding student progress in Tier 2 and Tier 3 interventions.	▪ Data teams include: - Grade-level teams (Classroom teachers) - Intervention providers - Administrator - Psychologist - Others ▪ Analyze data to inform instruction - Curriculum-Based Measures - Diagnostic Assessments - Reading core assessments - Anecdotal records - Student Work Samples ▪ Determine Tier 1 and Tier 2 groups, discuss need for Tier 3 intervention ▪ Provide documentation of decisions made re: instructional changes	▪ Support classroom teachers with Tier 2 interventions (30 minutes per day) during core instruction or literacy intervention/enrichment ▪ Universal screenings, progress monitoring and diagnostic assessment ▪ Consultation with classroom teacher to develop and document Tier 2 interventions AND ▪ Tier 3 interventions (at least 30 minutes per day in addition to Tier 1 and Tier 2 interventions) ▪ Progress monitoring as recommended by intervention, and progress monitoring with curriculum-based measures and/or diagnostic assessments ▪ Consultation with Classroom Teacher regarding student progress in Tier 3 interventions.	▪ Multi-disciplinary team includes: - Classroom teachers - Special Education teachers - Psychologist - Administrator - Intervention providers - Others ▪ Students referred 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 intervention to be attempted, along with ways to document the effectiveness of the change ▪ Requests to refer to CSE when appropriate	▪ Multi-disciplinary team includes: - Classroom teachers - Special Education teacher - Psychologist - Intervention providers - Parent(s) - CSE Chairperson - Others as appropriate ▪ Analyze data and conduct additional evaluations as necessary ▪ Review documentation of Tier 1, 2, and 3 interventions: - Research-based - Matched to student needs - Implemented with fidelity - Progress monitored regularly - Adjusted as appropriate based on progress monitoring ▪ If deemed eligible, decides what additional CSE services to provide to enable the child to be successful

RtI Flowchart