Huntington Union Free School District

RtI/AIS Plan
2013/14 School Year

The Huntington Union Free School District, in compliance with federal and state statutes and regulations does not unlawfully discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status or disabilities. This statement of nondiscrimination includes policies, practices, activities, educational programs, placement or employment.

Introduction

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations which require districts to provide Academic Intervention Services to students scoring below the state designated performance level on state assessments and/or who may be at risk of not achieving the New York State learning standards.

Academic Intervention Services (AIS) (C.R.R.100.1g) are services designed to assist students to achieve the New York State learning standards in English/Language Arts and mathematics in grades K-12, and science in grades 4-12. These services are provided to students as follows:

> ➢ Additional instruction that supplements the regular classroom instruction and/or
> ➢ Student support services needed to improve academic performance

Eligibility for Academic Intervention Services/Response to Intervention:
Commissioner's Regulations 100.2 (ee) (1), (2), and (3); and 100.2(ee)(7) and 100.2(ii)

Students eligible for AIS or RtI, including those with disabilities and/or limited English proficiency, are:

> ➢ those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, and science; and the AIMSweb benchmark assessments in grades K-6
> ➢ those at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-3 students who lack reading readiness; and
> ➢ LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

The intensity of such support may vary, but must be designated to respond to students' needs as indicated through State assessment results and/or the district-approved procedure identified for each grade level.

In accordance with state guidelines, a district plan has been created that establishes the Academic Intervention and Response to Intervention Services available to students as outlined by grade level in district plan are:

> ➢ Push-in/pull-out instruction
> ➢ Saturday programs
> ➢ After School and/or Summer support programs

- ➢ Differentiated instructional strategies
- ➢ Small group support classes
- ➢ Supportive reading/Corrective or Horizons/ ERI/READ 180
- ➢ Labs/ extra help/tutorial classes

As determined by the building professionals, additional Academic Intervention and Response to Intervention Services may be provided to any student individually or in small groups. These additional services may include, but are not limited to:

- ➢ Physiological services
- ➢ Nursing services
- ➢ Counseling services
- ➢ Social Work services
- ➢ Support with attendance issues

Students may receive one or a combination of the services outlined. In each situation, student progress is monitored. This information will be tracked as students move from one level to the next. Throughout this process, the schools will regularly communicate with parents.

Response to Intervention and Academic Intervention Services Plan

The following Response to Intervention and Academic Intervention Services Plan is designed to support students in meeting the New York State learning standards.

Primary Schools K-4

Criteria for Eligibility

The following criteria are used to determine a student's eligibility to receive TIER II or TIER III Services:

1. **First**, **second** or **third** grade students are identified based upon the following assessments:

   a. Classroom performance and/or teacher recommendation
   b. AIMSweb Test of Early Literacy Skills (TEL) and the Reading-Curriculum Based Measure (R-CBM), and the Math Computation (M-Comp) assessment from the Spring benchmark, where students were WELL-BELOW on either the Test of Early Literacy Skills or R-CBM or M-Comp.
   c. Treasures Reading Program Assessments, math assessments from Go Math.
   d. **4th Grade students only** – the results from the NYS Grade 3 ELA and Math Assessment.

Grade 4 students who scored at a level 2 or 1 on the grade 3 NYS assessments:

- whose scale score was *below* 299 in ELA or 293 on the Math assessment may be considered for interventions at TIER II, or TIER III if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.
- whose scale score was at or *above* 299 in ELA or 293 on the Math assessment may be monitored at TIER I if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.

2. The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).

3. The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either TIER II or TIER III services.

Intervention (RtI) Services Provided

The following RtI Services are available to primary level students:

1. The classroom teacher may use scientifically-based research strategies that promote academic improvement for those students at TIER I being monitored. The reading and/or AIS Math staff may provide support to students in the form of push-in/pull-out instruction which includes the resources of the Horizons or Corrective Reading programs which are scientifically-based research programs.

2. The ESL students receive instruction from a specialist in small group classes.

Student response to intervention is monitored through AIMSweb on a weekly, bi-weekly or monthly basis to ensure students' are making improvements in ELA and/or math. This information will be shared with the academic support staff at the intermediate schools.

Exit Criteria

The student will be exited from the program if the following criteria are satisfied:

- The classroom and academic support teachers will collaborate to determine if the student is eligible to be existed from the program if the data from various sources and anecdotal evidence supports movement from one TIER to the next.

Intermediate Schools (5-6)

Criteria for Eligibility

The following criteria are used to determine a student's eligibility to receive TIER II or TIER III Services:

1. **Fifth** and **sixth** grade students are identified based upon the following assessments:

   a. Classroom performance and/or teacher recommendation
   b. AIMSweb Reading-Curriculum Based Measure (R-CBM), and the Math Computation (M-Comp) assessment from the Spring benchmark, where students were WELL-BELOW on either the Test of Early Literacy Skills or R-CBM or M-Comp.
   c. Treasures Reading Program Assessments, math assessments from Go Math.
   d. The results from the NYS Grade 4 and 5 ELA and Math Assessment

Grade 5 students who scored at a level 2 or 1 on the grade 4 NYS assessments:

- whose scale score was ***below*** 296 in ELA or 284 on the Math assessment may be considered for interventions at TIER II, or TIER III if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.
- whose scale score was at or ***above*** 296 in ELA or 284 on the Math assessment may be monitored at TIER I if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.

Grade 6 students who scored at a level 2 or 1 on the grade 4 NYS assessments:

- whose scale score was ***below*** 297 in ELA or 289 on the Math assessment may be considered for interventions at TIER II, or TIER III if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.
- whose scale score was at or ***above*** 297 in ELA or 289 on the Math assessment may be monitored at TIER I if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.

2. The student whose second language is English is identified based upon his/her performance on the NYSESLAT.

3. The student who has not yet satisfied the exit criteria as outlines in this plan is eligible to receive Academic Intervention Services.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to intermediate level students:

1. The academic support staff provides services to identified students in grades 5-6 in the form of pull-out/push-in instruction.

2. The intense reading services of READ 180, Horizons and Corrective Reading will be provided to students who qualify based on a placement test. READ 180 is provided 5 days a week for two 45-minute periods. Horizons and Corrective Reading services are provided to students five days a week for a minimum for 45 minutes in a small group.

3. The ESL student will receive instruction from a specialist in small group classes.

Student response to intervention is monitored through AIMSweb on a weekly, bi-weekly or monthly basis to ensure students' are making improvements in ELA and/or math. This information will be shared with the academic support staff at the intermediate schools.

Exit Criteria

A student's movement back a TIER will occur if the following criteria are satisfied:

- The classroom and academic support teachers will collaborate to determine if the student is eligible to move to either TIER II if in TIER III; or from TIER II to TIER I if the data from various sources and anecdotal evidence supports movement from one TIER to the next.

Middle School (7-8)

Criteria for Eligibility

The following criteria are used to determine a student's eligibility to receive Academic Intervention Services:

1. **Seventh** and **eighth** grade students are identified based upon the following assessments:

   a. Classroom performance and/or teacher recommendation
   b. Curriculum Associates i-Ready Assessments in English Language Arts and Math
   c. The results from the NYS Grade 6 and 7 ELA and Math Assessment

Grade 7 students who scored at a level 2 or 1 on the *grade 6* NYS assessments:

- whose scale score was *below* 297 in ELA or 289 on the Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or *above* 297 in ELA or 289 on the Math assessment may be monitored by the classroom teacher to ensure student is making progress in the subject area.

Grade 8 students who scored at a level 2 or 1 on the *grade 7* NYS assessments:

- whose scale score was *below* 301 in ELA or 290 on the Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or *above* 301 in ELA or 290 on the Math assessment may be monitored by the classroom teacher to ensure student is making progress in the subject area.

2. The student whose second language is English is identified based upon his/her performance on the NYSESLAT.

3. The student who has not yet satisfied the exit criteria as outlines in this plan is eligible to receive Academic Intervention Services.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to middle level students:

1. The academic support staff provides services to identified students in grades 7-8 during scheduled periods within the students' schedule.

2. The intense reading services of READ 180 and Corrective Reading will be provided to students who qualify based on a placement test. READ 180 is provided 5 days a week for two 45-minute periods. Corrective Reading services are provided to students five days a week for a minimum for 45 minutes in a small group.

3. The ESL student will receive instruction from a specialist in small group classes.

Students' progress is continually monitored by their classroom teacher(s), AIS service provider, guidance counselor and the building principal to ensure students are making the expected progress given the level of services being provided to them.

Exit Criteria

A student may exit AIS at the middle level after successfully achieving proficiency on the next regularly scheduled NYS assessment in English Language Arts and/or Math.

High School (grade 9)

Criteria for Eligibility

The following criteria are used to determine a student's eligibility to receive Academic Intervention Services:

1. **Ninth** grade students are identified based upon the following assessments:

   a. Classroom performance and/or teacher recommendation
   b. Curriculum Associates i-Ready Assessments in English Language Arts and Math
   c. The results from the NYS Grade 8 ELA and Math Assessment

Grade 9 students who scored at a level 2 or 1 on the *grade 8* NYS assessments:

- whose scale score was *below* 302 in ELA or 293 on the Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or *above* 302 in ELA or 293 on the Math assessment may be monitored by the classroom teacher to ensure student is making progress in the subject area.

  2. The student whose second language is English is identified based upon his/her performance on the NYSESLAT.

  3. The student who has not yet satisfied the exit criteria as outlines in this plan is eligible to receive Academic Intervention Services.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to middle level students:

  1. The academic support staff provides services to identified students in grade 9 during scheduled periods within the students' schedule.

  2. The reading services will be provided to students who qualify based on teacher recommendation/results of grade 8 assessments and a review of students academic performance by the high school reading staff. Reading services are provided to students five days a week for a minimum for 45 minutes in a small group.

  3. The ESL student will receive instruction from a specialist in small group classes.

Students' progress is continually monitored by their classroom teacher(s), AIS service provider, guidance counselor and the building principal to ensure students are making the expected progress given the level of services being provided to them.

Exit Criteria

A student may exit AIS at the high school level after successfully achieving proficiency on the next regularly scheduled NYS assessment in English Language Arts and/or Math and/or performance in their English and/or math class.