

Tonawanda City School District Plan for Academic Intervention Services

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Vision of Academic Intervention Services

We will provide the highest quality instruction, best practices, and interventions that are necessary to meet the needs of individual students to ensure that all children reach their fullest potential.

Mission of Academic Intervention Services

Tonawanda City School District will develop a proactive process to ensure all students reach their full potential.

Philosophy of Academic Intervention Services

Academic Intervention Services are part of the Response to Intervention (RTI) process implemented by the district. This means additional instruction that supplements the instruction provided in the general curriculum and assists students in meeting the Common Core Learning Standards (CCLS). Additional instruction means providing extra time for focused instruction and/or increased student-teacher instructional contact time. AIS provides for student support services needed to address barriers to improved academic performance (attendance and discipline problems, family and health-related services, nutrition-related services, and mobility/transfer issues). Student support services means intervention from school guidance and counseling, from social workers and psychologists, services to improve attendance, coordination of services by other agencies, and study skills.

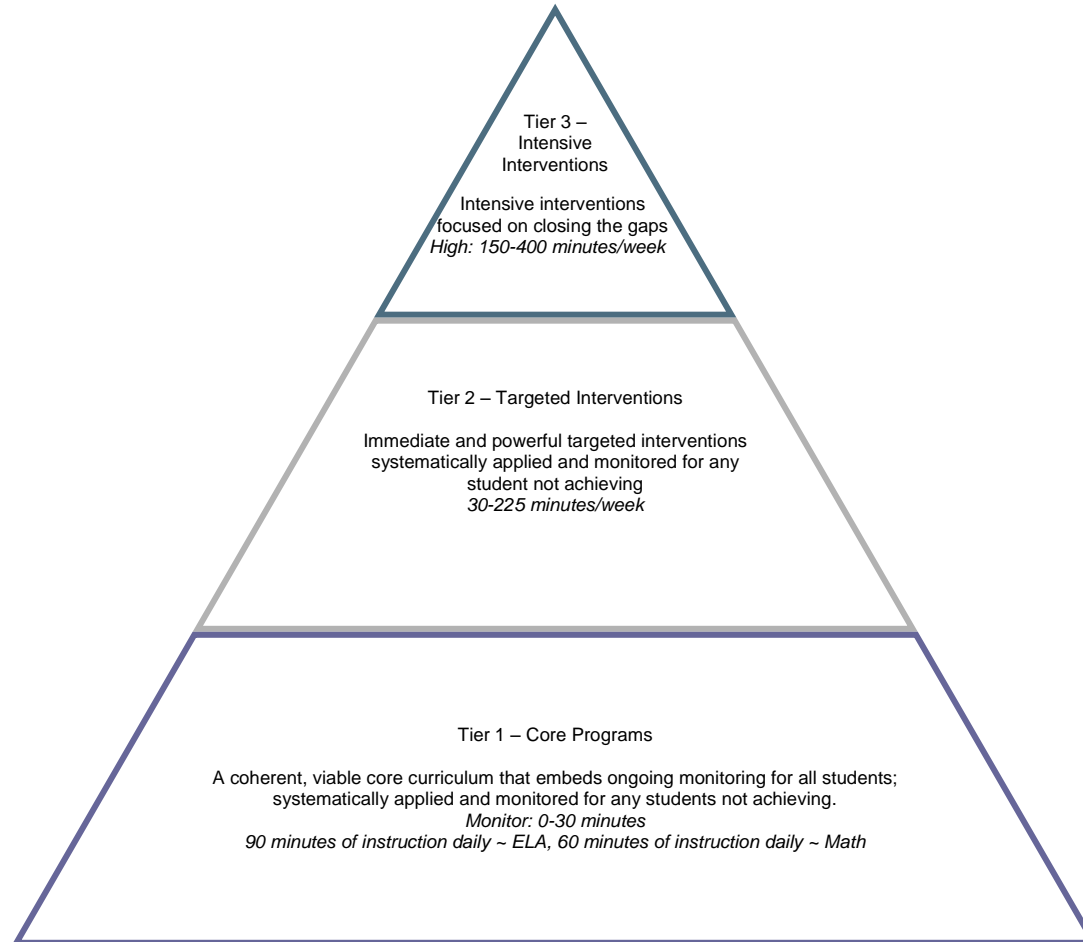
Academic Intervention Services (AIS) are services designed to help students achieve the CCLS in English Language Arts and mathematics in grades K-12 and social studies and science in grades 6-12. AIS is intended to assist students who are at risk of not achieving the CCLS in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining knowledge and skills needed to meet or exceed designated performance levels on State assessments. These services shall also be made available to students with disabilities on the same basis as non-disabled students.

Academic Intervention Service is a partnership between the regular education classroom teacher and the academic intervention teacher to ensure that at-risk students meet the standards. The best academic intervention service begins in the classroom. The goal of AIS is to help students become successful independent learners in the regular classroom setting.

Academic Intervention Services are delivered as a district service adhering to the guidelines of the Academic Intervention Services Plan. Individual schools do not develop separate AIS plans.



RtI Pyramid 2019-2020



Important Considerations Regarding Academic Intervention Service Provisions

The best Academic Intervention Service (AIS) begins in the regular classroom setting and are a partnership between the regular classroom teacher and the AIS specialists. A student receiving AIS continues to receive primary instruction in the regular classroom setting.

AIS is ***additional time for focused instruction*** and/or in-class support provided by the AIS Teacher for targeted students as determined by the criteria.

AIS is delivered by highly ***“qualified, appropriately certified staff”*** * and can include ***push-in, pullout, consultant model, or monitoring of student progress***. Teacher Assistants must be certified and must work under the supervision of an appropriately certified teacher.

There are five steps to AIS:

- Students who receive AIS must meet the set criteria
- Proper written notifications to parents must be made
- Parent meeting(s) must be held
- Progress of students must be followed
- Students who exit AIS must meet the set criteria

AIS can be offered during the regular school day, an extended school day, or a summer school program. Students cannot be required to attend an extended day or a summer program.

AIS is NOT credit bearing.

Repeating a course is NOT AIS.

*Qualified, appropriately certified staff at the elementary level is defined as those individuals with certifications in Common Branch, PreK-6, and/or N-6. Those certified individuals may deliver instruction in mathematics, social studies, and science. Whenever possible it is recommended that AIS in reading should be delivered by an individual certified in reading.

Required School-to-Home Notifications

* *Notification of Commencement of Intervention Services*

A notification will be sent by the building Principal that includes the following information:

- Summary of the Academic Intervention Service that will be provided to the student
- Specific reasons why the student is in need of the service
- Delivery of service by a qualified teacher and may include teacher qualifications

* *Notification of the Ending of Intervention Services (mid-year)*

A notification will be sent by the building Principal that includes the following information:

- Summary of the Academic Intervention Services that have been provided to the student
- When the Academic Intervention Services are to be discontinued
- Reason why Academic Intervention Services are no longer needed

* *Notification of the Ending of Intervention Services (end-of-year)*

A final progress report will be sent that includes the following information:

- Students will be re-screened at the beginning of the following school year to determine eligibility for that year

* *Additional Ongoing Notifications*

The Intervention specialist will provide the home to school communications described below:

- Notification of the opportunity to consult with the classroom/course teacher and other professionals regarding the progress of the students at least once per semester
- Report of the student's progress at least once per marking period through a progress report and/or district report card (Middle/High School uses 5-week progress reports with comments).
- Information on ways to work at home with the child to improve achievement, monitor progress, and work with educators to insure success
- Parent Meeting to be held in the fall of the school year

Delivery of Academic Intervention Services (AIS) to Targeted Students

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources or evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service.

Elementary Level:

- **High Intensity Service (RTI Tier 3)**

Frequency and Duration: 4-5 sessions; 30-80 minutes per day

Degree of Individualization: Push-in
Pullout
Mini group
One-on-One

Criteria: ELA: Running Records, SRI, i-Ready

Math: i-Ready

NYS Common Core Assessments Grades 3, 4, and 5

- **Medium Intensity Service (RTI Tier 2)**

Frequency and Duration: 3-5 sessions; 20-80 minutes per day

Degree of Individualization: Push-in
Pullout
Mini group
Small group

Criteria: ELA: Running Records, SRI, i-Ready

Math: i-Ready

NYS Common Core Assessments Grades 3, 4, and 5

Elementary Level, con't:

- **Low Intensity Service (RTI Tier 2)**
 - Frequency and Duration:** 2 sessions; 20-45 minutes per day
 - Degree of Individualization:** Push-in
Pull-out
Large group
 - Criteria:** ELA: Running Records, SRI, i-Ready
Math: i-Ready,
NYS Common Core Assessments Grades 3, 4, and 5

- **Monitor**
 - Frequency and Duration:** 0-30 minutes/week
 - Degree of Individualization:** Consultant
 - Criteria:** ELA: Running Records, SRI, i-Ready
Math: i-Ready
NYS Common Core Assessments Grades 3, 4, and 5

Kindergarten service for Math may be provided as push-in or pull-out as needed.

Kindergarten service for ELA will be provided by specialty area teachers (reading, speech) as needed.

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

Middle School Level:

- **High Intensity Service (Tier 3 - provided by ELA/Math AIS teachers)**

ELA ~

Read 180 Frequency and Duration: A/B day schedule; 41 minutes per day

Math ~

Frequency and Duration: 2-3 days; 41 minutes per day

Degree of Individualization: Pull-out
Small group (maximum of 10 students)
One-on-one
Push-in

Criteria: **ELA:** SRI, final average, final exam, teacher recommendation, NYS ELA, i-Ready
Math: i-Ready, final average, final exam, teacher recommendation, NYS Common Core Assessments Grades 5, 6, and 7

- **Medium Intensity Service (Tier 2 - provided by ELA/Math classroom teachers)**

ELA ~

Read 180 Frequency and Duration: A/B day schedule; 41 minutes per day

Math ~

Frequency and Duration: 2-3 days; 41 minutes per day

Degree of Individualization: Small group (maximum of 10 students)

Criteria: **ELA:** SRI, final average, final exam, teacher recommendation, NYS ELA
Math: i-Ready, final average, final exam, teacher recommendation, NYS Common Core Assessments Grades 5, 6, and 7

- **Low Intensity Service (Tier 1 - Monitor)**

Frequency and Duration: (every five weeks) monitor through push in service daily and consult with the classroom teacher; 41 minutes per day

Degree of Individualization: Push-in

Criteria: **ELA:** SRI, final average, final exam, teacher recommendation, NYS ELA

Math: i-Ready, final average, final exam, teacher recommendation, NYS Common Core Assessments Grades 5, 6, and 7

*Academic instructional services in more than one standards area can be combined where appropriate. For students who are eligible for AIS in science/social studies, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

High School Level – Reading/ELA:

At the High School Level (9-12) the scheduling of students follows a letter system: A/C and B/D days.

Reading Lab is a scheduled class in which the students are seen every other day. Class size is not to exceed 10 students for Reading and 15 students for ELA with different intensity levels within a period.

- **High Intensity Service (Tier 3)**

Frequency and Duration: 2-3 days (A/C and B/D day schedule); 41 minutes per day

Degree of Individualization: 1 – 1/ Small group (no more than 4) through program utilization/progress monitoring

Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment
Regents Exam grades in English/Social studies

- **Medium Intensity Service (Tier 2)**

Frequency and Duration: 2-3 days (A/C and B/D day schedule); 41 minutes per day

Degree of Individualization: Small group (no more than 12) through program utilization/progress monitoring

Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment
Regents Exam grades in English/Social studies

- **Low Intensity Service (Tier 2)**

Frequency and Duration: daily; 41 minutes per day

Degree of Individualization: Push-in

Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment
Regents Exam grades in English/Social studies

- **Monitor**

Frequency and Duration: every 5 weeks

Degree of Individualization: Consultant

Criteria: ELA: Final average/exam, teacher recommendation, SRI, NYS Assessment
Regents Exam grades in English/Social studies

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

High School Level – Math:

At the High School Level (9-12) the scheduling of students follows a letter system: A/C and B/D days.

Math Lab is a scheduled class in which the students are seen every other day. Class size is not to exceed 12 students for Math with different intensity levels within a period.

- **High Intensity Service (Tier 3)***

Frequency and Duration: 2-3 days (A/C, B/D); 41 minutes per day

Degree of Individualization: Small group through program utilization/progress monitoring

Criteria: Math: Final average/exam, teacher recommendation, i-Ready (9th grade only), NYS Assessment, Regents Exam grades in all core subject areas

*lowest-performing students are placed: 1st year Foundations of Algebra (not in a lab)
2nd year Algebra CC with a lab

- **Medium Intensity Service (Tier 2)**

Frequency and Duration: 1-2 days (A, B, C, or D); 41 minutes per day

Degree of Individualization: Small group (no more than 8) through program utilization/progress monitoring

Criteria: Math: Final average/exam, teacher recommendation, i-Ready (9th grade only), NYS Assessment, Regents Exam grades

- **Low Intensity Service (Tier 2)**

Frequency and Duration: 1-2 days (A, B, C, or D); 41 minutes per day

Degree of Individualization: Large group (no more than 12 students)

Criteria: Math: Final average/exam, teacher recommendation, i-Ready (9th grade only), NYS Assessment, Regents Exam grades in all core subject areas

- **Monitor**

Frequency and Duration: every 5 weeks: reference progress reports and report cards

Degree of Individualization: Consultant

Criteria: Math: Final average/exam, teacher recommendation, i-Ready (9th grade only), NYS Assessment, Regents Exam grades in all core subject areas

*Academic Instructional Services in more than one standard area can be combined where appropriate. For students who are eligible for AIS in science, this may be combined with AIS reading. In such cases, reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in content/skills.

Revised on 10/24/19 and 12/11/19

Procedure for Releasing Students from AIS: ELA and Math Grades K - 12

Grades K through 5 (after a minimum of 6-8 weeks) – Students will be formally released from AIS when they have reached the proficiency range for their grade level using their test data from multiple measures listed under the intensity schedule, along with teacher input.

Grades K through 5 (June) – All students will be released from AIS and rescreened at the beginning of the following school year.

Grades 6 through 8 – Students will be formally released from AIS September/October of next school year if s/he meets the following criteria: ELA—previous year’s average of 80% or higher, SRI target score achieved from previous year (NYS ELA assessment scores are used as a reference); Math—previous year’s average of 80% or higher, i-Ready target score achieved from previous year (NYS Math assessment scores are used as a reference)

Grade 9-11 - No formal release pending Grade 11 **ELA** Regents passing score.

Ninth – Eleventh grade students who achieve a mastery grade of 85% for two quarters in English may be dropped from an AIS ELA class no earlier than the second semester of their ninth grade year.

Students will not receive reading after ninth or tenth grade if they meet all of the following criteria:

- SRI Lexile Proficient Level
- Pass English class and have a passing score on the writing portion of final exam
- Pass Social Studies class

Upon completion of Grade 9, a student who has academic ability but does not take responsibility for his/her learning, with agreement between Reading, English, and Social Studies teachers, parent, and student, will not be rescheduled for AIS.

Grade 9-11 - No formal release, pending **NYS MATH/Algebra I** Regents passing score.

Note: Intensity of service may change over the academic year. Student will not be formally released from Reading/ELA AIS until the beginning of the next school year.

Tonawanda City School District Plan for Academic Intervention Services

Grades K – 3: Procedure for determining Achievement in English Language Arts

Name of the assessment instrument & procedure for administration	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade K:</u></p> <p>i-Ready</p> <p>Running Records</p>	<p>Based on below grade level performance on multiple measures</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p>
<p><u>Grade 1:</u></p> <p>i-Ready</p> <p>Running Records</p>	<p>Based on below grade level performance on multiple measures</p>	<p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
<p><u>Grade 2:</u></p> <p>i-Ready</p> <p>Running Records</p> <p>SRI</p>	<p>Based on below grade level performance on multiple measures</p>	
<p><u>Grade 3:</u></p> <p>i-Ready</p> <p>Running Records</p> <p>SRI</p>	<p>Based on below grade level performance on multiple measures</p>	

Grades K – 3: Procedure for determining achievement in Math

Name of the assessment instrument & procedure for administration	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade K:</u></p> <p>Number Identification (0-10) Oral Counting 1:1 Correspondence</p> <p><u>Grade 1:</u></p> <p>i-Ready</p> <p><u>Grade 2:</u></p> <p>i-Ready</p> <p><u>Grade 3:</u></p> <p>i-Ready</p>	<p>Based on below grade level performance on multiple measures</p> <p>Based on below grade level performance on multiple measures</p> <p>Based on below grade level performance on multiple measures</p> <p>Based on below grade level performance on multiple measures</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grades 4 – 5: Procedure for determining achievement in ELA

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 4:</u> NYS Common Core Assessment at Grade 3</p> <p>i-Ready</p> <p>SRI</p>	<p>Based on below grade level performance on multiple measures</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
<p><u>Grade 5:</u> NYS Common Core Assessment at Grade 4</p> <p>i-Ready</p> <p>SRI</p>	<p>Based on below grade level performance on multiple measures</p>	

Grades 4 – 5: Procedure for determining achievement in Math

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 4:</u> NYS Common Core Assessment at Grade 3</p> <p>i-Ready</p>	<p>Based on below grade level performance on multiple measures</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.
<p><u>Grade 5:</u> NYS Common Core Assessment at Grade 4</p> <p>i-Ready</p>	<p>Based on below grade level performance on multiple measures</p>	

Grade 5: Procedure for determining achievement in Science

Name of the assessment instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p>Grade 5:</p> <p>NYS Science Assessment at Grade 4</p>	<p>Based on the SED issued cut score for that given year (scaled score)</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grade 6 – 8: Procedure for determining achievement in ELA

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 6 through 8:</u></p> <p>NYS ELA</p> <p>i-Ready</p> <p>SRI</p> <p>Quarterly average, final exam</p>	<p>Based on the SED issued cut score for that given year (scaled score)</p> <p>Performing 1 year or more below grade level</p> <p>6th: Lexile level of 925 or below 7th: Lexile level of 970 or below 8th: Lexile level of 1010 or below</p> <p>Consistently below 75%</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability ▪ Other criteria such as tests, homework, quarterly average, and final exam

Grades 6 – 8: Procedure for determining achievement in Math

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 6 through 8:</u></p> <p>NYS Common Core Math Assessment</p> <p>Quarterly average, Final exam</p> <p>i-Ready</p>	<p>Based on the SED issued cut score for that given year (scaled score)</p> <p>Consistently below 75%</p> <p>Below grade level</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>Recommendations from these sources are based on:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability ▪ Other criteria such as tests, grades, homework, etc.

Grade 9 – 12: Procedure for determining achievement in ELA

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 9 – 12:</u></p> <p>Grade 8 New York State ELA Common Core Assessment</p> <p>SRI</p> <p>Achieve 3000</p> <p>Commencement level NYS Regents</p> <ul style="list-style-type: none"> • Eleventh Grade Comprehensive English (ELA)/Common Core ELA 	<p>Based on the SED issued cut score for that given year (scaled score)</p> <p>9th grade - Lexile level of 1050 or below</p> <p>10th grade - Lexile level of 1080 or below</p> <p>11th and 12th grade - Lexile level of 1185 or below</p> <p>Below a passing grade</p>	<p>Parental Referral (services can be administered in classroom)</p> <p>Teacher Recommendation</p> <p>Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grades 9– 12: Procedure for determining achievement in Math

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 9 – 12:</u></p> <p>Grade 8 New York State Math Common Core Assessment and i-Ready</p> <p>Commencement level NYS Regents</p> <ul style="list-style-type: none"> • Algebra or Geometry 	<p>Based on the SED issued cut score for that given year (scaled score)</p> <p>Score below 65% on Algebra 1 Common Core for Gen. Ed.</p> <p>Score below 55% on Algebra 1 for Special Ed.</p>	<p>Parental Referral (services can be administered in classroom)</p> <p>Teacher Recommendation</p> <p>Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc..

Grades 9– 12: Procedure for determining achievement in Science

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 9 – 12:</u></p> <p>Commencement level NYS Regents</p> <ul style="list-style-type: none"> • Ninth Grade Living Environment • Tenth Grade Earth Science 	<p>Score below 65% on Regents for Gen. Ed. Score below 55% on Regents for Special Ed.</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.

Grades 9– 12: Procedure for determining achievement in Social Studies

Name of the Assessment Instrument & procedure for administration:	Level signaling the need for AIS for targeted students	Other criteria to be considered:
<p><u>Grade 9 – 12:</u></p> <p>Commencement level NYS Regents</p> <ul style="list-style-type: none"> • Tenth Grade Global History and Geography • Eleventh Grade US History and Government 	<p>Score below 65% on Regents for Gen. Ed. Score below 55% on Regents for Special Ed.</p>	<p>Parental Referral (services can be administered in classroom) Teacher Recommendation Instructional Support Team</p> <p>The following are also considered:</p> <ul style="list-style-type: none"> ▪ Attendance ▪ Discipline ▪ Family Issues ▪ Health Issues ▪ Mobility Issues ▪ LEP Status ▪ Disability (ex. 504 plan) ▪ Other criteria such as tests, grades, homework, etc.