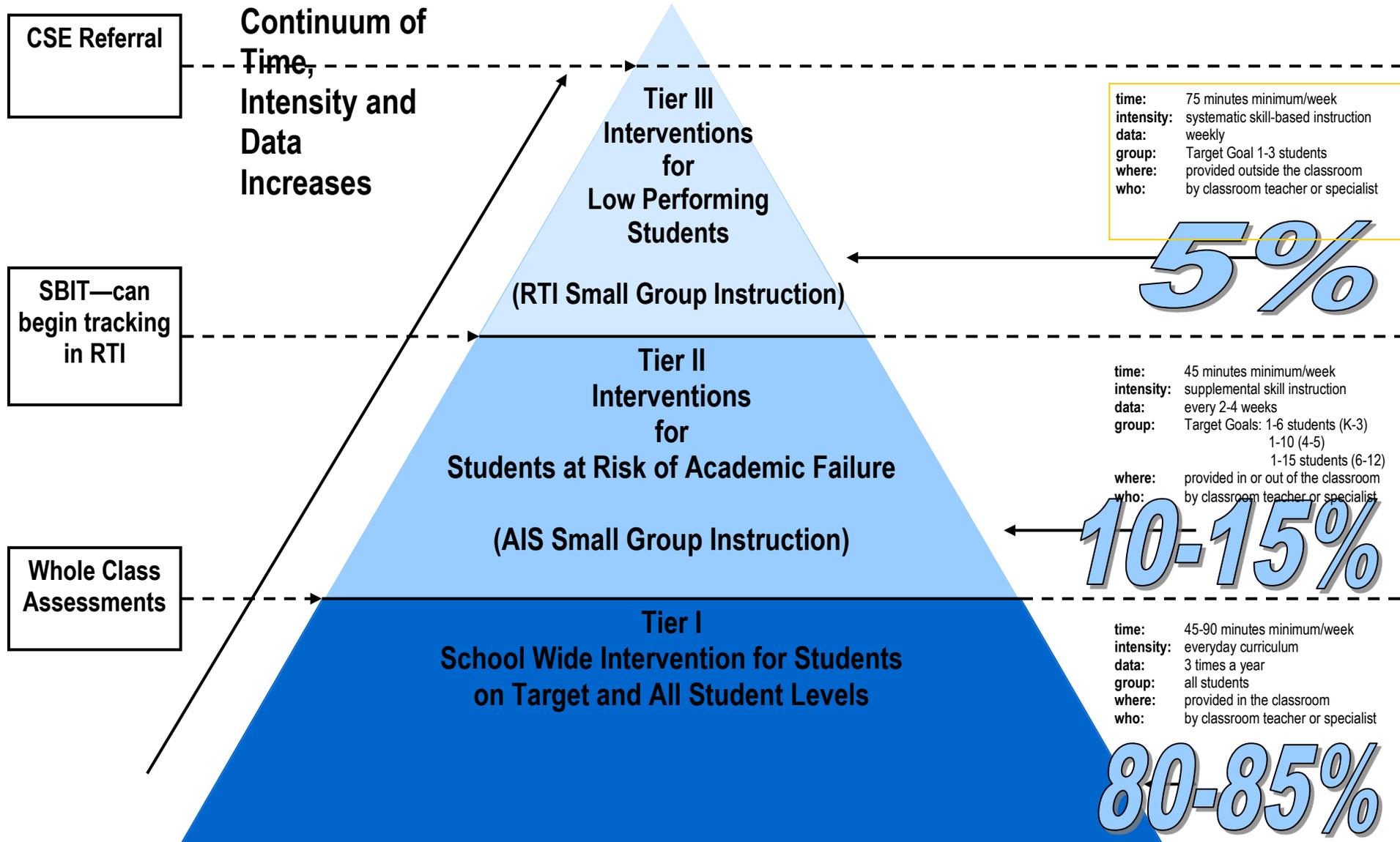


Response to Intervention Model including Academic Intervention Services

Developed by the
Elmira Heights Central School District

2018-2020

Elmira Heights Central School District RTI Plan



RESPONSE TO INTERVENTION (RTI) PROCESS

In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

MINIMUM REQUIREMENTS OF RTI PROGRAM

The District's RTI process shall include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- d) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and
- f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom.

STRUCTURE OF RTI PROGRAM

The District's RTI program will consist of three tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Student Based Intervention Teams, whose members may include, but are not limited to, general education teachers, special education teachers, the school psychologist, reading and/or math specialists, designated administrators, and other individuals deemed appropriate by the district, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The Student Based Intervention Team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

TIERED INSTRUCTION

The District will provide three tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific, research based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being "at risk" who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies (i.e. AIS services) designed to supplement Tier One interventions provided to all students in the general education setting.

Tier Two instruction may be provided by specialized staff such as reading and math teachers, tutors, speech therapists, school psychologists and/or school counselors.

At the conclusion of Tier Two instruction, the student's progress will be reviewed and a determination will be made as to whether Tier Two interventions should be maintained; the student returned to the general education classroom if satisfactory progress is shown; or referred for Tier Three instruction.

Tier Three Instruction

Tier three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student; and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Tier Three instruction may include longer periods of intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier three instruction will be provided by those specialists, as determined by the Student Based Intervention Team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education.

Progress monitoring on a continuous basis is an integral part of Tier Three; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

ACADEMIC INTERVENTION SERVICES

INTRODUCTION

The Elmira Heights School District, located in Chemung County, has a student enrollment of approximately 1100 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis and multiple measures, so that all students may be successful in meeting the New York State Common Core Learning Standards.

Academic Intervention Services means additional instruction and/or student support services which supplements instruction provided in the general curriculum and assists students in meeting State learning standards. Academic Intervention Services are intended to assist students who are *at risk* of not achieving the 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 students with disabilities on the same basis as non-disabled students. Services for students with disabilities shall be consistent with their individualized education program.

In accordance with Part 100 of Commissioner's Regulations, the following plan has been developed to implement comprehensive Academic Intervention Services that will address the following components:

- additional instruction that supplements the general curriculum (regular classroom instruction)
- and/or
- student support services needed to address barriers to improve academic performance

The intensity of such services may vary, but must be designed to respond to student needs as indicated through the State assessments results and/or the district-adopted procedures that are consistently applied throughout the district at each grade level.

Academic Intervention services are **required** for students in kindergarten to grade three when students:

- lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters
or
- are *at risk* of not meeting the State designated performance level in English language arts and/or mathematics

Academic Intervention Services are **required** for students in grade four to eight when students:

- score below the State designated performance level on one or more of the Common Core assessments in English language arts, mathematics, social studies or science
or
- are limited English proficient (LEP) or are *at risk* of not achieving State learning standards in English language arts, mathematics, social studies and/or science through English or the student's native language
or
- are *at risk* of not achieving State standards in English language arts, mathematics, social studies and/or science

Academic Intervention Services are **required** for students in grade nine through twelve when students:

- score below the State designated performance level on one or more of the State assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any of the State examinations required for graduation
or
- are limited English proficient (LEP) or are *at risk* of not achieving State learning standards in English language arts, mathematics, social studies and/or science through English or the student's native language
or
- are *at risk* of not achieving State standards in English language arts, mathematics, social studies and/or science

ELIGIBILITY FOR ACADEMIC INTERVENTION SERVICES

Students eligible for AIS will be determined by performance on the New York State assessments and/or uniform district adopted procedures for the identification of students at risk.

COMMON CORE STATE ASSESSMENTS

Each year the Grade 3-8 NYS Assessments will have four designated performance levels on each assessment. All students that score below the approved New York State cut scores are eligible to receive academic intervention services.

At the high school level, all students that score below the approved passing grade on State Regents exams which are required for graduation are eligible to receive intervention services.

NOTE: The *level of service* for students failing to meet the designated performance levels on State assessments or for students that fall below passing standards on the high school assessments required for graduation will be determined by verification of student performance using additional multiple assessments/sources of evidence.

DISTRICT ADOPTED PROCEDURES

The Elmira Heights District will review additional assessments/sources of evidence to determine AIS eligibility. Such assessments are not limited to, but may include:

Developmentally appropriate measures such as:

- diagnostic assessments
- early literacy profiles
- reading assessments
- portfolio assessments
- performance demonstrations
- assessment of skills, concepts and knowledge

Test of demonstrated technical quality such as:

- standardized, norm references tests (above grade three)
- standardized, criterion referenced tests
- other commercially prepared assessments
- other measures that meet the standards contained in the *Standards for Education and Psychological Testing* (American Psychological Association)

Sources of evidence are not limited to, but may include:

Review of:

- classroom performance (i.e., participation, student work/portfolios/homework completion)
- review of report card grades

- review of student records (i.e., attendance, discipline, health related, family related, mobility related)
- software based assessments

Recommendation from:

- teachers, administrators, counselors, other school staff, parents
- CR Part 154 performance standards for LEP/ELL

District procedures will also be used to evaluate students that were absent from all or part of a required assessment, or when a student transfers into the district from out-of-state or the country.

More prescribed procedures in the various grade levels are identified in the following sections:
 District Procedures Grades K-5, District Procedures Grades 6-8 and
 District Procedures Grades 9-12.

District Procedures Grades K-5

Students are identified for lack of reading readiness, mathematic proficiency and/or being at risk of not achieving the State designated performance levels on the New York State English language arts and/or mathematics exam to be administered in grade 3, 4, and 5 as well as the Grade 4 Science state assessment.

The school district is obligated to place children with appropriate educational services, including academic intervention services provided by the district.

The district adopted process shall be:

- 1.) Students are evaluated for reading readiness and math using any of the following tests of demonstrated quality.
 - a. New York State Assessments
 - b. Running Records
 - c. Woodcock Johnson IV
 - d. WIAT
 - e. District developed benchmark assessments
 - Sources of evidence
 - ✓ student falls below the designated performance level
 - ✓ student scored at or below the appropriate grade level equivalent
 - ✓ student meets minimal competency level but has not yet met mastery level
 - f. DIBELS
 - g. ERDA (Early Reading Diagnostic Assessment)
 - h. speech/language assessments
 - i. District developed screener
 - j. iReady
 - k. LLI (Leveled Literacy Intervention)

2.) Students are evaluated for reading readiness and math by reviewing the following sources of evidence:

a. classroom performance

Sources of evidence

- ✓ Responsible Citizen section on report card is below satisfactory
- ✓ Interim Reports

b. review of report card grades

Sources of evidence

- ✓ Language Arts and Math sections on report card fall below satisfactory or 70%
- ✓ Interim Reports

c. review of student records

Sources of evidence

- ✓ Student Placement Cards:
 - attendance/tardiness
 - SBIT Meetings
 - current services
 - behavioral status

d. AIS or RTI Quarterly Progress Report: See Appendix A

3.) Additional sources of evidence will be reviewed to determine both academic services needed and support services needed.

District Procedures Grades 6-8

Students failing to meet the designated performance levels on an state assessments will receive AIS (all below NYS cut scores) In addition, students that are at risk of not meeting the State designated performance levels on the English language arts, mathematics, science of social studies intermediate assessments will be referred to the grade level academic core teams for further evaluation.

The school district is required to provide children in appropriate educational services based on educational laws, including academic intervention services provided by the district.

The district adopted process shall be:

Academic Teams will review student progress and make recommendations for appropriate Academic Intervention Services.

1) Elementary New York state assessment results shall be reviewed with all students scoring at levels below the NYS cut scores referred to the Academic Team. Additional sources of evidence will be reviewed by the team to determine both academic services needed and support services needed.

2.) Students will be scheduled to receive extra time for focused instruction and increased teacher instructional contact time designated to help students achieve the learning standards in

the areas requiring AIS. Teachers will identify students' skills using common core state assessment results, locally developed measures, and/or other standardized tests.

Sources of evidence for the prescribed tests will be:

- ✓ student falls below the designated performance level
- ✓ student scored at or below the appropriate grade level equivalent
- ✓ student meets minimal competency level but has not yet met mastery level

Other sources of evidence include:

a. Report Card Grades

Sources of evidence

- ✓ Students failing a class with <65
- ✓ Students passing between 65-75 and have not yet met mastery level
- ✓ Lack of consistency of performance on specific components of course content

b. Classroom Performance

Sources of Evidence

- ✓ Classroom performance including participation, class work, homework
- ✓ Subject skills measured through content and knowledge assessments
- ✓ Assessment portfolios
- ✓ Demonstrations

Teachers will develop an instructional program designed to lead toward success on future NYS assessments required for graduation. Identified students will receive AIS until performance indicates they have met or are likely to meet, NYS learning standards and no longer are in need of academic intervention services.

3.) In addition to students who evidence need for AIS, other students exhibit behavioral or social problems that put them at risk of not meeting NYS learning standards in the future. These students will be referred by the teachers to the guidance counselors and principal who will determine and arrange for student support services.

District Procedures Grades 9-12

Students failing to meet the designated performance levels on the state assessments will receive AIS (all below NYS cut scores) or score below the State designated performance level on any exam required for graduation. In addition, students that are at risk of not meeting the State designated performance levels on any examination required for graduation will be referred to the guidance counselors and principal for further evaluation.

The school district is required to provide children in appropriate educational services based on educational laws, including academic intervention services provided by the district.

Process for Referral:

- 1.) All students scoring below NYS cut scores of the NYS assessments shall be referred to the guidance counselor and principal for review. Additional sources of evidence will be considered by the guidance counselor and principal to determine both academic and support services needed.
- 2.) Regents examination results for all examinations required for graduation will be reviewed. Any students failing to pass a required examination will be referred to the guidance counselors and principal to determine the level of services needed.
- 3.) Students will be scheduled to receive extra time for focused instruction and increased teacher instructional contact time designated to help students achieve the learning standards in the areas requiring AIS. Teachers will diagnose identified students' skills using intermediate assessment results and/or locally developed measures, and/or standardized tests.

Sources of evidence for the prescribed tests will be:

- ✓ student falls below the designated performance level
- ✓ student scored at or below the appropriate grade level equivalent
- ✓ student meets minimal competency level but has not yet met mastery level

Other sources of evidence include:

a. Report Card Grades

Sources of evidence

- ✓ students failing a class with <65
- ✓ students passing between 65-75 and have not yet met mastery level
- ✓ lack of consistency of performance on specific components of course content

b. Classroom Performance

Sources of Evidence

- ✓ classroom performance including participation, class work, homework
- ✓ subject skills measured through content and knowledge assessments
- ✓ assessment portfolios
- ✓ demonstrations

Teachers will develop an instructional program designed to lead toward success on future NYS assessments required for graduation. Identified students will receive AIS until performance indicates they have met or are likely to meet, NYS next generation learning standards and no longer are in need of academic intervention services.

- 4.) In addition to students who evidence need for AIS, other students exhibit behavioral or social problems that put them at risk of not meeting NYS next generation learning standards in the future. These students will be referred by the teachers to the guidance counselor and principal who will determine and arrange for student support services.

RANGE OF SERVICES THAT MAY BE PROVIDED

The range of services provided for students in need of AIS will be based on the level of their needs as determined by reviewing multiple measures and sources of evidence. The range of services includes, but is not limited to:

ACADEMIC Services

- Close monitoring of progress
- After school teacher assistance based on class performance and progress
- Scheduling options including additional class time
- Computer assisted instruction
- Individualized instruction
- Small group instruction
- Extended courses
- Summer school
- Placement in a co-teaching setting
- Core subject learning centers/labs

SUPPORT Services

- Counseling
 - a. Social Worker
 - b. Guidance Counselor
 - c. Dean of Students
 - d. School Nurse
 - e. Speech Pathologist
 - f. Out of district appropriately certified staff

- Mentoring
 - a. Lunch buddies/special friends
 - b. Special Education teacher
 - c. Peer tutor
 - d. Classroom teacher
 - e. Out of district programs

COMMENCEMENT OF SERVICES PROVIDED

AIS instructional and/or support services must commence no later than the semester following a determination that such services are needed. At the high school level, services can not be postponed until students are scheduled for a course in which AIS is needed.

In grades K-4, and in grades 5-8, all next generation learning standards must be included in a student's program of instruction. Such instruction must be adequate to meet the elementary level standards at the end of grade 4 and the intermediate level standards at the end of grade 8 in each of the areas.

In grades 7-8, AIS must be provided in a manner that does not diminish instructional time to a degree that may prevent a student from achieving the NYS next generation learning standards in any area required for graduation. It may be permissible to reduce, but not eliminate some instructional time in areas other than the core subjects in order to provide AIS.

In grades 9-12, in order to provide required AIS, the school may postpone, but not eliminate, particular courses required for graduation.

STUDENT PROGRESS REPORTS

Student reports will document progress to determine when the academic achievement warrants a student being discontinued from academic intervention services. Parents must minimally receive quarterly reports that indicate student progress. Reporting to parents will be done on the report cards at regular intervals.

PARENTAL NOTIFICATION AND INVOLVEMENT

The building principal or principal designee will be responsible for parental notification indicating a need for Academic Intervention Services. (*Appendix B, C & D*) The notification will be made in writing and will include:

- a summary of the academic services to be provided
- the reason the student needs such services; and
- consequences for not achieving expected performance levels

If a parent objects to having his/her child receive academic intervention services the district should, in a timely manner, listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school.

On going communication must be provided to parents. Parents of students receiving AIS shall be provided with:

- an opportunity to consult with the student's general classroom teacher(s) and other professional staff providing AIS services at least once per semester during the regular school year
- quarterly reports on the student's progress during the regular school year by mail, telephone, or other telecommunications
- information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement

The parent(s) shall be notified by the principal or principal designee that Academic Intervention Services will be discontinued. (*Appendix E*) Such notice must:

- include the criteria for ending service;
- include the performance levels obtained on district-selected assessments, if appropriate

CRITERIA TO DISCONTINUE Academic Intervention Services

Academic Intervention Services will end when the student has attained the district standards according to the state and/or district criteria for beginning services. Such criteria include:

- student performance is at or above the state designated performance standard on required assessments
or
- it is determined that a student is no longer at risk of failing a NY state assessment required for graduation as evidenced by review of multiple sources of evidence

Appendix A
AIS Progress Report
Assigned From: [date] to [date]
Elmira Heights Central School District

Name:
Grade:

Student ID:
School:

Intervention:
Service Provider:

Standard Area:

Quarter Progress:

Appendix B

ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT ACADEMIC INTERVENTION SERVICES ENTRANCE LETTER SCHOOL YEAR: 2018-2019

Student:

ID:

School:

Grade:

Dear Parent/Guardian:

The New York Education Department has required that all schools provide Academic Intervention Services for those students who are at risk of not achieving the State designated next generation performance standards. It is our goal to provide the extra assistance for your child now so that he/she will be successful on all upcoming New York State Assessments. Failure to satisfactorily achieve these standards during your child's secondary education may delay him/her from receiving a NYS High School Regents Diploma. It has been determined that your child is at risk of not meeting the NYS Next Generation Standards and needs intervention services in the area(s) listed below. Following the conclusion of AIS services, it may be deemed appropriate to refer a student for Tier III Services (Response to Intervention). The Academic Intervention Service(s) that will be provided to your child are indicated for each area

Intervention	Duration/Degree	Entry Criteria	Provider	Standard Area	Start Date

In addition to services provided in school, we are asking for your support at home. Parent support in the form of reading with your child each night, helping with and checking over homework, studying for tests, and having daily discussions about school activities are all positive ways to help your child be successful.

If you wish to discuss the Academic Intervention Services being provided for your child, please contact the Elementary office at 734-7132, the Middle School office at 734-5078 or the High School office at 733-5604. Thank you for supporting your child's academic career.

Sincerely,

Andy Lutz
Cohen Elementary
Principal

Dawn Hanrahan
Cohen Middle
Principal

Tom Boyanowski
TAE High School Principal

.....
I have read and understand the above Academic Intervention Plan. (Please sign and return this part of the form.)

(student name)

(parent signature)

(date)

Appendix C

ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT ACADEMIC INTERVENTION SERVICES CONTINUATION LETTER SCHOOL YEAR: 2018 -2019__
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Student:

ID:

School:

Grade:

Dear Parent/Guardian,

Your child, [name], will continue to receive Academic Intervention Services in:

Intervention	Duration/Degree	Entry Criteria	Provider	Standard Area	Start Date

In addition to services provided in school, we are asking for your support at home. Parent support in the form of reading with your child each night, helping with and checking over homework, studying for tests, and having daily discussions about school activities are all positive ways to help your child be successful.

If you wish to discuss the Academic Intervention Services being provided for your child, please contact the Elementary office at 734-7132, the Middle School office at 734-5078 or the High School office at 733-5604. Thank you for supporting your child’s academic career.

Sincerely,

Andy Lutz
Cohen Elementary
Principal

Dawn Hanrahan
Cohen Middle
Principal

Tom Boyanowski
TAE High School Principal

.....
I have read and understand the above Academic Intervention Plan. (Please sign and return this part of the form.)

(student name)

(parent signature)

(date)

Appendix D

ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT ACADEMIC INTERVENTION SERVICES RESPONSE TO INTERVENTION (RTI) ENTRANCE LETTER SCHOOL YEAR: 2018-2019
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Student:

ID:

School:

Grade:

Dear Parent/Guardian:

The New York Education Department has required that all schools provide Academic Intervention Services for those students who are at risk of not achieving the State designated performance standards. The Elmira Heights Central School District has adopted a three tiered intervention system to support students at risk of not meeting NYS Common Core Standards.

It has been determined that your child is at risk of not meeting the NYS Common Core Standards and needs further intervention services in RTI. Response to Intervention (RTI) is the third tier of intervention of more intensive instruction, tailored to the needs of the individual student; and is provided to those students who do not achieve adequate progress after receiving interventions from the previous two levels. Tier III instruction will be provided by those specialists as determined by the Student Based Intervention Team (SBIT), best qualified to address the individual student’s targeted area (s) of need. Following the conclusion of RTI services, it may be deemed appropriate to refer a student for Special Education Services. The Response to Intervention Service (s) that will be provided to your child is indicated for each area.

Intervention	Duration/Degree	Entry Criteria	Provider	Standard Area	Start Date

In addition to services provided in school, we are asking for your support at home. Parent support in the form of reading with your child each night, helping with and checking over homework, studying for tests, and having daily discussions about school activities are all positive ways to help your child be successful.

If you wish to discuss the Academic Intervention Services being provided for your child, please contact the Elementary office at 734-7132, the Middle School office at 734-5078 or the High School office at 733-5604. Thank you for supporting your child’s academic career.

Sincerely,

Andy Lutz
Cohen Elementary
Principal

Dawn Hanrahan
Cohen Middle
Principal

Tom Boyanowski
TAE High School Principal

I have read and understand the above Academic Intervention Plan. (Please sign and return this part of the form.)

(student name)

(parent signature)

(date)

Appendix E

ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES
EXIT LETTER
SCHOOL YEAR: 2018-2019

Student:

Grade:

School:

Start Date:

Completion Date:

Dear Parent/Guardian:

This letter is to inform you that your child will no longer require Academic Intervention Services. It has been determined that your child is currently meeting the NYS Common Core Standards based on:

- [AIS_Criteria_Exit]

It is our goal for all children to be successful during their upcoming school years. Your child's progress will be closely monitored and if at any time we feel he/she is at risk of not meeting the New York State Common Core Standards, additional services will be provided.

Thank you for your continuing support.

Sincerely,

Andy Lutz
Cohen Elementary
Principal

Dawn Hanrahan
Cohen Middle
Principal

Tom Boyanowski
TAE High School Principal

.....
I understand that my child will no longer require Academic Intervention Services at this time. (Please sign and return this part of the form.)

(student name)

(parent signature)

(date)