

2024-2026

AIS/RTI PLAN

Academic Intervention Services
&
Response to Intervention

for the

Susquehanna Valley Central School District



Submitted to the Board of Education for Approval:
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Academic Intervention Services Plan

Table of Contents

<u>SECTION I:</u>	INTRODUCTION	page 3
<u>SECTION II:</u>	PROCESS USED TO DETERMINE AIS NEED – CRITERIA FOR ELIGIBILITY	pages 4-5
<u>SECTION III:</u>	COMPONENTS OF AIS	page 5
<u>SECTION IV:</u>	ACADEMIC AND SUPPORT SERVICES PROVIDED BY THE DISTRICT	pages 6-7
<u>SECTION V:</u>	CRITERIA FOR BEGINNING, CONTINUING, AND ENDING SERVICES	page 8
<u>SECTION VI:</u>	PLAN FOR PARENTAL CONTACT AND INVOLVEMENT	page 8
<u>SECTION VII:</u>	PROVISION FOR MANAGEMENT AND COORDINATION OF SERVICES	page 9
<u>SECTION VIII:</u>	RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT AND WORK PLAN	page 9
<u>SECTION IX:</u>	SUMMARY	pages 10-14

ACADEMIC INTERVENTION SERVICES PLAN

SECTION I: INTRODUCTION

The Susquehanna Valley Central School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of Section 100.2 of the Commissioner's Regulations. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on data analysis of multiple measures so that they may be successful in meeting the New York State Next Generation Learning Standards and NYS Science and Social Studies Learning Standards.

Additionally, the district has chosen to integrate the Response to Intervention (RTI) plan with the AIS requirements in order to provide a cohesive system of interventions. Our district will implement RTI in conjunction with the delivery of AIS services. RTI focuses on curriculum-based screening, skill deficit identification, targeted strategies, a variety of evidence-based interventions, and frequent progress monitoring. Both RTI and AIS are intended to supplement the instruction provided by the general curriculum and to assist students in meeting the NYS Next Generation Learning Standards and NYS Science and Social Studies Learning Standards.

The skill specific interventions provided through AIS are Tier 2 and Tier 3 RTI interventions designed to help students achieve the Next Generation Learning Standards in English Language Arts and Mathematics in grades K-12 and Science and Social Studies in grades 4-12. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students and shall be consistent with the student's individualized educational program.

Our AIS/RTI plan includes:

- Entrance criteria and provisions of service
- Range of supports available in a multi-tiered model
- Parent notification
- Intensity and progress monitoring documentation
- Exit criteria

SECTION II: PROCESS USED TO DETERMINE AIS NEED – CRITERIA FOR ELIGIBILITY

*** In years where state assessments are not administered, the District will utilize two or more local measures to determine eligibility for AIS services.**

The following NYS assessment* criteria will be used in determining eligibility:

- Students in Grades 4**-8 are required to receive AIS if:
 - They score below Designated Performance Level on Elementary or Intermediate State assessments in ELA, Mathematics, Science
and
 - They score below the defined proficiency level on local benchmark assessments
- Students in Grades 9-12 are required to receive AIS if:
 - They score below Designated Performance Level on Intermediate State assessments in ELA, Mathematics, Science
or
 - They score below the approved passing grade on any Regents exam required for graduation in ELA, Mathematics, Science, Social Studies

The following local criteria will be used in determining eligibility:

- Classroom-based Measures:
- Diagnostic Assessments
- Early Reading/Literacy Assessments
- Subject Skill, Concept, Knowledge Assessments
- Assessment Portfolios

Review of Grade Level & Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment or similar assessment tool
- Assessment of students' instructional and independent reading levels
- iReady ELA and Math
- Curriculum Based measures
- Standardized Criterion Referenced Tests

Review of Classroom Performance (RTI Teams, Grade Level Team, Professional Learning Communities)

- Participation, class work, homework
- Report Card Grades
- Student Performances/Demonstrations
- Student Records

Review of Social and Emotional Needs Impacting Student Academics

Local criteria will be used to determine eligibility for students who are determined to be at risk of not meeting State Standards. Therefore, the eligibility will be based on criteria established by the district. The district procedures will always be used when a student is absent for or refuses all or part of a State assessment, or when a student transfers from out-of-state or the country. Eligibility and implementation of services will be directed by the school's principal.

** In 2023, the NYS Science Assessment will only be administered to students in grade 8; in 2024, the NYS Science Assessment will be administered to students in grades 5 and 8.

SECTION III: COMPONENTS OF AIS

Supplemental Instruction

- Additional time for focused instruction
- Staffing/scheduling to increase student-teacher instructional contact time

Intervention Strategies to Enhance Student Performance

- Differentiated instructional methods
- Modified student performance products
- Instructional Resources (LLI, Read Naturally, Orton Gillingham)

Student Support Services

- Counseling (School Counselors, Psychologists, Social Workers)
- Study skills
- Attendance improvement
- Health/Wellness
- Referral for community agency support as eligible
- Limited English Proficiency (LEP)/English as a New Language (ENL) services
- Progress Monitoring

Determining Eligibility

- Entrance Criteria: Data indicates the student is at risk of not meeting State Learning Standards and/or local assessments – the student will need AIS.
- Exit criteria: Data indicates the student is likely to meet State Learning Standards based on State and/or local assessment– the student will no longer need AIS.

SECTION IV: ACADEMIC AND SUPPORT SERVICES PROVIDED BY THE DISTRICT

The Susquehanna Valley CSD will provide Academic Intervention Services (AIS) in the area of English Language Arts, Reading, Mathematics, Science, and Social Studies. Decisions related to the frequency, intensity, duration, and method of service will be based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work in collaboration in making appropriate educational decisions for all students.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved benchmarks. Additionally, Limited English Proficient (LEP) /English as a New Language (ENL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This plan is intended to describe services for students in the district in grades K- 12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved criteria
- Staffing implications, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS

Ongoing oversight, monitoring, and review will be conducted by the building RTI Teams, the building principals, the Assistant Superintendent of Schools, and the Board of Education. The district utilizes the Multi-Tiered System of (MTSS) as the foundation of the the RTI process.

MTSS Problem-Solving Approach



The Multi-Tiered System of Supports (MTSS) is comprised of the following processes:

- Identify barriers to student success within building, grade levels, and curriculum areas
- Use data to analyze the possible reasons that students are having difficulty
- Review existing resources, strategies, and methods for meeting diverse student needs to develop a plan to address the needs
- Provide targeted interventions and associated assessments on a frequent and consistent basis
- Evaluate the effectiveness of the team's work and plan for further improvement
- Identify systemic or individual staff needs to improve instruction and interventions

PLANNED INTERVENTION ACTIONS

- Scheduling options including additional class time (extended courses)
- Co-teaching (blended classrooms)
- Individualized Instruction
- Small Group Instruction
- Early Intervention
- Educationally Related Support Services
- Student Learning Profiles

COORDINATION OF SERVICES, BASED ON INDIVIDUAL NEED, COULD INCLUDE:

- Attendance Concerns
- Discipline Concerns
- Family-related Issues
- Health-related Issues
- Nutrition-related Issues
- Mobility/transfer Issues

Additionally, in appropriate circumstances, students in grades K-12 may be referred to one or more outside agencies for additional support and/or assistance.

SECTION V: CRITERIA FOR BEGINNING, CONTINUING AND ENDING SERVICES

BEGINNING

See Section II: Process Used to Determine AIS Need – Criteria for Eligibility.

CONTINUING

Student progress reports will document the progress of all students receiving AIS. Student AIS reports will be sent to parents, at least quarterly, to describe the nature and intensity of the service provided, how the service was provided and by whom, and the reason for continuation or discontinuation of Academic Intervention Services. The intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided at each tier. Students with the greatest need would receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with minimal needs may only require monitoring.

ENDING

Academic Intervention Services will end when the student has successfully attained the district standards according to state and/or district criteria.

SECTION VI: PLAN FOR PARENTAL CONTACT AND INVOLVEMENT

PROCEDURES FOR PARENT NOTIFICATION The building principal (or designee) will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. The reason(s) for AIS will be reviewed. If the student does not meet targeted performance indicators on the state assessments or local indicators, AIS would continue the next year.

An annual information meeting is provided to parents. This meeting includes an overview of AIS/RTI services available.

Parents will also be kept apprised of their child's progress through written reports, parent conferences and/or consultations, and will be given suggestions for working with the student at home. The teacher, and/or other building professional(s) providing AIS services to the student will be responsible for the above-required communications with parents.

When AIS is discontinued, the parent will be notified in writing that the services will be ending, and the criteria for ending services will be stated.

SECTION VII: PROVISION FOR MANAGEMENT AND COORDINATION OF SERVICES (Record keeping, timelines, roles and responsibilities, monitoring, etc.)

DATA ANALYSIS Student data from state and local assessment instruments are reviewed regularly by district leadership teams. Current and longitudinal data are also analyzed to determine academic needs and inform instruction.

PROCESS AND TIMELINE Academic Intervention Services may start any time but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

Monitoring of student progress is ongoing. The building principal is responsible for monitoring and documenting the progress of the students in his/her building.

All students are eligible for all intervention tiers based on need and present levels of performance. Students who presently receive special education or AIS services may receive services on various tiers at various times based on level of need and disability. Students who are not classified should progress through all three tiers with appropriate documentation prior to CSE referral. Documentation is required to demonstrate educational progress in the core curriculum with interventions in place.

SECTION VIII:

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT AND WORK PLAN

- Staff development on AIS, Differentiated Instruction, and Response to Intervention
- Present district AIS and RTI procedures at faculty meetings, grade level meetings, department meetings, PLCs, and building level AIS meetings
- Continue training on the report capabilities in ClearTrack RTI Edge
- Continue training staff to use diagnostic assessments and instructional resources
- Continue consistent practices among RTI Teams
- Provide training on data instruments and dashboards

SUMMARY:

In order to provide a comprehensive educational program, the Susquehanna Valley School District is committed to providing Academic Intervention Services. These services are not "cookie-cutter, one-size-fits-all" services. Rather, they reflect the district's commitment to thoughtful analysis of multiple measures of student performance and participation of a variety of educators in defining services that will best meet the needs of that child.

Services, however, are only as effective as the knowledge and skills of our educators. We are committed to developing quality "first teaching" that will prevent failure. This will be accomplished through a carefully articulated curriculum, on-going support for the implementation of effective instructional strategies, and through the design and implementation of diagnostic assessments.

Finally, the district will provide opportunities for staff and administration to analyze data to determine the efficacy of the program.

A committee of teachers, administrators, and the superintendent and/or his/her designee will analyze the data of student performance to review the effectiveness of the program offered. Recommendations will be made for the need for additional assessment, instructional, and support services. Recommendations will be provided to the Board of Education for their consideration, as needed.

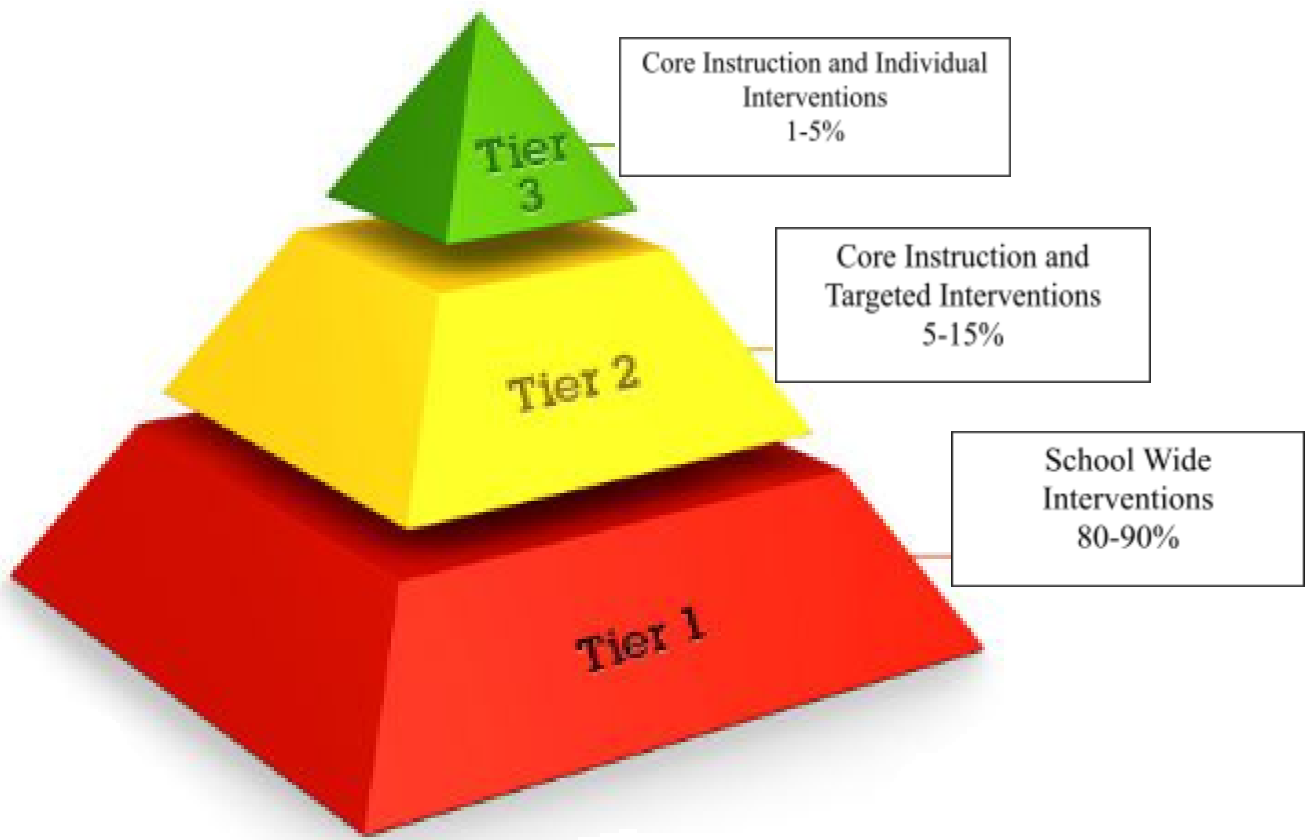
POSSIBLE RANGE OF ACADEMIC INTERVENTION (see 3 tiers on pages 11-15)

- Scheduling options including additional class time (extended courses)
- Co-teaching (blended classrooms)
- Individualized Instruction
- Small Group Instruction
- Technology based supports
- Early Intervention
- Educationally Related Support Services
- Student Learning Profiles

COORDINATION OF SERVICES, BASED ON INDIVIDUAL NEED, COULD INCLUDE:

- Attendance Concerns
- Discipline Concerns
- Family-related Issues
- Health-related Issues
- Nutrition-related Issues
- Mobility/transfer Issues

Additionally, in appropriate circumstances, students in grades K-12 may be referred to one or more outside agencies for additional support and/or assistance.



TIER 1 INTERVENTIONS

TIER 1	<p>Research-based instruction in the general education setting</p> <p>Approximately 80% of all students should make adequate progress at the Tier 1 level</p>
Program Description	<p>Tier 1 is designed to successfully provide research-based instruction to all students</p> <ul style="list-style-type: none"> ● Students receive high quality differentiated instruction in the general education setting ● General education instruction is research based ● General education instructors and staff assume an active role in the student's assessment of the curriculum. ● School staff conducts universal screenings
Provider/ Case Manager	Highly qualified general education teacher
Entrance Criteria for Tier 1 Interventions	All students in general education
Frequency/ Structures	<p>In general education setting, no pull out</p> <p>Flexible groupings based on teachers' data</p>
Strategies	<p>Small groups based on instructional skill level within the general education classroom</p> <p>Standards-based and research-based instruction</p> <p>Peer support</p> <p>Differentiated instruction</p> <p>Instructional/environmental accommodations</p> <ul style="list-style-type: none"> ● Classroom management plan
Assessments	<p>Assessment of skills to determine skill deficits:</p> <ul style="list-style-type: none"> ● Benchmark testing ● Universal screening ● Daily assessments, quizzes, tests ● Assessment of skill deficit ● Running records ● Curriculum Based Measures ● Formal reporting to parents on skill progress will be quarterly ● Teacher observation with anecdotal notes ● Documentation of management strategies
Outcomes	<p>Student has made adequate progress or</p> <p>Student moves to Tier 2 based on lack of adequate skill progress</p>

TIER 2 INTERVENTIONS

TIER 2	<p>Intervention and support outside general education classroom</p> <p>Will provide for increasing duration and frequency of interventions</p> <p>Approximately 5%-15% of all students do not respond to Tier 1 instruction and therefore require a higher level of support that is provided at Tier 2</p>
Program Description	<p>Tier 2 is designed to successfully provide for the instructional and behavioral needs of struggling students by providing supplemental instruction</p> <ul style="list-style-type: none"> ● Identification of specific skill deficits ● Identify interventions to address student’s specific skill deficits ● Implementation of specific research-based interventions ● Documentation of continuous progress monitoring
Provider/ Case Manager	<p>Highly Qualified General Education Teacher, AIS teachers, Special Education Teachers, Content Area Specialists, Counselors, Administrators, School Psychologists, Speech Language Therapist, Social Workers</p>
Entrance Criteria for Tier 2 Interventions	<p>Students who have not been successful with Tier 1 research-based instruction as evidenced by lack of adequate progress in identified skill area(s) or deficit(s) based on:</p> <ul style="list-style-type: none"> ● Level 1 or 2 on NYS ELA/Math assessments ● Tier 1 assessments (benchmarks) ● Other
Frequency/ Structures	<p>Targeted interventions that occur in general education setting or a pull-out setting (additional class/instructional period for specific skill instruction)</p> <p>Flexible homogeneous small groups (3-5 students) based on specific skill deficits</p> <p>Small targeted groups of 20-30 minutes 2-3 times a week</p>
Interventions	<p>Targeted instruction provided through AIS services or other supplemental small group instruction</p> <p>Other strategies:</p> <ul style="list-style-type: none"> ● Counseling ● Technology based supports ● Mentor/advisor ● Peer tutoring ● Study clubs ● Pre-teaching/accelerated instruction ● Organizational skills ● Monitoring of students ● Behavior plans ● Summer programs ● Student Growth Plan
Progress Monitoring	<p>A minimum of every two weeks continuous documentation of progress monitoring (e.g., grades, charting)</p> <p>Formal reporting to parents on skill progress will be quarterly</p>
Outcomes	<p>Student moves to Tier 1 with continued classroom monitoring or</p> <p>Student remains in Tier 2 with same/alternate interventions or</p> <p>Student becomes eligible for Tier 3 based on lack of adequate skill progress</p>

TIER 3 INTERVENTIONS

TIER 3	Intensified intervention and support outside general education classroom Approximately 1%-5% of all students do not respond to Tier 1 and Tier 2 instruction and therefore require a higher level of support that is provided by Tier 3
Program Description	Tier 3 is comprised of supplemental, skill specific small group interventions, strategies and procedures that are more intensive than Tier 2. Tier 3 provides: <ul style="list-style-type: none"> ● Increased time for interventions ● Smaller group size ● Documentation of continuous weekly progress monitoring
Provider/ Case Manager	Highly Qualified General Education Teacher, AIS Teachers, Special Education Teacher, Content Area Specialists, Counselors, Administrators, School Psychologist, Speech Language Pathologists, Nurses, Coaches, Teacher's Aides with supervision, Social Workers
Entrance Criteria for Tier 3 Interventions	Students who have not been successful with Tier 2 interventions
Frequency/ Structures	Targeted interventions that occur in general education setting or a pull-out setting (additional class/instructional) period for specific skill instruction Flexible, homogeneous small groups based on skill specific deficits Targeted small groups (1-3 students) for a minimum of 30 minutes 3-5 times a week
Interventions	Intensive skill intervention provided through AIS services or other supplemental small group instruction Other strategies: <ul style="list-style-type: none"> ● Counseling ● Technology based supports ● Mentor/advisor ● Peer Tutoring ● Study clubs ● Pre-teaching/accelerated instruction ● Organizational skills ● Monitoring of students ● Behavior plans ● Summer programs
Progress Monitoring	Weekly documentation of progress monitoring (e.g., grades and charting) Formal reporting to parents on skill progress will be quarterly
Outcomes	Student has made adequate progress in skill deficit areas: consider movement to Tier 2 interventions or Student remains in Tier 3 with same/alternate intervention or Insufficient progress: consider CSE referral or other alternatives