



AMITYVILLE UNION FREE SCHOOL DISTRICT

Educating for the Future

AMITYVILLE, NY 11701

RESPONSE TO INTERVENTION (RTI)/ ACADEMIC INTERVENTION SERVICE (AIS) PLAN

AMITYVILLE UNION FREE SCHOOL DISTRICT
MISSION STATEMENT

To create and maintain a quality, caring, educational environment, addressing academic, vocational, and social programs, and enabling students to achieve their highest potential for growth.

To promote an environment that fosters respect and ethical behavior, while instilling values that enable the individual to distinguish right from wrong.

The family and the community will share in this responsibility.

Curiosity and compassion must be basic to the personal repertoire while we prepare our students to function as effective citizens in an ever-changing global community.

Amityville UFSD

Response to Intervention/Academic Intervention Services Plan

Definition:

Response to Intervention/Academic Intervention Services (RtI/AIS) are designed to assist all students who are at risk of not achieving the NYS Next Generation Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science, or who do not meet or exceed the designated performance levels on State assessments, benchmarks, and/or other targeted academic measures. Response to Intervention (RtI) is Amityville School District's process to determine if a student responds to scientific, research-based instruction. Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). RtI/AIS represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English Language Learners, by preventing small learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification and interventions of students with learning disabilities. Amityville School District's process to determine if a student responds to scientific, research-based instruction shall include 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 to meet age or grade level standards.

Response to Intervention (RtI)/Academic Intervention Services (AIS) are defined as additional instruction which supplements regular classroom instruction to assist students in meeting the State's learning standards. A universal screening in English Language Arts, kindergarten through twelfth grade, is administered to all new entrants of the District.

Tier I interventions include small group instruction within the classroom setting.

Tier II and Tier III activities may be provided through a push-in and/or pull-out service model. Response to Intervention/Academic Intervention Services is provided to students with disabilities on the same basis as non-disabled students. RtI/AIS for English as a New Language (ENL) students must also be planned and implemented in coordination with the ENL student's general education program.

RtI/AIS services can also include support through guidance and counseling, improvement in attendance, and study skills which are needed to support improved academic performance.

Amityville UFSD

Response to Intervention/Academic Intervention Services

As required by the New York State Department of Education regulations, the Amityville UFSD has instituted a Response to Intervention/Academic Intervention Service plan which provides instructional and support services to assist students in achieving the goals set forth in the NYS Common Core Learning Standards in English, Mathematics, Social Studies and Science in grades K – 12. For the purposes of this plan, grade levels will be broken down into Northeast Elementary School (Pre-K), Northwest Elementary School (K – 2), Park Avenue Memorial Elementary School (3 - 5), E.W. Miles Middle School (6 – 8) and Amityville Memorial High School (9 – 12).

Academic Services: The attached charts outline by subject and grade-level, the type of intervention, duration, intensity, and provider of services offered to our students. RtI/AIS will include the following:

- Written notification to parents for when a student is identified as in need of RtI/AIS;
- Written notification to inform the subject/classroom teacher of a student's New York State assessment score(s), benchmarks, and/or other targeted academic measures that necessitated RtI/AIS; and
- Ongoing progress monitoring throughout the year to determine whether progress, similar to the student's like-peers, has been made or if more intensive intervention is needed.

Eligibility for RtI/Academic Intervention Services:

Eligibility for RtI/AIS services will be determined by State assessment results, benchmark data, and other targeted academic measures:

In grades where State assessment data are not available district-established criteria will be used to determine placement into the RtI/AIS continuum.

Students in grades 4-9 will be eligible for RtI/AIS if they score below proficiency, as determined annually by New York State Department of Education, on the NYS English Language Arts Assessment and/or the NYS Mathematics Assessment.

Students in grades 10 -12 will be provided AIS services if they do not meet proficiency on the New York State Regents exams and/or do not earn a 65% or higher in: English, Mathematics, Science, or Social Studies. The performance of previously identified students at the intermediate level will be reviewed for continuing RtI/AIS.

The attached charts list the Amityville UFSD's RtI/AIS services and describe the services offered by subject and grade level, and the entry and exit criteria. This general plan is intended to describe services for students in the District in grades PK -12.

The District will review individual building needs each year by a review of:

- the number of students receiving RtI/AIS at each grade level and within each standard;
- the range of performance levels of eligible students as determined through State assessments and in-district approved procedures; and
- staffing needs, instructional approaches, and scheduling options to meet the range of intensity and services required by RtI/AIS regulations.

Intensity of RtI/AIS:

The intensity of service will be determined based on individual needs. Levels of intensity will be based on multiple measures and evidence-related criteria:

Tier III: High Intensity Need: This level includes students who fall in the lowest 10% of the grade when multiple measures are evaluated. The multiple measures indicate that the student is an extremely high level "at risk" student in terms of ability to perform on level with his/her peers.

Tier II: Moderate Intensity Need: This level includes students who fall in the lower 10-20% of the grade when multiple assessments are evaluated. The multiple measures indicate that the student is a moderately high level "at risk" student in terms of ability to perform on level with his/her peers.

Tier I: Low Intensity Need: This level includes students between the lower 20-30% of the grade when multiple assessments are evaluated. The multiple measures indicate that the student is a lower level "at risk" student in terms of ability to perform on level with his/her peers.

Decisions related to the frequency and intensity of services will be made by the Instructional Support Teams (IST), Data Teams, and building principals.

Criteria for Terminating Response to Intervention/Academic Intervention Services:

For students requiring RtI/AIS beyond monitoring, academic intervention will continue to be provided until New York State assessments, benchmark assessments and/or other targeted academic measures indicate that these services are no longer needed. Students who initially require only monitoring will be reviewed as noted above. Noted below are the general guidelines for terminating RtI/AIS. A more detailed subject area outline is included on the attached charts.

- RtI/AIS may be terminated if a student meets criteria on multiple measures.
- Students may move from intensive RtI/AIS to “Monitoring” status based on:
 - o Data Team and/or IST review of progress monitoring data.
 - o A score above the NYS mandated intervention level, benchmark assessments and/or other targeted academic measures.
- A student’s entrance and exit from RtI/AIS services will be reviewed by the building IST and/or Data Teams and approved by the principal.

Student Support Services Needed to Address Barriers to Improve Academic Performance:

Students in need of RtI/AIS may require support services, such as school guidance and counseling services to improve attendance, coordinate services by other agencies, and improve study skills. In addition, barriers to academic progress may include, but not be limited to the following: attendance, discipline, substance abuse, family-related issues, health-related issues, nutrition-related issues, and mobility/transfer issues.

The Instructional Support Team (IST) in each school consists of: principal or his/her designee, school counselors, school social worker, school psychologist, school nurse, speech teachers, reading teachers, special education staff, ENL teachers, general education teachers, guidance counselors, and attendance teachers as appropriate or needed. This team meets on a regular basis to discuss students who are at-risk and/or in need of RtI/AIS. Minutes are recorded at each meeting, identifying the student’s needs, plan for intervention, and the person(s) responsible for the implementation of the plan.

Social workers coordinate services with other agencies; school psychologists provide testing, evaluate results, and make recommendations; support staff members meet with the student, parents/guardians, and classroom teacher on a regular basis to monitor student progress. A mental health professional staff member provides both individual and group counseling. In addition, the Committee on Special Education addresses Individual Educational Plans for students with special needs and 504 plans are established for students in need of specific accommodations.

Screening of New Entrants: All incoming kindergarten students are screened by teachers and speech/language therapists. Guidance counselors or reading teachers, depending on level, conduct the screening process for new entrants. Student records are reviewed, which may include transcripts, standardized test results, report cards and medical records. Students are placed in courses at the High School or Middle School according to the information provided. Students with limited English proficiency are evaluated by the ENL teacher and students with special needs are evaluated by the special education professional staff and the CSE. The school nurse verifies students' medical records to identify any possible deficiency with vision, hearing, and physical disabilities.

English Language Learners: The District will follow the identification and assessment procedures outlined in the District's approved CR Part 154 plan. Amityville has a ENL/Bilingual program. The identification and assessment procedures for RtI/AIS will be conducted in English. For content area RtI/AIS, the identification and assessment procedures will be the same as those for the general population.

All ENL students who do not achieve the annual designated CR Part 154 performance standards receive services depending on the individual student's level of English language attainment.

Record Keeping: A record of a student's performance on all State assessments shall be kept electronically in the District's Student Management System and in the student's cumulative record folder along with all local assessments.

Copies of all parent notification letters related to AIS/RTI and progress reports will be kept in the student's data folder.

Monitoring Progress: Monitoring student progress is an ongoing process. The building principal, with the support of the Instructional Support Team (IST) and Data Team, is responsible for monitoring the progress of all students in his/her building. The progress of students receiving RtI/AIS will be reviewed every four to six weeks to determine the frequency and intensity of academic intervention services for each student who qualifies for services.

A student requiring RtI/AIS will continue to be provided with service(s) until the student's performance indicates that District standards have been attained. The guidelines for discontinuing services listed on the attached charts will be considered in regard to termination of services.

Parental Notification and Involvement:

All student scores on New York State assessments will be mailed to parents. When those scores indicate a need for academic intervention services, parents will receive written notification from the building principal which will include:

- a summary of the RtI/AIS services to be provided
- the reason the student needs such services
- the consequences/future difficulties the student may encounter if he or she does not successfully master the content area skills.

Parents will be provided with regular reports during the school year on the student's progress. These reports will consist of parent conferences with the student's teacher and/or members of the support staff. Parents will be informed when RtI/AIS are discontinued. The letter will include the criteria for ending the service.

The Amityville School District will continue to foster parental support and involvement in helping students meet the NYS Learning Standards through newsletters, brochures, conferences, APTC presentations, Title I parent workshops, family learning nights, and the District website, www.amityvilleufsd.org.

Additional Information Concerning Response to Intervention/Academic Intervention Services:

- Students who repeat courses may be scheduled for grade level appropriate RtI/AIS.
- Special Education and ENL students receive the same services as general education students.
- The term "passing" is defined as meeting the State graduation requirement (at or above 65%).
- On the elementary level, "passing" is defined as meeting the Next Generation Standards in English Language Arts and Mathematics, as determined by the NYS mandated intervention level.

Quality Indicators for Appropriate Instruction*:

- ✓ Research/evidence-based instruction that has shown to be effective is provided to all students.
- ✓ Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies.
- ✓ Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability.
- ✓ Curricula are aligned to the Next Generation State Standards and grade level performance indicators.
- ✓ Instruction is provided by qualified personnel and trained staff.
- ✓ Differentiated instruction is used to meet a wide range of student needs.
- ✓ Professional development is provided to ensure fidelity of implementation.
- ✓ Instructional strategies/programs are implemented with fidelity.
- ✓ Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

*from NYSED Response to Intervention Guidance Document, October 2010

Quality Indicators for School-Wide Screening*:

- ✓ School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).
- ✓ Screening instruments are aligned with the curricula based on the NYS Learning Standards for each grade level.
- ✓ Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- ✓ Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.
- ✓ Screening is administered school-wide or at least to 95 percent of all students.
- ✓ Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
- ✓ Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- ✓ Screening results are used to determine effectiveness of core curriculum and instruction.

Quality Indicators for Multi-Level System*:

- ✓ Each tier provides increasing levels of intensity of services which match the increasing needs of students.

- ✓ Various factors distinguish each level or tier including duration and frequency of interventions, group size and frequency of progress monitoring.
- ✓ Levels beyond Tier 1 represent supplemental intervention/instruction provided in addition to the core instructional program provided by qualified staff.
- ✓ Interventions/instruction provided at each tier has evidence of effectiveness for the student population used.
- ✓ Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary.
- ✓ Procedures and decision-making rules for determining a student's movement from tier to tier are established and based on progress monitoring data.
- ✓ Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures.
- ✓ Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended.
- ✓ Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education services.

*from NYSED Response to Intervention Guidance Document, October 2010

**Response to Intervention/Academic Intervention Services
Instructional Support**

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--|---|---|
| Tier III: High Intensity | Academic Support Services as a push-in, (or) pull-out, or scheduled class | <ul style="list-style-type: none"> ▪ Small group instruction ▪ 20-40 minute sessions ▪ Minimum 2 times per week ▪ Monitor by support teacher and/or IST |
| Tier II: Moderate Intensity | Academic Support Services as a push-in, (or) pull-out, or scheduled class | <ul style="list-style-type: none"> ▪ Small group instruction (push-in or pull-out) ▪ 20-40 minute sessions ▪ Minimum 2 times per week ▪ Monitor by support teacher and/or IST |
| Tier I: Low Intensity | Small group classroom instruction provided by classroom teacher | <ul style="list-style-type: none"> ▪ Small group instruction ▪ Monitoring by classroom teacher ▪ Small group instruction within classroom |

**Response to Intervention/Academic Intervention Services
Instructional Support
Pre-Kindergarten-Kindergarten**

| | Assessment Instrument | Minimum Entry Criteria | Range of Service | Minimum Exit Criteria |
|----------------------|---|--|---|--|
| Language Arts | Kindergarten: <ul style="list-style-type: none"> • Pre-Kindergarten Screening (Brigance) BOY or upon entry to grade • Get It Got It Go • Teacher assessment • Teacher observations • Teacher checklists | Kindergarten: <ul style="list-style-type: none"> • Teacher/Principal recommendation • Not meeting grade level benchmarks • Evidence/data indicating student need • Student work samples | Kindergarten: <ul style="list-style-type: none"> • In-class flexible grouping • Parent outreach/education • (Tier I,II,III delivered by classroom teacher only) | Kindergarten: <ul style="list-style-type: none"> • Teacher/Principal recommendation • Meeting grade level benchmarks • Evidence/data indicating student growth • Student work samples |

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|--------------------|--|--|---|--|
| | <ul style="list-style-type: none"> • Evidence/data indicating student need • Student work samples | | | |
| | Kindergarten: <ul style="list-style-type: none"> • Kindergarten Screening (Brigance) or upon entry to grade • Fountas & Pinnell Benchmark • AIMSWEB Plus Benchmark • Assessments • Teacher/Principal recommendation • Evidence/data indicating student growth • Student work samples • FOUNDATIONS unit assessments | Kindergarten: Kindergarten Screening scores less than 50 (Brigance) <ul style="list-style-type: none"> • Not meeting grade level benchmarks • Evidence/data indicating student need • Teacher observation | Kindergarten: <ul style="list-style-type: none"> • RTI classes • In-class flexible grouping • Parent outreach/education | Kindergarten: <ul style="list-style-type: none"> • Meeting grade level benchmarks • Evidence/data indicating student growth • Student work samples |
| Mathematics | Pre-Kindergarten: <ul style="list-style-type: none"> • Informal classroom assessments • Teacher observations • Teacher checklists | Pre-Kindergarten: <ul style="list-style-type: none"> • Assessments • Not meeting grade level benchmarks • Evidence/data indicating student need | Pre-Kindergarten: <ul style="list-style-type: none"> • In-class flexible grouping • Parent outreach/education | Pre-Kindergarten: <ul style="list-style-type: none"> • Meeting grade level benchmarks • Evidence/data indicating student growth |

| | | | | |
|--|---|--|---|---|
| | Kindergarten: <ul style="list-style-type: none"> • AIMSWEB Plus • Teacher assessments • Teacher checklists • Teacher observations • GO MATH assessments | Kindergarten: <ul style="list-style-type: none"> • Not meeting grade level benchmarks • Evidence/data indicating student need | Kindergarten: <ul style="list-style-type: none"> • In-class flexible grouping • Parent outreach/education • (Tier I,II,III delivered by classroom teacher only) | Kindergarten: <ul style="list-style-type: none"> • Teacher /Principal recommendation • Meeting grade level benchmarks • Evidence/data indicating student growth • Student work samples |
|--|---|--|---|---|

Response to Intervention/Academic Intervention Services
Instructional Support
First - Third Grade

| | Assessment Instrument | Minimum Entry Criteria | Range of Service | Minimum Exit Criteria |
|----------------------|--|---|---|--|
| Language Arts | <ul style="list-style-type: none"> • Fountas and Pinnell Benchmark • AIMSweb Plus- grades 1-2 only • Scholastic Reading Inventory (SRI)- grade 3 only • Scholastic Phonics Inventory (SPI)- grade 3 only • Right Reasons Technology Assessments (RRT)-grade 3 only • Teacher observations • Classroom/program-based assessments • Work samples | <ul style="list-style-type: none"> • Teacher/Principal recommendation • Not meeting grade level benchmarks • Evidence/data indicating student need | <ul style="list-style-type: none"> • In-class flexible grouping • Reading support services • Foundations • Leveled Literacy Intervention • Parent outreach/education | <ul style="list-style-type: none"> • Specialist recommendation • Meeting benchmark cut scores • Evidence/data indicating growth |
| Mathematics | <ul style="list-style-type: none"> • AIMSweb Plus- grades 1-2 only • Scholastic Math Inventory (SMI)- grade 3 only • Teacher observations • Classroom/program based assessments • Work samples | <ul style="list-style-type: none"> • Teacher/Principal recommendation • Not meeting grade level benchmarks • Evidence/data indicating student need | <ul style="list-style-type: none"> • In-class flexible grouping • Math support services • Parent outreach/education | <ul style="list-style-type: none"> • Specialist recommendation • Meeting benchmark cut scores • Evidence/data indicating growth |

Response to Intervention/Academic Intervention Services
Instructional Support
Fourth to Sixth Grade

| | Assessment Instrument | Minimum Entry Criteria | Range of Service | Minimum Exit Criteria |
|----------------------|---|---|--|--|
| Language Arts | <ul style="list-style-type: none"> • NYS ELA Assessment • Scholastic Reading Inventory (SRI) • Scholastic Phonics Inventory (SPI) • District benchmark assessment- Right Reason Technology Assessment (RRT) • WADE (Wilson Assessment of Decoding and Encoding) • Teacher observations • Classroom/program-based assessments • NYSESLAT • NYSITELL • Work samples | <ul style="list-style-type: none"> • Mandated intervention level on the NYS ELA assessment • Not meeting grade level benchmark cut scores (SRI, SPI, Wilson) • Evidence/data indicating student need • Teacher/Principal recommendation | <ul style="list-style-type: none"> • In-class flexible grouping • Reading support services • LLI • Parent outreach/education | <ul style="list-style-type: none"> • Mandated intervention level on the NYS ELA assessment • Specialist recommendation • Meeting benchmark cut scores • Evidence/ data indicating growth |
| Mathematics | <ul style="list-style-type: none"> • NYS Math Assessment • Scholastic Math Inventory (SMI) • District Benchmark Assessment-Right Reason Technology Assessment (RRT) • Teacher observations • Classroom/program-based assessments • Work samples | <ul style="list-style-type: none"> • Mandated intervention level on the NYS Math assessment • Not meeting grade level benchmark cut scores (SMI) • Evidence/data indicating student need • Teacher/Principal recommendation | <ul style="list-style-type: none"> • In-class flexible grouping • Math support services • Parent outreach/education | <ul style="list-style-type: none"> • Mandated intervention level on the NYS Math assessment • Meeting benchmark cut scores • Evidence indicating growth |

Response to Intervention/Academic Intervention Services
Instructional Support
Seventh- Ninth Grade

| | Assessment Instrument | Minimum Entry Criteria | Range of Service | Minimum Exit Criteria |
|----------------------|---|--|--|---|
| Language Arts | <ul style="list-style-type: none"> • NYS ELA Exam • SRI • NYSITELL • NYSESLAT • Student Records/Report Card Grades & Final Average • Classroom based assessments and performance • Student work samples • Right Reason Technology Benchmarks (RRT) • Teacher Observations | <ul style="list-style-type: none"> • Below mandated intervention level on NYS ELA Assessment | <ul style="list-style-type: none"> • Additional periods per week of ELA instruction (minimum of 2) | <ul style="list-style-type: none"> • Mandated intervention level on or above NYS ELA Exam |
| Mathematics | <ul style="list-style-type: none"> • NYS Math Exam • Regents grades • NYSESLAT • SMI • Student records/report card grades & final average • Classroom based assessments and performance • Student work samples • Right Reason Technology Benchmarks (RRT) • Teacher observations | <ul style="list-style-type: none"> • Below mandated intervention level on NYS Math Assessment | <ul style="list-style-type: none"> • Additional periods per week of Math instruction (minimum of 2) | <ul style="list-style-type: none"> • Mandated intervention level on or above NYS Math Exam |

Response to Intervention/Academic Support Services
Instructional Support
Tenth - Twelfth Grade

| | Assessment Instrument | Minimum Entry Criteria | Range of Service | Minimum Exit Criteria |
|----------------------|---|---|---|---|
| Language Arts | <ul style="list-style-type: none"> • NYS ELA Exam • Course/Regents grades • Classroom-based assessments and performance • NYSESLAT • NYSITELL • Student work samples • Student records-report card grades and final averages • Teacher observations | <ul style="list-style-type: none"> • Below mandated intervention level on NYS ELA Assessment • Student failure in three or more disciplines | <ul style="list-style-type: none"> • Additional periods per week of ELA instruction (minimum of 2) • LLI | <ul style="list-style-type: none"> • Mandated intervention level on or above NYS ELA Exam |
| Mathematics | <ul style="list-style-type: none"> • NYS Math Exam • Course/Regents grades • Classroom-based assessments and performance • Student work Samples • Teacher observations | <ul style="list-style-type: none"> • Below mandated intervention level on NYS Math Assessment | <ul style="list-style-type: none"> • Additional periods per week of Math instruction (minimum of 2) • Push-in service | <ul style="list-style-type: none"> • Mandated intervention level on or above NYS Math Exam |

Response to Intervention/Academic Intervention Services Student Support (K – 12)

| | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|--|--|---|
| Tier III: High Intensity | <ul style="list-style-type: none"> • Personal and/or family intervention by the school social worker and/or other support staff. • Intervention by the school psychologist • Guidance support (3-12) • Health services • Collaboration with/intervention by outside agencies | <ul style="list-style-type: none"> • Varies depending on student need • Conferences and/or home visits as needed • Individual assessment and follow-up sessions as needed • Collaboration with outside agencies |
| Tier II: Moderate Intensity | <ul style="list-style-type: none"> • Intervention by the school social worker and/or other support staff • Family intervention by the school social worker • Intervention by the school psychologist • Guidance support (3 – 12) • Health services • Collaboration with/intervention by outside agencies as needed | <ul style="list-style-type: none"> • Varies depending on student need • Conferences and/or home visits as needed • Group or individual sessions as needed • Collaboration with outside agencies |
| Tier I: Low Intensity | <ul style="list-style-type: none"> • School-Wide Character Education Program • Guest speakers, assemblies and family fun night to promote positive school climate. • OLWEUS (Anti-bullying program) for K-12 • Peer Tutoring (6-12) | <ul style="list-style-type: none"> • Classroom activities/programs • Monitoring student progress in targeted areas |