# Madrid-Waddington Central School District
# AIS/RTI Intervention Plan K-12
**2025-2027**

## 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 State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS State 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 increase 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

- During the summer the principals decide who will receive AIS by reviewing students' results on the identified multiple measures and teacher, Grade Level Team and (Instructional Support Team) IST recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assign students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team, Child Study Team, or IST.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-4 Reading to identify students that need to be referred to CSE.

## 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, social studies and science. Students shall be considered for AIS at levels Tier 1-3:

| Tier 1: Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|---|---|---|
| ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.)<br>▪ Grades<br>▪ K-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<br>▪ Grades 9-12: score near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria | ▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance.<br>▪ Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria<br>▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria | ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements.<br>▪ Grades K-8: score 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.<br>▪ Grades 9-12: score 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 |

**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 |
| | Teacher Recommendation | Comments from teachers are considered in overall evaluation |
| ELA K-5 | Classroom Average | Grade K-5: Level 3 or 4 (Satisfactory) |
| | NYS ELA Assessment: Grades 3-5 | Level 3 or 4 |
| | 95% Core Phonics Program | Grades K-3: Benchmarked quarterly. Progress monitoring conducted for students not achieving the benchmarks. |
| | Journeys Assessments | Grades K-3: Benchmarked quarterly. Progress monitoring conducted for students not achieving the benchmarks. |
| | Heggerty Phonemic Awareness | Grades K-5: Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. |
| | Edmentum | Benchmarked 3 times a year |
| | DIBELS | Benchmarked 3 times a year |
| ELA 6-12 | Class Average ELA | Grade 6: 70%<br>Grades 7-12: 65% |
| | NYS ELA Assessment: Grades 6-8 | Level 3 or 4 |
| | English Language Arts Regents | 65% |
| Math K- 5 | NYS Math Assessment: Grades 3-5 | Scoring level 3 or 4 |
| | Classroom Average | Grades K-5: Level 3 or 4 (Satisfactory) |
| | Edmentum | Benchmarked 3 times a year |
| | Reveal Math Assessments | Unit Based Assessments |
| Math 6-12 | Class Average | Grade 6: 70%<br>Grades 7-12: 65% |
| | NYS Math Assessment: Grades 6-8 | Level 3 or 4 |
| | Algebra I, Algebra II, and Geometry Regents | 65% |
| Social Studies 4-12 | Classroom Average | Grades 4-5: Level 3 or 4 (Satisfactory)<br>Grades 6: 70%<br>Grades 7-12: 65% |
| | 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 |
| | Global Studies Regents | 65% |

| Subject and Grade | Multiple Measures | Benchmark Criteria |
|---|---|---|
| | United States History and Government Regents | 65% |
| Science 4-12 | Classroom Average | Grades 4-5: Level 3 or 4 (Satisfactory)<br>Grades 6: 70%<br>Grades 7-12: 65% |
| | NYS Science Assessment | Level 3 or 4 |
| | NYS Math and ELA 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 or math |
| | Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics | 65% |

# AIS/RTI K-12 Program Description

| | Tier 1 – Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|---|---|---|---|
| Intensity of Service | Core instruction for all students | <u>ELA and Math</u><br>Grades K-2: In addition to core instruction, minimum 6 times a cycle for 30 minutes<br><br>Grades 3-5: In addition to core instruction, minimum 3 times a cycle for 30 minutes<br><br>Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes<br><br><u>Social Studies</u><br>Grades 4-12: Additional support provided in ELA AIS<br><br><u>Science</u><br>Grades 4-12: Additional support provided in ELA or Math AIS | Grades K-5: Support provided in addition to Tier 1, minimum 6 times a cycle for 30 minutes<br><br>Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes |
| Grouping | Differentiated small group instruction | Small group 4-6 students: | Individual or small group 1-5 students |
| Staffing | Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow | AIS teacher, literacy specialist, teaching assistant, and special education teacher as schedules allow | AIS teacher, literacy specialist, teaching assistant, and special education teacher as schedules allow |
| Program/ Instructional Support | ▪ 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<br><br>▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need | ▪ Tier 1 support<br><br>▪ Small group with similar needs instruction and collaboration with classroom teachers | ▪ Tier 1 and Tier 2 support as schedule allows<br><br>▪ Individual or small group instruction for high-needs students as schedule allows<br><br>▪ Other support may include: special education support |

# Student Support Services

**Instructional Support Team**

- Child Study Team meets several times weekly to brainstorm/plan effective teaching strategies and programs for students.
- The RtI Team meets monthly to brainstorm/plan effective teaching strategies and programs for students.

**School Counselor/Guidance Services**

- Works with individuals as determined by teacher, instructional support team, parent and administration.
- Includes home visits, anger control and behavior management plan.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas).
- Social Skills

**Migrant Education**

- In place for eligible students
- Migrant Tutors

**McKinney-Vento**- District Liaison

**Counseling Services** – as deemed appropriate based on the needs of individual students.

**Programming for After School and Summer Enrichment**- Student clubs and academic support

**SLU Tutors**- St. Lawrence University

# Parent Involvement 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-4 reading
  - 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**

- Parent Square
- Fall/Spring teacher conferences
- Quarterly reports
- Phone calls, emails, and e-alerts
- District and Title I newsletters
- District website
- Parent conferences or other informal consultations each semester
- Suggestions for working with students at home