



***Huntington Union Free School District  
Response to Intervention/AIS Plan  
2020-2021 School Year***

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# *Introduction*

In July 2016, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations, which requires 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) (CRR100.2) 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, science and the AIMSweb Plus benchmark assessments in grades K-8
- 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 and math readiness
- English Language Learners 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. The district plan services are:

- Push-in/pull-out instruction
- After School and/or Summer support programs
- Differentiated instructional strategies

- Small group support classes
- Supportive Reading/Corrective or Horizons/Leveled Literacy Intervention/Double Dose Foundations/Just Words/READ 180/Do the Math/Do the Math Now
- 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.

**\*\* Due to the COVID-19 Pandemic and school related closures, the New York State Assessments in grades 3-8 were not administered in the 2019-2020 school year. Therefore, we will utilize AIMSweb assessment data, classroom assessment data, benchmarking data and teacher recommendations to make determinations for AIS services for the 2020-2021 school year.**

# ***Response to Intervention (RtI) and Academic Intervention Services (AIS) 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 (Grades K-3)**

### **Criteria for Eligibility**

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

**Kindergarten, first, second or third** grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation
- b) AIMSweb Plus Test of Early Literacy Skills (TEL), Reading-Curriculum Based Measure (R-CBM), MAZE and the Test of Early Numeracy (TEL), Math Computation (M-Comp) and MCAP assessment where students were WELL-BELOW
- c) Journeys Reading Program Assessments, NYS Math Module Assessments.

### **English Language Learners in first, second, or third grade:**

- The above-mentioned criteria
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

### **Intervention (RtI) Services Provided**

The following RtI Services are available to primary level students:

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

Horizons, Guided Reading, Double Dose, Leveled Literacy Intervention, Read 180 and/or Do the Math which are scientifically-based research programs.

2. ELLs receive instruction from a specialist in small group classes utilizing guided reading materials and/or Leveled Literacy Intervention (LLI) based on students' benchmarked levels.

Student response to intervention is monitored through AIMSweb Plus on a weekly or bi-weekly 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 exited from the program based on the data from various sources and anecdotal evidence that supports movement from one TIER to the next.

## **Intermediate Schools (Grades 4-6)**

### **Criteria for Eligibility**

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

**Fourth, Fifth** and **sixth** grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation.
- b) AIMSweb Plus Reading-Curriculum Based Measure (R-CBM), MAZE and the Math Computation (M-Comp) and MCAP assessment from the Spring benchmark, where students were WELL-BELOW.
- c) Journeys Reading Program Assessments, math module assessments or Glencoe Assessments (grade 6).

### **English Language Learners in fourth, fifth, or sixth grade:**

- The above-mentioned criteria
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.

- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

### **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 4-6 in the form of pull-out/push-in instruction.
2. The intense reading services of READ 180, Leveled Literacy Intervention, Just Words 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 40-minute periods. Leveled Literacy Intervention, Just Words, Horizons and Corrective Reading services are provided to students five days a week for a minimum of 40 minutes in a small group. Do the Math is provided 5 days a week for 40 minutes per day.
3. The ELL student will receive instruction from a specialist in small group or push-in sessions.

Student response to intervention is monitored through AimsWeb Plus 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, ENL 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:

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

- a) Classroom performance and/or teacher recommendation
- b) AimsWeb Plus
- c) Benchmark assessments

**English Language Learners in seventh or eighth grade:**

- The above-mentioned criteria
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and intervention matches the language(s) used for core instruction.

**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, which include ELA and Math lab two-three times per week for 42 minutes per session. Reading support is also an option for students who require services 2-3 times per week for 42 minutes per session.
2. The intense reading services of READ 180 will be provided to students who qualify based on a placement test. READ 180 is provided 5 days a week for two 42-minute periods. Small group reading support is also provided to students 5 times per week for 42 minutes per session, for those who require this level of support.
3. The ELL student will receive instruction from a specialist in small group classes.

Student progress is continually monitored by his/her 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 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.

## **High School (grade 9)**

### **Criteria for Eligibility**

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

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

- a) Classroom performance and/or teacher recommendation
- b) The results of the grade 8 AimsWeb Plus data
- c) The results from eighth grade benchmark assessments

### **English Language Learners in ninth grade:**

- The above-mentioned criteria
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and intervention matches the language(s) used for core instruction.

### **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 which include ELA and Math lab two-three times per week for 41 minutes per session. Reading support is also an option for students who require services 2-3 times per week for 41 minutes per session.
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 41 minutes in a small group.

3. The ELL student will receive instruction as per Part 154 regulations.

Student progress is continually monitored by his/her classroom teacher(s), AIS service provider, guidance counselor, ENL teacher 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.