



Huntington Union Free School District Response to Intervention/AIS Plan 2022-2023 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.

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 (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, Reveal Math Assessments

English Language Learners in first, second, or third grade are identified based upon the following:

- 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, Wilson Language Foundations Double Dose, Leveled Literacy Intervention, Georgia Numeracy Project, and/or Do the Math Now which are scientifically-based research programs.
2. English Language Learners will receive instruction as per Part 154 regulations.

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, Reveal Math Assessments or Glencoe Assessments (grade 6).
- d) Results from the NYS Grade three-five ELA and Math Assessments.
- e) 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 from the prior year.

English Language Learners in fourth, fifth, or sixth grade are identified based upon the following:

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

Grade 4 students:

- whose scale score was ***below*** 592 on the grade 3 NYS ELA assessment or 593 on the grade 3 NYS 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*** 592 on the ELA assessment or 593 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 5 students:

- whose scale score was ***below*** 593 on the grade 4 NYS ELA assessment or 595 on the grade 4 NYS 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*** 593 on the ELA assessment or 595 on the Math assessment may be monitored at TIER I if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.
 1. The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
 2. 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.

Grade 6 students:

- whose scale score was ***below*** 601 on the grade 5 NYS ELA assessment or 598 on the grade 5 NYS 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 601 on the ELA assessment or 598 on the Math assessment may be monitored at TIER I if other data, such as classroom performance and AIMSweb Spring benchmarks, support such placement.
 1. The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
 2. 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 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, System 44, 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, 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 and the Georgia Numeracy Project is provided 2 days a week for 40 minutes per day.
3. English Language Learners will receive instruction as per Part 154 regulations.

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) iReady Assessments
- c) Benchmark assessments
- d) Results from the NYS Grade sixth and seventh ELA and Math Assessments.
- e) 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 from the prior year.

English Language Learners in seventh or eighth grade are identified based upon the following:

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

Grade 7 students:

- whose scale score was ***below*** 596 on the grade 6 NYS ELA assessment or 598 on the grade 6 NYS Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or ***above*** 596 on the ELA assessment or 598 on the Math assessment may be monitored by the classroom teacher to ensure the student is making progress in the subject area.
 1. The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
 2. 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.

Grade 8 students:

- whose scale score was ***below*** 599 on the grade 7 NYS ELA assessment or 599 on the grade 7 NYS Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or ***above*** 599 on the ELA assessment or 599 on the Math assessment may be monitored by the classroom teacher to ensure student is making progress in the subject area.

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. English Language Learners will receive instruction as per Part 154 regulations.

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 iReady data
- c) The results from eighth grade benchmark assessments
- d) Results from the NYS Grade Eight ELA and Math 8/Algebra Assessments.
- e) 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 from the prior year.

English Language Learners in ninth grade are identified based upon the following:

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

Grade 9 students:

- whose scale score was ***below*** 593 on the grade 8 NYS ELA assessments or 603 on the grade 8 NYS Math assessment will be scheduled for a support class in each subject when the criteria is met.
- whose scale score was at or ***above*** 593 on the ELA assessment or 603 on the Math assessment may be monitored by the classroom teacher to ensure student is making progress in the subject area.

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. English Language Learners 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.