

# **Ogdensburg City School District**

## **AIS/RTI Intervention Plan K-12**

2024-2026

### **Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS 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. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

### **Response to Intervention**

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

Appropriate instruction delivered to all students in the general education class by qualified personnel. Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.

Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.

Repeated assessments of student achievement which should include curriculum-based measures.

Written notification to the parents regarding the nature and scope of interventions.

## AIS/RTI Process

### Procedures to Determine AIS Instructional Needs

**Eligibility for AIS:** Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 includes social studies and science. Students are identified for AIS at levels Tier 1-3:

<b>Tier 1: Monitoring</b>	<b>Tier 2 – Moderate Risk</b>	<b>Tier 3 – High Risk</b>
<ul style="list-style-type: none"> <li>● Lack of skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.)</li> <li>● Grades K-3: does not meet one criterion</li> <li>● Grades 4-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient and/or do not meet one of the benchmark criteria</li> <li>● Grades 9-12: scores near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria</li> </ul>	<ul style="list-style-type: none"> <li>● Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance.</li> <li>● Grades K-3: does not meet 2 benchmark criteria</li> <li>● Grades 4-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria</li> <li>● Grade 9-12: scores below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria</li> </ul>	<ul style="list-style-type: none"> <li>● Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements.</li> <li>● Grades K-3: does not meet at least 2 benchmark criteria</li> <li>● Grades 4-8: scores Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account.</li> <li>● Grades 9-12: scores below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account</li> </ul>

### Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

## AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Data Team and/or Administrator Recommendation and/or Weekly Attendance Meetings Panorama	Comments from teachers are considered in overall evaluation
ELA UPK-6	Speed DIAL/DIAL 4 UPK	September assessment
	iReady Literacy Tasks Screener	iReady benchmarks
	iReady Reading Grades K-6	Benchmarked 3 times a year. Progress monitoring conducted for students not achieving the benchmarks (2x a year in Kindergarten)
	NYS ELA Assessment: Grades 3-6	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	Running Records 3-6	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. * Some students beyond grade 2 based on ability or need
	Phonics Assessments: Quick Phonics Screener Quick Spelling Screener	80% or less
	Heggerty	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
ELA 7-12	IXL Reading Grades 7-8	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	NYS ELA Assessment: Grades 7-8	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	Panorama/Progress Monitoring 9-12	Reviewed 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	End of Year Classroom Average 9-12	65%
	English Regents Grade 11	75%
Math UPK-6	NYS Math Assessment: Grades 3-6	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	iReady Math Grades K-6	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Reveal MATH Program with Fluency and Standards Based Diagnostic Assessments K-6	On or above grade level expectations. Benchmark based on student needs and used for progress monitoring.

	Math Running Records (optional)	Benchmarked based on student need and used for progress monitoring.
Math 7-12	NYS Math Assessment: Grades 7-8	NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient
	End of Module Assessments Grades 7-8	Level 3 or 4
	IXL Math Grades 7-8	Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Algebra I, Algebra II, and Geometry Regents	Level 4-5
Social Studies 3-12	NYS ELA Assessment Grades 4-8	Students who score at levels 1 or 2 on the assessment at Grades 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing
	Quarterly Social Studies grades	65%
	Global Studies Regents	65%
	United States History and Government Regents	65%
Science 3-12	NYS Science Assessment at Grades 5 and 8	Level 3 or 4
	NYS ELA Assessment and NYS Math Assessment	Students who score at levels 1 or 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing and math.
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65%
	NYS Science Investigations Grades 3-5 and 6-8	Follow scoring rubric using a 4-point scale

# Multi-Tiered Systems of Support Framework Alignment of Student Supports

Positive Behavior Interventions & Supports	Mental Health	Academics	Social Emotional Learning	Restorative Practices	
<ul style="list-style-type: none"> <li>• Wraparound</li> <li>• Complex FBA/BIP</li> <li>• Individualized Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Family Resource Center</li> <li>• Suicide Threat Assessment</li> <li>• Intensive Case Management</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized Plan</li> <li>• Assessment Based</li> <li>• High Intensity &amp; Frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Social Skills Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Circles (Victim/Offender, Family/Community, Reintegration)</li> <li>• Restitution</li> <li>• Rebuilding &amp; Repairing Relationships</li> </ul>	Individual
<ul style="list-style-type: none"> <li>• Brief FBA/BIP</li> <li>• Mentoring</li> <li>• Social Academic Instructional Groups</li> <li>• Classroom Observation &amp; Feedback</li> <li>• Class wide Behavior Matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Crisis Counseling</li> <li>• Coordinated Referral Process</li> <li>• Progress Monitoring</li> <li>• Group Counseling/Support</li> <li>• Student Support Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Instruction</li> <li>• Structure</li> <li>• Opportunities to practice</li> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Social Skills Instruction</li> <li>• Targeted Life Skills Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Circles (Restorative Peer, Problem-Solving, Healing)</li> <li>• Restorative Conference</li> <li>• Alternative to Suspension</li> <li>• Restorative Chats</li> </ul>	Small Groups
<ul style="list-style-type: none"> <li>• School wide Behavior Matrix</li> <li>• Acknowledgement System of Positive Reinforcement</li> <li>• Discipline Data Based Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Trust Based Relational Intervention</li> <li>• Goal Setting</li> <li>• Growth Mindset</li> <li>• Mindfulness</li> <li>• Wellness Promotion</li> <li>• Suicide Prevention</li> <li>• Decision Making</li> <li>• Problem Solving</li> <li>• Prevention Education</li> <li>• Self Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Student Success</li> <li>• District Assessments District Benchmarks</li> <li>• Universal Screeners                             <ul style="list-style-type: none"> <li>-CLI Engage</li> <li>-TX KEA</li> <li>-NWEA MAP</li> </ul> </li> <li>• Literacy Frameworks</li> <li>• Classroom Instruction</li> <li>• Core Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• CASEL</li> <li>• Grab N Go SEL Lessons</li> <li>• Emotional Intelligence</li> <li>• INOK Lessons &amp; Material</li> <li>• Engine Plates</li> <li>• Mood Meters</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Circles</li> <li>• Affective Statements</li> <li>• 90 Second Spark Plan</li> <li>• Relational Agreement</li> <li>• Two Minute Connection</li> <li>• Green Circles</li> </ul>	All Students
<b>TIER 1: Universal</b>					
<b>TIER 2: Targeted</b>					
<b>TIER 3: Intensive</b>					

GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

## AIS/RTI K-12 Program Description

	<b>Tier 1 – Monitoring</b>	<b>Tier 2 – Moderate Risk</b>	<b>Tier 3 – High Risk</b>
Intensity of service	Core Instruction for all students	In addition to core instruction: Minimum 3 times a cycle for 30 minutes  Grades K-6 additional support provided in Math AIS  Grades 7-12: Additional support provided through small class size, extended time, push in services <b>or</b> pulled out for services	Targeted support provided in addition to Tier I at least service 3 times a week  Grades 7-12: pull out in addition to Tier 2
Grouping	Differentiated small group instruction	Grades K-6: Small groups of 5-6 students or less  Grades 7-12: Small groups 3-12 students	Grades K-6: Individual or small group 1-3 students  Grades 7-12: Groups of 3-11 students (labs)
Staffing	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher, special education teacher and teaching assistant	AIS teacher, special education teacher
Program/ Instructional Support	<ul style="list-style-type: none"> <li>● Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies</li> <li>● Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 1 support</li> <li>● Small group with similar needs instruction and collaboration with classroom teachers</li> <li>● Extended courses with small class size and/or additional teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 1 support</li> <li>● Tier 2 support as schedule allows</li> <li>● Individual or small group instruction for high-needs students as schedule allows</li> <li>● Other support may include: special education support</li> </ul>

## **Student Support Services**

### **Student Support Team (Elementary) Child Study Team (MS/HS)**

- Meets at least monthly to brainstorm/plan effective teaching strategies and programs for students.

### **School Counselor**

- Works with individuals as determined by the Student Support Team/ Child Study Team as requested by parent, teacher, student, or DTAT (District Threat Assessment Team).
- Classroom visits K-6/SEL focus
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas)
- Behavior Interventions/ICMP (Individual Crisis Management Plan) Team Member
- Liaison with community organizations

### **Migrant Education**

- Migrant Tutors

### **SLPC**

- MIT – Mobile Integration Team
- SPOA- Single Point of Access
- Respite House
- Individualized in-school counseling

### **Guidance Services**

**After School Program Grades K-6**

**Boys and Girls Club – Grades K-12**

**Builders Club Grades 7-8**

**Peer Tutors Grades 7-12**

**K-Kids Grades K-6**

**Liberty Partnership Program**

**Citizen Advocate Counseling**

**Seaway Valley Prevention Counseling**

**Little Something Extra Program Grades K-12 (Pantry)**

**McKinney-Vento Title I Mentors**

**School Based Social Services**

**Children's Advocacy Group**

**PTO**

**Renewal House**

**Second Step**

**Smart Scholars – Partnership with SUNY Canton**

**Snack Pack Program Grades UPK – 6**

**New Visions Education Program**

**Student Council Grades 3-12**

**Social Workers K-12**

**Teacher Mentoring**

**YAP - Youth Advocacy Program**

**Positivity Project**

**United Helpers/Care Coordinators**

**Life Plan Care Coordination of New York**

Reviewed by MS/HS: 5/30/24; Elementary: JFK and Madill 6/20/24

**Transitional Living Services**  
**TCIS- Therapeutic Crisis Intervention for Schools**  
**NYSARC**  
**Probation (PINS)**  
**DTST (District Trauma Sensitive Team)**  
**DTAT (District Threat Assessment Team)**  
**DSS**  
**CPS**  
**ELL Support**  
**Seaway Valley Prevention Council**  
**Citizen Advocates**  
**SLPC**  
**SRO**  
**Harvest of the Month (Elementary Schools)**  
**Student Support Recovery (7-8)**  
**Alliance (9-12)**  
**ICU Data Base (Email/text for missing assignments sent to parents 7-8)**  
**Academic Lifeguard (7-8)**  
**Summer School- Credit Recovery (7-8)**  
**Summer School- Regents Class-in-person review (9-12)**  
**Summer – Readiness UPK-6**



# Parent and Family Engagement Requirements

## Notification of AIS/RTI Services

- District notification letter to include:
  - dates when service will start
  - reasons why student needs AIS:
    - subject area(s) identified
    - results of multiple measures
    - summary of services to be provided
    - student support services to be provided
    - frequency and intensity of service
    - expectations of students in relation to grade level performance
    - consequences of not achieving expected performance levels
- Additional notification required for RTI grades K-6 reading and math
  - strategies for increasing the student's rate of learning; and
  - the parents' right to request an evaluation for special education programs and/or services.

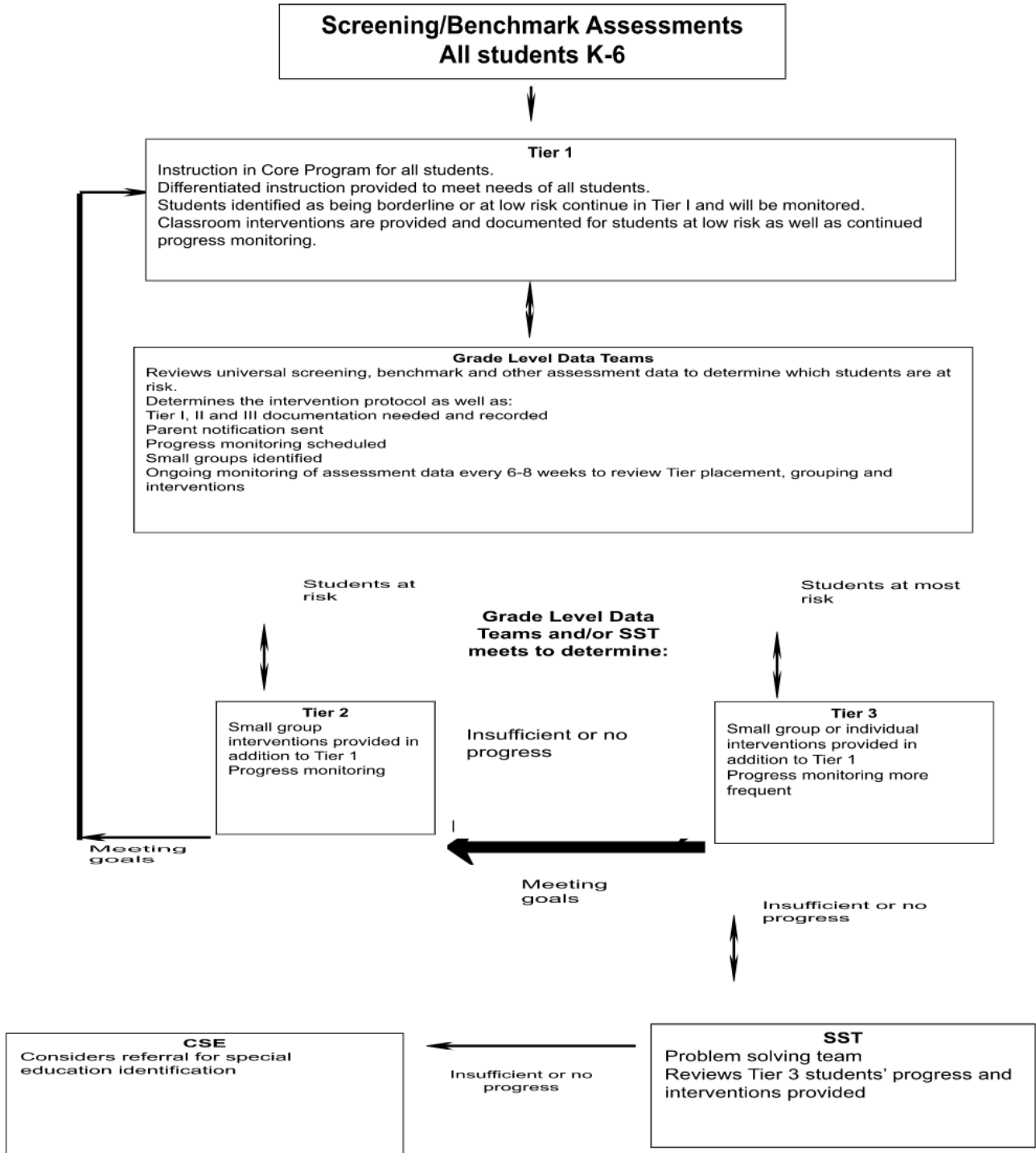
## Notification of End of AIS/RTI Services

- District notification letter to include:
  - when services are to be discontinued
  - overview of student's progress
    - performance level student has attained to qualify for ending AIS (results of multiple measures)
    - assessments used in determining students' levels of performance

## Ongoing Communication

- Fall/Spring teacher conferences/Open House
- Trimester reports
- Phone calls/emails
- District/School/Title I newsletters
- District and school websites
- Parent conferences or other informal consultations each semester
- Suggestions for working with students at home
- Google Classroom
- Ogdensburg City School Facebook page
- Parent Square
- Home visits
- Madill Newspaper

# RTI Process Flowchart



## Grades K-6 RTI Problem Solving Process - Responsibilities

Classroom Teachers	Grade Level Teams	Intervention Providers	Student Support Team	CSE Team
<ul style="list-style-type: none"> <li>• Core instruction</li> <li>• Benchmark and progress monitoring assessments</li> <li>• Tier 1 interventions (small group, differentiated, during the uninterrupted block)</li> <li>• Documentation of Tier 1 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level teams include: Classroom teachers Intervention providers Others</li> <li>• Analyze data to inform instruction using: Core assessments Diagnostic assessments</li> <li>• Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 interventions</li> <li>• Provides documentation of decisions made re: instructional changes</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 interventions in addition to Core (Tier 1) instruction</li> <li>• Progress monitoring and diagnostic assessments</li> <li>• Documentation of Tier 2 interventions</li> <li style="text-align: center;">AND</li> <li>• Tier 3 interventions in addition to Tier I</li> <li>• Progress monitoring and diagnostic assessments</li> <li>• Documentation of Tier 3 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team includes: Classroom teachers Special education teacher Psychologist Principal Intervention providers Speech and Language Social Worker Counselor</li> <li>• Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3</li> <li>• Reviews documentation of Tier 1, 2 and 3 interventions</li> <li>• Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes</li> <li>• Makes referral to CSE when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team</li> <li>• Analyzes data</li> <li>• Reviews documentation of Tier 1, 2,3 interventions</li> <li>• Decides what additional CSE services to provide to enable the child to be successful</li> </ul>

