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# **Elwood School District**



## **Response to Intervention (RtI) & Academic Intervention Services (AIS) Plan**

**2021-2022**

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## INTRODUCTION

Section 100.2(ee) of the Commissioner's Regulations requires **Academic Intervention Services (AIS)** to be provided to students in grades K-12, primarily in reading and math. In addition, in 2000, the New York State Education Department (NYSED) issued requirements for **Response to Intervention (Rtl)** plans for students in grades K-4, in reading.

The purpose of **Rtl** and **AIS** is to improve student achievement. This is achieved by the steps below:

- assess the progress of all students 2-3 times a year using multiple measures as defined in this plan (universal screening)
- identify students at risk using multiple measures
- provide direct instruction through supplemental services to students at risk
- use a research based tool to monitor progress of students at risk
- monitor the progress of students who discontinue services
- Maintain communication between the building principal and parents of students who are receiving services or progress monitoring, through parent letters and an annual parent meeting.

Supplemental services are most often in reading and math, but may also include other areas such as social studies, science, and attendance.

Federal funds will be provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. The Elwood School District will utilize the funds over a three year period to address learning loss due to the pandemic, and address the academic, social, and emotional needs of students.

The funds have been earmarked for use on a variety of programs, including:

- K-8 Summer Boost program for students performing below grade level standards in ELA and mathematics
- 9-12 Regional Summer School: the district will join the CoSer for summer school through Western Suffolk Boces
- 9-12 Credit Recovery
- Enrichment clubs
- Wellness activities
- Academic support clubs
- Additional teacher assistants for the AIS programs

## **What is Response to Intervention (RtI)?**

Response to Intervention (RtI) is a process used to determine if a student is responding to classroom instruction and progressing as expected.

The assistance provided to students is based on three Tiers of service, as pictured below. Tier I is for all students; Tier II is for students who need additional, supplemental instruction (similar to AIS reading and math services). Tier III is for students who are not responding to Tier II intervention and are in need of a higher level of assistance.

In an RtI process, a student in grades K-4, who is struggling in English Language Arts or Math receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. As shown below, each Tier in RtI provides instruction with increased intensity, which means smaller groups or instructional time, and/or increased focus on specific areas.

RtI focuses on the early prevention of academic difficulty, particularly in the area of reading by:

- ensuring appropriate instruction for all students;
- providing additional levels of instructional assistance (intervention) for students who require support; <http://www.p12.nysed.gov/specialed/RTI/parent.htm>
- monitoring students' progress;

Figure 1: the RtI Tiers, from NYSED, Engage NY:

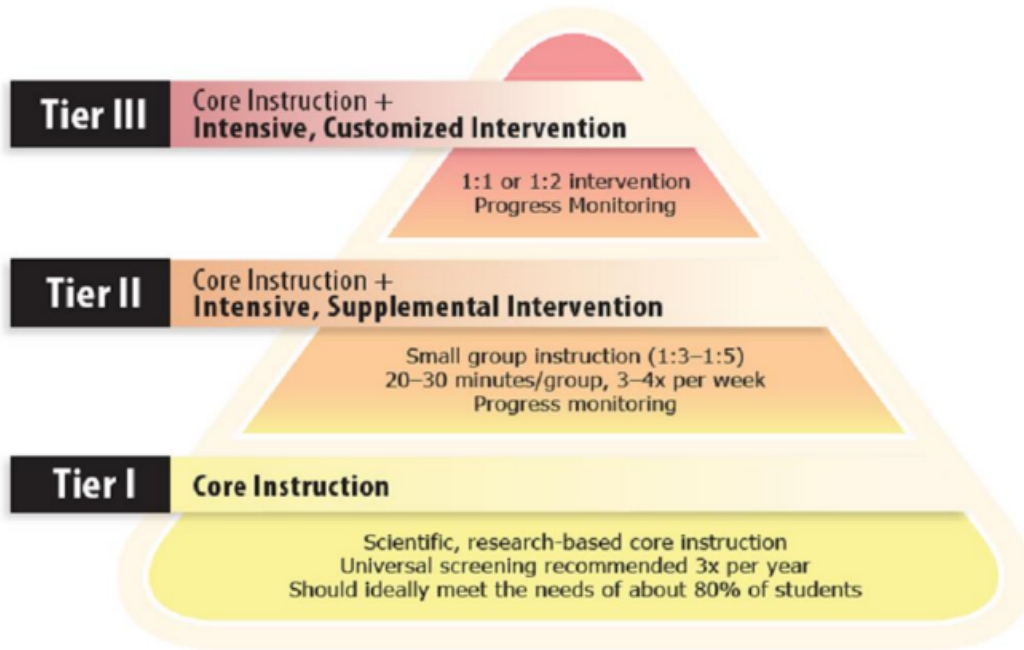
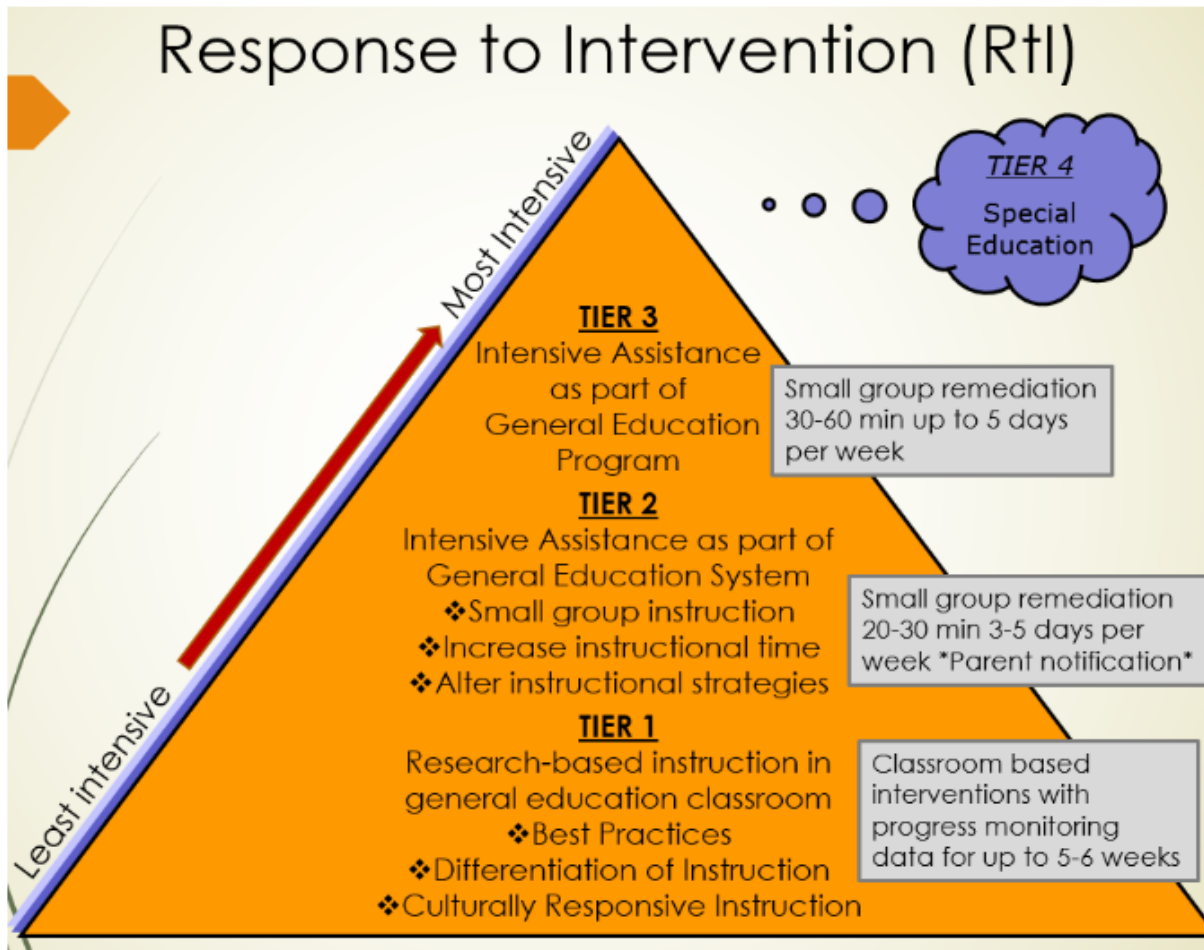


Figure 2: another look at the RtI Tiers,

The RtI tiers of support are considered General Education support services, which should occur prior to referrals to Special Education. Students already receiving English as a New Language or Special Education services, may also qualify for AIS, as those are separate programs. The optimal program for student achievement is assessed on an individual basis.



## **What are Academic Intervention Services (AIS)?**

Academic Intervention Services (AIS) refers to additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the New York State Common Core Learning Standards. AIS is similar to RtI in that students receive supplemental support, and their progress is monitored. AIS support continues through 12th grade; currently RtI regulations define services for grades K-4.

AIS services are intended to assist students who are identified to be at risk of not achieving the New York State Learning Standards in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments and to be college and career ready. AIS also addresses barriers to learning such as attendance and behavior.

AIS include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance.

Section 100.2(ee) of the Commissioner's Regulations requires AIS to be provided to students in Grades 3 - 8 who score below the State designated performance level on one or more of the State elementary assessments in ELA, math or science. NYSED issues a memo in August of each year to identify the specific score that results in required AIS services.

Part 100.2 Regulation:

1. Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2).
2. Academic intervention services are intended to assist students who are at risk of not achieving the State 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.
3. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.



### **Purpose of this Plan**

The RtI & AIS plan addresses barriers to student academic progress, which may include services in areas such as reading, math, guidance, counseling, attendance, and study skills that are needed to support improved academic performance and serve to reduce the barriers to academic progress. The AIS program is distinct from the English as a New Language program and Special Education services. AIS may be offered to students in addition to those programs. based on individual student needs and their overall school program.

The purpose of this plan is to provide a description of academic intervention instructional and support services in the Elwood School District. This description includes:

- Explanation of essential terms for AIS;
- Reference to annual meeting for parents with AIS providers and the Principal;
- The procedures used at each building to determine the need for academic intervention services including:
  - the name of AIS providers, the tools used for Universal Screening and additional screening tools, entrance criteria, frequency and minutes, progress monitoring tools and frequency, and exit criteria;
- Sample letters for communication with parents, from the AIS providers and the Principal, regarding entrance and exit from the program, or progress monitoring for students not currently receiving direct services;
- Description of how progress is reported to parents;

### **Key Terms**

**Sources:** <http://www.rtinetwork.org/glossary>

### **Academic Intervention Services**

Assistance for students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.

These additional general education services include: extra instructional time to help students achieve the learning standards in the subject areas requiring AIS; support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

### **Assessment**

Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

### **Behavior Intervention Plan**

A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

### **Benchmark**

Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard.

### **Curriculum-Based Measurement (CBM)**

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

### **Intervention**

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

### **Norm-Referenced Assessment**

An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group.

### **Parental Engagement**

The meaningful and active involvement of parents and family members in the educational process.

### **Positive Behavior Supports**

Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

### **Problem-Solving Approach to RTI**

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

### **Progress Monitoring**

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

### **Research-based Instruction/Intervention/**

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered "best practice" based on available research and professional literature.

### **Scaffolding**

An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

### **Systematic Data Collection**

Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

**Universal Screening**

**A quick check of all students' current levels of performance in a content or skill area. This is administered two or three times per year.**

**What is Title I**

The schools of Elwood receive Title I funding as part of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Title I funding is designed to support State and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

### **Family Engagement**

Elwood Schools will provide opportunities to improve parent engagement to support student learning. We value the contributions and involvement of parents to establish an equal partnership for the common goal of improving student Achievement. Some of the opportunities for parent involvement include: Title I Parent Meetings scheduled at each building in the fall; PTA events; Curriculum Conversation evenings; and student and parent events at each building.

### **Title I Complaint Procedure**

Any parent or guardian with a concern regarding Title I Services is encouraged to communicate with your child's Title I service provider for a satisfactory resolution.

1. Email or call the teacher providing the AIS or RtI services. Describe the concern and the matter for which you are seeking information or resolution.
2. If the matter is not resolved satisfactorily, contact the Building Principal.
3. If the matter is not resolved satisfactorily, contact the Assistant Superintendent for Curriculum and Instruction (Dr. Maureen Hull, [mhull@elwood.k12.ny.us](mailto:mhull@elwood.k12.ny.us), or 631-266-5400, x1222).
4. If the matter is not resolved satisfactorily, contact the Superintendent of Schools, (Dr. Kenneth Bossert, [kbossert@elwood.k12.ny.us](mailto:kbossert@elwood.k12.ny.us)).

### **Description of RtI/AIS Services by Building:**

<b>Harley Avenue Primary School, Grades K-2</b>			
	<b>Mandatory Reading AIS</b>	<b>OSCAR</b>	<b>Math AIS</b>
<b>Name of Providers</b>	Kelly DiBiase Katie Parker (Grades 1-2)	Kindergarten, Grade 1 and Grade 2 provided by classroom teachers, and Teaching Assistants	To be determined (for grades K-2)
<b>Universal Screening Tools</b>	Fountas & Pinnell Benchmarking Kits, 3rd Ed LLI Running Records I-Ready	Fountas & Pinnell Benchmarking Kits, 3rd Ed	End of year local assessment I-Ready
<b>Additional Screening Tools</b>	Classroom performance, Running Records, IST TC Phonics Assessments	Classroom performance, Running Records, IST TC Phonics Assessments	Classroom performance, unit exams, teacher recommendation,, Fluency Exam, IST
<b>Entrance Criteria</b>	Multiple Measures Any student who is reading below grade level Parent Request	Multiple Measures Any student who is reading on or below grade level Parent Request	Multiple Measures Parent Request
<b>Frequency and minutes</b>	2-5 times a week, 30 minutes each	3x week, 30 minutes	2-5 times a week, 30 minutes each
<b>Progress Monitoring Tools</b>	Observation, Running Records completed by the classroom teacher and/or Reading Specialist informally on a monthly basis. Progress Reports Monitor benchmarks for all students in grades k-2 monthly. I-Ready	Observation, Running Records completed by the classroom teacher and/or Reading Specialist informally on a monthly basis. Progress Reports Monitor benchmarks for all students in grades k-2 monthly. I-Ready	Observation Fluency Exams Unit Exams I-Ready
<b>Exit Criteria</b>	Reading on grade level at the end of the AIS cycle Cycles are usually 6-8 weeks and align with our monthly assessments I-Ready	Reading on or above grade level at the end of the AIS cycle Cycles are usually 6-8 weeks and align with our monthly assessments I-Ready	Fluency Exams Classroom Performance I-Ready
<b>Additional Information</b>	RAZ kids is an online reading program that students have access to 5 days a week from home and school The computer program addresses phonics, fluency and comprehension		
<b>Communication with Parents</b>	Welcome letter to parents, introductory Powerpoint, Meet the teacher night, Harley Avenue School AIS brochure, progress reports and/or phone calls, Parent- teacher conferences		

<b>James H. Boyd Intermediate School, Grades 3-5</b>
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	Reading AIS	Math AIS
<b>Name of Providers</b>	Annemarie Chalao Diane Pramberger Jill Smith	Linda Scotto Joseph Pace
<b>Universal Screening Tools</b>	I-Ready Fountas and Pinnell Benchmarking Kits, 3rd edition	I-Ready
<b>Additional Screening Tools</b>	Classroom performance, Running Records, teacher recommendation, IST	Classroom performance, unit exams, teacher recommendation, IST
<b>Entrance Criteria</b>	Multiple Measures Parent Request  Fountas & Pinnell reading levels below grade level Fall: I-Ready <30%, Spring: I-Ready <30% State Assessment Scores	Multiple Measures Parent Request  Fall: I-Ready <30% Spring: I-Ready <30% State Assessment Scores
<b>Frequency and minutes</b>	Either 2X,3X,4X or 5X weekly for 40 minutes weekly based on student need using pull out or push in models.	Either 2X,3X,4X or 5X weekly for 40 minutes weekly based on student needs using pull out or push in models.
<b>Progress Monitoring Tools</b>	Formal Benchmarks quarterly and on a needed basis. Three trimester I-Ready assessments to show student growth, anecdotal notes on performance	Three trimester I-Ready assessments to show student growth, anecdotal notes on performance.
<b>Exit Criteria</b>	Reading on grade level at the end of the AIS cycle 10 week data review	10 week data review
<b>Additional Information</b>	Independent Reading/Read Aloud extra block- 40 minutes. RAZ kids is an online reading program that students have access to 5 days a week from home and school. The computer program addresses phonics, fluency and comprehension. Just Words Program is offered to students that are having severe decoding difficulties.	Math teachers pull small groups of students, provide individualized support, parallel teaching lessons, and/or team teaches lessons.
<b>Communication with Parents</b>	Welcome letter to parents Introduction Powerpoint Meet the teacher night School AIS brochure Triannual progress reports home Phone calls Parent- teacher conferences	Welcome letter to parents Introduction Powerpoint Meet the teacher night School AIS brochure Triannual progress reports home Phone calls Parent- teacher conferences

ELWOOD UFSD AIS and RtI PLAN

<b>Elwood Middle School, Grades 6-8</b>		
	<b>Reading AIS</b>	<b>Math AIS</b>
<b>Name of Providers</b>	Keri Barozie Nicole Litterello Karen Maggio	Erica Giordano Jessica Hasday Christina Kerensky
<b>Screening Tools</b>	NYSED ELA Assessment, Fountas & Pinnell Benchmarking Kits, Classroom performance, EOY grades, quarterly grades, Teacher Recommendations, I-Ready Benchmarking, IST	NYSED Math Assessment Classroom performance, EOY grades, quarterly grades, Teacher Recommendations, I-Ready Benchmarking, IST
<b>Entrance Criteria</b>	Multiple Measures Parent Request  NYSED-provided scale scores I-Ready < 30%	Multiple Measures Parent Request  NYSED - provided scale scores I-Ready < 30%
<b>Frequency and minutes</b>	Gr. 6: Two to three times a week 46 minutes in a co-teaching model  Gr. 7 & 8: Alternating days for 46 minutes unless otherwise prescribed by the instructional support team  -or-  Daily for 46 minutes in a co-teaching model	Alternating days for 46 minutes unless otherwise prescribed by the instructional support team
<b>Progress Monitoring Tools</b>	Running records, I-Ready, Classroom Assessments	I-Ready, Classroom Assessments
<b>Exit Criteria</b>	10 week data review	10 week data review
<b>Additional Information</b>		AIS services are incorporated into the lab component that all students are enrolled in. The AIS component is provided and monitored by the additional math teacher assigned to the lab period.
<b>Communication with Parents</b>	See Parent Sample Letter	See Parent Sample Letter



<b>Elwood John H. Glenn High School, Grades 9-12</b>			
	<b>Reading AIS</b>	<b>Math AIS</b>	<b>AIS TUTORS SS, Sci, Math, ELA</b>
<b>Name of Providers</b>	Reading Teacher: Erica Andrich Shannon Flores	Math Lab Teacher: Sam Heuer, Brittany Chalmers	AIS Tutors: Serenna Yanofsky (Math) (Social Studies) Linda Doyle (Science) Danielle Scarola (ELA)
<b>Screening Tools</b>	Gr 9: NYSED ELA Assessment, May classroom performance, IST discussion Gr 10 - 12: Final/Regents exam grades, classroom performance, IST discussion	Gr 9: NYSED Math Assessment, May Classroom performance, Final exam grades, IST discussion Gr 10 - 12: Final/Regents exam grades, classroom performance, IST discussion	Guidance and teacher recommendation based on Regents scores and quarterly report cards, IST discussion.
<b>Entrance Criteria</b>	Received a level 1 on the Grade 8 ELA Exam Received a mid to low level 2 on the Grade 8 ELA Exam Did not receive a passing grade in English Recommended by prior or current teachers (ELA, Reading, Guidance) Received ELA/AIS Support in prior years Failed the ELA Regents	Received a level 1 on the Grade 8 Math Exam Received a mid to low level 2 on Grade 8 Math Exam Did not receive a passing grade in Math, or struggles to maintain a passing grade. Recommended by prior or current teachers Received Math/AIS Support in prior years Failed a Math Regents exam	Students who have failed a Regents exam or a course the previous school year. Students who have failed a major academic subject for the quarter during the current school year (Tier 1 Credit Recovery). Students who struggle to maintain a passing grade in a specific content area. Students with an incomplete, which was issued for missing work.
<b>Frequency and minutes</b>	Alternating days or every day for 44 minutes. (depending on the student)	Alternating days or every day for 44 minutes. (depending on the student)	Alternating days or every day for 44 minutes. (depending on the student)
<b>Progress Monitoring Tools</b>	Formal and informal reading comprehension assessments, academic progress, course grade, IST meetings.	Formal and informal coursework assessments, academic progress in Math, and IST meetings.	AIS teachers monitor progress and attendance. Guidance counselors check regents scores, quarterly failure reports, AIS attendance and Credit Recovery data.. Formal and informal assessments, academic progress, course grades, IST meetings.
<b>Exit Criteria</b>	Passing the Regents Examination in ELA.	Passing a regents exam in January or in June/August (so long as there is no qualitative data that supports the need for AIS the following year).	Passing a regents exam in January or in June/August (so long as there is no qualitative data that supports the need for AIS the following year). Completion of incomplete, missing, or Tier 1 Credit Recovery work as per the teacher of record. Satisfactory progress towards improvement.
<b>Additional Information</b>	Informational brochure is included within this document.	Informational brochure is included within this document.	Informational brochure is included within this document.
<b>Communication with Parents</b>	Parent presentation, parent brochure, Parent Portal, progress reports, report card comments, teacher and counselor updates.	Parent presentation, parent brochure, Parent Portal, progress reports, report card comments, teacher and counselor updates.	Parent presentation, parent brochure, Parent Portal, progress reports, report card comments, teacher and counselor updates.

**SAMPLE PARENT LETTER**

**John H. Glenn HS**

- **Letter below is specific to our AIS Center for support**

**Elwood, John H. Glenn High School - AIS Center**

Elwood-John H. Glenn High School  
AIS

Dear Parent(s)/Guardian(s):

Your child, \_\_\_\_\_, has been referred to the Academic Intervention Services program (A.I.S.) in { insert subject}. This program is designed to provide additional support in specific content areas and is located in room 115.

Please sign below and **have your child bring this form to the A.I.S. room.** At that time, we will discuss a convenient period to meet since A.I.S. isn't currently programmed into your child's schedule. If you have any questions or concerns, please feel free to email me at [pmanniello@elwood.k12.ny.us](mailto:pmanniello@elwood.k12.ny.us). I look forward to a productive and successful year.

**Reason for Referral:**

Sincerely,

AIS Teacher

I have received the information regarding A.I.S. for my son/daughter.

\_\_\_\_\_  
Parent Signature

**FOR TEACHER USE ONLY**

Services Scheduled On:

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M, W, F	T, R	Everyday	A Days	B Days				
During Period								
1	2	3	4	5	6	7	8	9
Academic Intervention Services (A.I.S.)								

**QUESTIONS?**

**Contact Dr. Maureen Hull,  
Assistant Superintendent for Curriculum & Instruction  
[mhull@elwood.k12.ny.us](mailto:mhull@elwood.k12.ny.us)  
631-266-5400, x 1222**

**Or the Building Principal**

Building Principals

Elissa Millan, Harley Avenue Primary School, [emillan@elwood.k12.ny.us](mailto:emillan@elwood.k12.ny.us)  
Denise Toscano, Ed.D., Boyd Intermediate School, [dtoscano@elwood.k12.ny.us](mailto:dtoscano@elwood.k12.ny.us)  
Christina Moran, Ed.D., Elwood Middle School, [cmoran@elwood.k12.ny.us](mailto:cmoran@elwood.k12.ny.us)  
Carisa Burzynski, John H. Glenn High School, [cburzynski@elwood.k12.ny.us](mailto:cburzynski@elwood.k12.ny.us)