Tonawanda City School District Plan for Academic Intervention Services

Revised June, 2017

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Vision of Academic Intervention Services

We will provide the highest quality instruction, best practices, and interventions that are necessary to meet the needs of individual students to ensure that all children reach their fullest potential.

Mission of Academic Intervention Services

Tonawanda City School District will develop a proactive process to ensure all students reach their full potential.

Philosophy of Academic Intervention Services

Academic Intervention Services are part of the Response to Intervention (RTI) process implemented by the district. This means additional instruction that supplements the instruction provided in the general curriculum and assists students in meeting the Common Core Learning Standards (CCLS). Additional instruction means providing extra time for focused instruction and/or increased student-teacher instructional contact time. AIS provides for student support services needed to address barriers to improved academic performance (attendance and discipline problems, family and health-related services, nutrition-related services, and mobility/transfer issues). Student support services means intervention from school guidance and counseling, from social workers and psychologists, services to improve attendance, coordination of services by other agencies, and study skills.
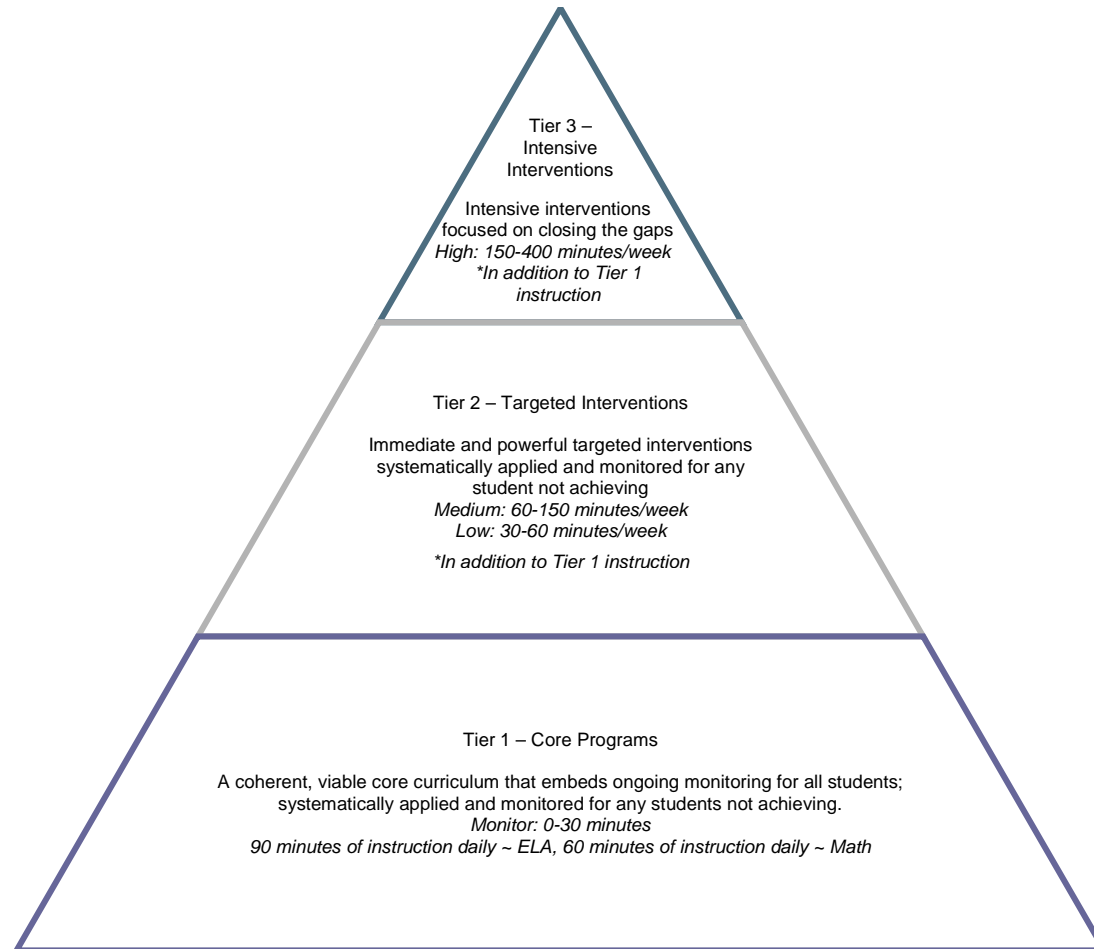
Academic Intervention Services (AIS) are services designed to help students achieve the CCLS in English Language Arts and mathematics in grades K-12 and social studies and science in grades 6-12. AIS is intended to assist students who are at risk of not achieving the CCLS in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance levels on State assessments. These services shall also be made available to students with disabilities on the same basis as non-disabled students.

Academic Intervention Service is a partnership between the regular education classroom teacher and the academic intervention teacher to ensure that at-risk students meet the standards. The best academic intervention service begins in the classroom. The goal of AIS is to help students become successful independent learners in the regular classroom setting.

Academic Intervention Services are delivered as a district service adhering to the guidelines of the Academic Intervention Services Plan. Individual schools do not develop separate AIS plans.

RtI Pyramid 2017-18

Tier 3 –
Intensive
Interventions

Intensive interventions
focused on closing the gaps
High: 150-400 minutes/week
**In addition to Tier 1
instruction*

Tier 2 – Targeted Interventions

Immediate and powerful targeted interventions
systematically applied and monitored for any
student not achieving
Medium: 60-150 minutes/week
Low: 30-60 minutes/week

*In addition to Tier 1 instruction

Tier 1 – Core Programs

A coherent, viable core curriculum that embeds ongoing monitoring for all students;
systematically applied and monitored for any students not achieving.
Monitor: 0-30 minutes
90 minutes of instruction daily ~ ELA, 60 minutes of instruction daily ~ Math

Important Considerations Regarding Academic Intervention Service Provisions

The best Academic Intervention Service (AIS) begins in the regular classroom setting and are a partnership between the regular classroom teacher and the AIS specialists. A student receiving AIS continues to receive primary instruction in the regular classroom setting.

AIS is *additional time for focused instruction* and/or in-class support provided by the AIS Teacher for targeted students as determined by the criteria.

AIS is delivered by highly *"qualified, appropriately certified staff"* and can include push-in, pullout, consultant model, or monitoring of student progress*. Teacher Assistants must be certified and must work under the supervision of an appropriately certified teacher.

There are five steps to AIS:

· Students who receive AIS must meet the set criteria
· Proper written notifications to parents must be made
· Parent meeting(s) must be held
· Progress of students must be followed
· Students who exit AIS must meet the set criteria

AIS can be offered during the regular school day, an extended school day, or a summer school program. Students cannot be required to attend an extended day or a summer program.

AIS is NOT credit bearing.

Repeating a course is NOT AIS.

*Qualified, appropriately certified staff at the elementary level is defined as those individuals with certifications in Common Branch, PreK-6, and/or N-6. Those certified individuals may deliver instruction in mathematics, social studies, and science. Whenever possible it is recommended that AIS in reading should be delivered by an individual certified in reading.

Required School to Home Notifications

* *Notification of Commencement of Intervention Services*

  <u>A letter will be sent by the building Principal that includes the following information:</u>

  - Summary of the Academic Intervention Service that will be provided to the student
  - Specific reasons why the student is in need of the service
  - Delivery of service by a qualified teacher and may include teacher qualifications

* *Notification of the Ending of Intervention Services (mid-year)*

  <u>A letter will be sent by the building Principal that includes the following information:</u>

  - Summary of the Academic Intervention Services that have been provided to the student
  - When the Academic Intervention Services are to be discontinued
  - Reason why Academic Intervention Services are no longer needed

* *Notification of the Ending of Intervention Services (end-of-year)*

  <u>A final progress report will be sent that includes the following information:</u>

  - Students will be re-screened at the beginning of the following school year to determine eligibility for that year

* *Additional Ongoing Notifications*

<u>The Intervention specialist will provide the home to school communications described below:</u>

- Notification of the opportunity to consult with the classroom/course teacher and other professionals regarding the progress of the students at least once per semester
- Report of the student's progress at least once per quarter through a progress report and/or district report card (Middle/High School uses 5 week progress reports with comments).
- Information on ways to work at home with the child to improve achievement, monitor progress, and work with educators to insure success
- Parent Meeting to be held in the fall of the school year

Delivery of Academic Intervention Services (AIS) to Targeted Students

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources or evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service.

        Elementary Level:

- **High Intensity Service (RTI Tier 3)**
  Frequency and Duration: 4-5 days; 30-80 minutes per day
  Degree of Individualization: Pullout
                                         Mini group
                                         One-on-One
  Criteria: ELA: Running Records, SRI, AIMSweb Plus (K-5), i-Ready, observation survey (1st only), Orton-Gillingham (K-3), Lexia (4th and 5th)
      Math: AIMSweb Plus (K-5), i-Ready
      NYS Benchmark Assessments Grades 3, 4, and 5

- **Medium Intensity Service (RTI Tier 2)**
  Frequency and Duration: 3-5 days; 20-80 minutes per day
  Degree of Individualization: Push-in
                                         Pullout
                                         Mini group
                                         Small group
  Criteria: ELA: Running Records, SRI, AIMSweb Plus (K-5), i-Ready, Lexia (4th and 5th)
      Math: AIMSweb Plus (K-5), i-Ready
      NYS Benchmark Assessments Grades 3, 4, and 5

Elementary Level, con't:

- **Low Intensity Service (RTI Tier 2)**
  Frequency and Duration: 2 days; 20-30 minutes per day
  Degree of Individualization: Push-in
                                          Pull-out
                                          Large group (maximum of 10 students)
  Criteria: ELA: Running Records, SRI, AIMSweb Plus (K-5), i-Ready, Lexia (4th and 5th)
                      Math: AIMSweb Plus (K-5), i-Ready,
                      NYS Benchmark Assessments Grades 3, 4, and 5

- **Monitor**
  Frequency and Duration: 0-30 minutes/week
  Degree of Individualization: Consultant
  Criteria: ELA: Running Records, SRI, AIMSweb Plus (K-5), i-Ready
                      Math: AIMSweb Plus (K-5), i-Ready
                      NYS Benchmark Assessments Grades 3, 4, and 5

Kindergarten service for Math may be provided as push-in or pull-out as needed.
Kindergarten service for ELA will be provided by specialty area teachers (reading, speech) as needed.

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

Middle School Level:

- **High Intensity Service (Tier 3 - provided by ELA/Math AIS teachers)**
    ELA~
    i-Ready Frequency and Duration: 2-3 days; 41 minutes per day

    Read 180 Frequency and Duration: daily; 41 minutes per day

    Math ~
    Frequency and Duration: 2-3 days; 41 minutes per day

    Degree of Individualization: Pull-out
                                                         Small group (maximum of 12 students)
                                                         One-on-one
                                                         Push-in
    Criteria: **ELA**: SRI, final average, final exam, teacher recommendation, NYS ELA, i-Ready
                  Math: i-Ready, final average, final exam, teacher recommendation, NYS Benchmark
                  Assessments Grades 5, 6, and 7

- **Medium Intensity Service (Tier 2 - provided by ELA/Math classroom teachers)**
    Frequency and Duration: 2-3 days; 41 minutes per day
    Degree of Individualization: Small group (maximum of 12 students)
    Criteria: **ELA**: SRI, final average, final exam, teacher recommendation, NYS ELA
                  Math: i-Ready, final average, final exam, teacher recommendation, NYS Benchmark
                  Assessments Grades 5, 6, and 7

- **Low Intensity Service (Tier 1 - Monitor)**

  Frequency and Duration: (every five weeks) monitor through push in service daily and consult with the classroom teacher; 41 minutes per day

  Degree of Individualization: Push-in

  Criteria: **ELA**: SRI, final average, final exam, teacher recommendation, NYS ELA

  Math: i-Ready, final average, final exam, teacher recommendation, NYS Benchmark Assessments Grades 5, 6, and 7

*Academic instructional services in more than one standards area can be combined where appropriate. For students who are eligible for AIS in science/social studies, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

High School Level – Reading/ELA:

At the High School Level (9-12) the scheduling of students follows a letter system: A/C and B/D days.
Reading Lab is a scheduled class in which the students are seen every other day. Class size is not to exceed 10 students for Reading and 15 students for ELA with different intensity levels within a period.

- **High Intensity Service (Tier 3)**
  Frequency and Duration: 2-5 days; 41 minutes per day
  Degree of Individualization: 1 – 1/ Small group (no more than 3) through program utilization/progress monitoring
  Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment Regents Exam grades in English/Social studies

- **Medium Intensity Service (Tier 2)**
  Frequency and Duration: 2-3 days (A/C and B/D day schedule); 41 minutes per day
  Degree of Individualization: Small group (no more than 6) through program utilization/progress monitoring
  Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment Regents Exam grades in English/Social studies

- **Low Intensity Service (Tier 2)**
  Frequency and Duration: 2-3 days (A/C and B/D day schedule); 41 minutes per day
  Degree of Individualization: Push-in
  Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment Regents Exam grades in English/Social studies

- **Monitor**
  Frequency and Duration: every 5 weeks
  Degree of Individualization: Consultant
  Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment Regents Exam grades in English/Social studies

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

High School Level – Math:

At the High School Level (9-12) the scheduling of students follows a letter system: A/C and B/D days.
Reading Lab is a scheduled class in which the students are seen every other day. Class size is not to exceed 15 students for Math with different intensity levels within a period.

- **High Intensity Service (Tier 3)***
  Frequency and Duration: 2-3 days (A/C, B/D); 41 minutes per day
  Degree of Individualization: Small group (no more than 3) through program
                    utilization/progress monitoring
  Criteria: Math: Final average/exam, teacher recommendation, i-Ready, NYS Assessment
          Regents Exam grades in all core subject areas
          *lowest-performing students are placed in a 2-year Algebra 1 CC course

- **Medium Intensity Service (Tier 2)**
  Frequency and Duration: 1-2 days (A, B, C, or D); 41 minutes per day
  Degree of Individualization: Small group (no more than 8) through program utilization/progress
                    monitoring
  Criteria: Math: Final average/exam, teacher recommendation, i-Ready, NYS Assessment
          Regents Exam grades in all core subject areas

- **Low Intensity Service (Tier 2)**
  Frequency and Duration: 1-2 days (A, B, C, or D); 41 minutes per day
  Degree of Individualization: Large group (no more than 15 students)
  Criteria: Math: Final average/exam, teacher recommendation, i-Ready, NYS Assessment
          Regents Exam grades in all core subject areas

- **Monitor**
  Frequency and Duration: every 5 weeks
  Degree of Individualization: Consultant
  Criteria: Math: Final average/exam, teacher recommendation, i-Ready, NYS Assessment
          Regents Exam grades in all core subject areas

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

Procedure for Releasing Students from AIS: ELA and Math Grades K - 12

Grades K through 5 (September/October – February) – Students will be formally released from AIS when they have reached the proficiency range for their grade level using their test data from multiple measures listed under the intensity schedule, along with teacher input.

Grades K through 5 (June) – All students will be released from AIS and rescreened at the beginning of the following school year.

Grades 6 through 8 – Students will be formally released from AIS September/October of next school year if s/he meets the following criteria: ELA—previous year's average of 80% or higher, SRI target score achieved from previous year (NYS ELA assessment scores are used as a reference); Math—previous year's average of 80% or higher, i-Ready target score achieved from previous year (NYS Math assessment scores are used as a reference)

Grade 9-11 - No formal release pending Grade 11 **ELA** Regents passing score.

> Ninth – Eleventh grade students who achieve a mastery grade of 85% for two quarters in English may be dropped from an AIS ELA class no earlier than the second semester of their ninth grade year.

Students will not receive reading after ninth or tenth grade if they meet all of the following criteria:
- ▪ SRI Lexile Proficient Level
- ▪ Pass English class and have a passing score on the writing portion of final exam
- ▪ Pass Social Studies class

Upon completion of Grade 9, a student who has academic ability but does not take responsibility for his/her learning, with agreement between Reading, English, and Social Studies teachers, parent, and student, will not be rescheduled for AIS.

Grade 9-11 - No formal release, pending **NYS MATH/Algebra I** Regents passing score.

Note: Intensity of service may change over the academic year. Student will not be formally released from Reading/ELA AIS until the beginning of the next school year.

Tonawanda City School District
Plan for Academic Intervention Services

Grades K – 3: Procedure for determining Achievement in English Language Arts

Name of the assessment instrument & procedure for administration	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade K: AIMSweb Plus i-Ready	10th percentile or below More than 1 level below or the lowest 20% of the grade if possible	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
Grade 1: AIMSweb Plus i-Ready Fall Observation Survey	10th percentile or below More than 1 level below or the lowest 20% of the grade if possible End of Year Kindergarten AIMSweb Plus data along with September Running Record (assess lowest 20% with OS)	
Grade 2: AIMSweb Plus i-Ready	10th percentile or below More than 1 level below or the lowest 20% of the grade if possible	
Grade 3: AIMSweb Plus i-Ready	10th percentile or below More than 1 level below or the lowest 20% of the grade if possible	

Grades K – 3: Procedure for determining achievement in Math

Name of the assessment instrument & procedure for administration	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade K: AIMSweb Plus i-Ready	10th percentile or below if possible More than 1 level below or the lowest 20% of the grade if possible	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
Grade 1: AIMSweb Plus i-Ready	10th percentile or below if possible More than 1 level below or the lowest 20% of the grade if possible	
Grade 2: AIMSweb Plus i-Ready	10th percentile or below if possible More than 1 level below or the lowest 20% of the grade if possible	
Grade 3: AIMSweb Plus i-Ready	10th percentile or below if possible More than 1 level below or the lowest 20% of the grade if possible	

Grades 4 – 5: Procedure for determining achievement in ELA

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 4: NYS Benchmark Assessment at Grade 3	Based on the SED issued cut score for that given year (scaled score)	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team
i-Ready	Below grade level	The following are also considered:
SRI	Below grade level beginning lexile level	▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues
AIMSweb Plus	10th percentile	▪ Mobility Issues ▪ LEP Status
Lexia	Below level 15	▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
Grade 5: NYS Benchmark Assessment at Grade 4	Based on the SED issued cut score for that given year (scaled score)	
i-Ready	Below grade level	
SRI	Below grade level beginning lexile level	
AIMSweb Plus	10th percentile	
Lexia	Below level 17	

Grades 4 – 5: Procedure for determining achievement in Math

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<u>Grade 4:</u> NYS Benchmark Assessment at Grade 3	Based on the SED issued cut score for that given year (scaled score)	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team
i-Ready	Performing 1 year or more below grade level	The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues
AIMSweb	10th percentile	▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
<u>Grade 5:</u> NYS Benchmark Assessment at Grade 4	Based on the SED issued cut score for that given year (scaled score)	
i-Ready	Performing 1 year or more below grade level	
AIMSweb	10th percentile	

Grade 6 – 8: Procedure for determining achievement in ELA

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 6 through 8: NYS ELA	Based on the SED issued cut score for that given year (scaled score)	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team
i-Ready	Performing 1 year or more below grade level	The following are also considered: • Attendance • Discipline • Family Issues
SRI	6th: Lexile level of 925 or below 7th: Lexile level of 970 or below 8th: Lexile level of 1010 or below	• Health Issues • Mobility Issues • LEP Status • Disability • Other criteria such as tests, homework, quarterly average, and final exam
Quarterly average, final exam	Consistently below 75%	

Grades 6 – 8: Procedure for determining achievement in Math

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 6 through 8: NYS Common Core Math Assessment	Based on the SED issued cut score for that given year (scaled score)	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team
Quarterly average, Final exam	Consistently below 75%	Recommendations from these sources are based on:
i-Ready	Below grade level	• Attendance • Discipline • Family Issues • Health Issues • Mobility Issues • LEP Status • Disability • Other criteria such as tests, grades, homework, etc.

Grade 5: Procedure for determining achievement in Science

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 5: NYS Science Assessment at Grade 4	Based on the SED issued cut score for that given year (scaled score)	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grade 9 – 12: Procedure for determining achievement in ELA

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 9 – 12: Grade 8 New York State ELA Benchmark Assessment SRI i-Ready Achieve 3000 Commencement level NYS Regents • Eleventh Grade Comprehensive English (ELA)/Common Core ELA	Based on the SED issued cut score for that given year (scaled score) 9th grade - Lexile level of 1050 or below 10th grade - Lexile level of 1080 or below 11th and 12th grade - Lexile level of 1185 or below Below a passing grade	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grades 9– 12: Procedure for determining achievement in Math

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 9 – 12: Grade 8 New York State Math Benchmark Assessment Commencement level NYS Regents • Algebra or Geometry	Based on the SED issued cut score for that given year (scaled score) Score below 65% on Algebra 1 Common Core for Gen. Ed. Score below 55% on Algebra 1 for Special Ed.	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc..

Grades 9– 12: Procedure for determining achievement in Science

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 9 – 12: Commencement level NYS Regents • Ninth Grade Living Environment • Tenth Grade Earth Science	Score below 65% on Regents for Gen. Ed. Score below 55% on Regents for Special Ed.	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grades 9– 12: Procedure for determining achievement in Social Studies

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
Grade 9 – 12: Commencement level NYS Regents • Tenth Grade Global History and Geography • Eleventh Grade US History and Government	Score below 65% on Regents for Gen. Ed. Score below 55% on Regents for Special Ed.	Parental Referral (services can be administered in classroom) Teacher Recommendation Student Support Team The following are also considered: ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.