

# INTERVENTION SUPPORTS AT WATERTOWN CSD



2023 - 2025



# TABLE OF CONTENTS



**01**

ABOUT WATERTOWN CSD

---

**02**

STRUCTURE OF RTI/AIS

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**03**

ELIGIBILITY/DISCONTINUATION

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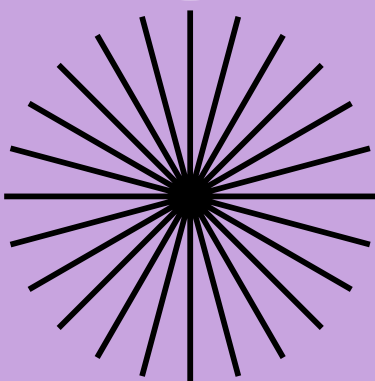
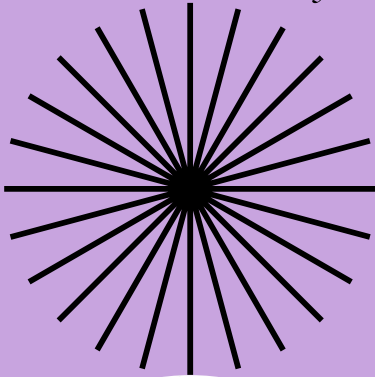
**04**

APPENDICES

# ABOUT

# WATERTOWN CSD

*Watertown City School District is committed to building a caring culture that fosters lifelong learners and responsible citizens.*



## **Watertown City School District**

### **Board of Education**

Jason Harrington, President

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Lorie Converse

Culley Gosier

John Cain III

Milly Smith

### **District Administration**

Larry C. Schmiegel, Superintendent

Lynn S. Gaffney, Assistant Superintendent for Instruction

Tina Lane, Assistant Superintendent for Personnel & Student Services

### **RtI/AIS Committee 2023-2025**

Ashleigh Barnhart-Burto, Principal, Knickerbocker Elementary

Kristin Booth, Math RtI, Ohio/Starbuck Elementary

Jessica Brown, Instructional Coach, Case Middle

Rebecca Fairchild, Reading Teacher, North Elementary

Allison Gilliam, English Teacher, Watertown High

Terrance Gonseth, Principal, Sherman Elementary

Nicole Lamica, Instructional Coach, K-6

Alison MacLean, English Teacher, Case Middle

Elizabeth Maurer, Pre-Kindergarten Administrator

Heather Miner, Reading Teacher, Ohio Elementary

Dennis Pawlikowski, Math Teacher, Case Middle

Jennifer Phelps, Instructional Coach, K-6

Connie Powis, Math RtI, North Elementary

Alison Souza, Reading Teacher, Ohio Elementary

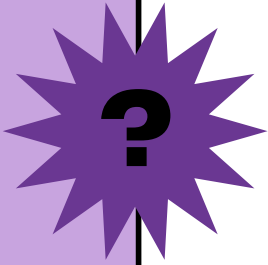
Jennifer Surette, Instructional Coach, K-6

Julie Swenson, Instructional Coach, K-6

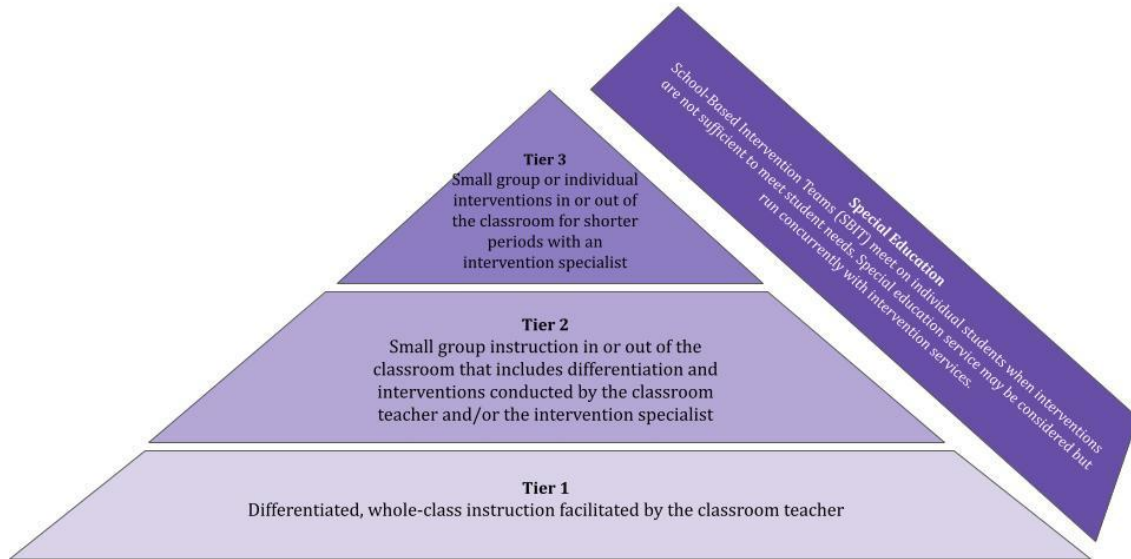
Brittany Widrick, Grade 1 Teacher, Sherman Elementary

# **INTERVENTION VISION**

Watertown City School District will identify student needs using a universal screener; provide targeted, individualized growth opportunities in tandem with core curricula; and continually monitor progress to determine academic, behavioral, social and emotional areas of focus to ensure students can apply skills and concepts to real-world tasks.



# WHAT ARE INTERVENTIONS AND SUPPORTS?



We address student needs through targeted support that uses differentiated and individualized instruction.

## **MTSS**

Multi-tiered systems of support (MTSS) is a framework that provides targeted support to students based on identified needs. At Watertown City School District, MTSS includes RtI (Response to Intervention), AIS (Academic Intervention Services), and PBIS (Positive Behavioral Interventions and Supports). Tiered support needs are structured at increasing levels of intensity. Tier 1 is for all students; Tiers 2 and 3 are for students who are not finding success with less intense interventions.

Students who receive special education services continue to receive Tier 2 or 3 services in support of their needs. All levels prior produce information that will be helpful to the decision-making team. The approach is systematic so students are given multiple opportunities to develop skills and independence.

# TIERS OF SUPPORT AT WCSD

## Tier I

**Goal: provide instruction that meets grade-level demands**

- All students
- Occurs daily
- Provided by the classroom teacher
- Standards-aligned and research-based
- Differentiated by content, process, or product
- Students have access to i-Ready individualized lessons to support identified needs

## ELA

### **Grades K-4: American Reading Company (ARC)**

- Four units (Literacy Lab, Informational Research, Genre Study, and Argument Research) with grade-level core texts
- Access to books through wide-reading and research bins, ARC Bookshelf (online texts)
- Daily writing
- Explicit and direct instruction in phonics and phonemic awareness, specifically in grades K-2
- Each student has a power goal related to the standards and foundational skills at their level and is conferenced with individually
- Differentiation: individual reading conferences based on reading level (emergency: 3 conferences; at-risk: 2 conferences; proficient: 1 conference) during a two-week period; student choice in selection of books for book development (reading and writing)
- Unit writing products are driven by choice and readiness

### **Grades 5-6: Wit & Wisdom**

- Four modules with a skills focus (informative/research writing; narrative; opinion/argument writing; and word study)
- Each module has a sequence of questioning, knowledge-building, and writing activities
- Core text read by all students, and analysis/discussion protocols build knowledge on the topic
- Daily writing
- Fluency practice embedded

### **Grades 7-8: Amplify ELA**

- Blended curriculum (online and print) where students tackle complex texts, make observations, grapple with interesting ideas, and find relevance with guided support from the teacher
- Independent reading is encouraged along with access to individual hard copies of books
- Four theme-based units of informational and literary texts
- Students work in groups and independently to complete daily writing experiences that lead to the completion of extended pieces
- Differentiation includes teachers identifying students' needs in real time and embedding levels of support and scaffolding based on those needs

### **Grades 9-12: Teacher-Created**

- Curriculum is standards-based, data-driven, and uses teacher-selected materials aligned to the Regents exam in English
- English 10, 11, and 12 offer enriched courses and courses that are genre-specific; students select from these when determining their plans of study for each year

# TIERS OF SUPPORT AT WCSD CONT.

## Math

### Grades K–4: EngageNY Math

- Fluency practice
- Application problems
- Concept development
- Student debrief
- Differentiation includes scaffolded problem sets, adapted math fluency, and workshop model/centers

### Grades 5–6: Illustrative Math

- Blended curriculum (online and print) using guided support for discovery-led and problem-based approaches
- Students work collaboratively and independently
- Differentiation is done through constructed warm up activities, spiraled review tasks, fluency and practice problems that reteach and reinforce concepts

### Grades 7–8: Open-Up Resources

- Online curriculum using guided support for discovery-led and problem-based approaches
- Students work collaboratively and independently
- Students who are interested in taking Algebra in 8th grade are afforded opportunities to engage with 8th grade math topics in 7th grade (eligibility is determined by i-Ready performance)

### Grades 9–12: Teacher-Created

- Aligned to standards for instruction. Textbooks vary for each course. If there is a Regents exam, curricula are appropriately aligned to standards and exam structures.
- Students take courses of study in different disciplines of Math (e.g. Algebra, Geometry, Statistics, Computer Science, etc.)

## Science

### Grades K–6: Amplify Science

- Discovery and inquiry with hands-on investigations
- Students are exposed to experiments using phenomena and real-world problems to engage in critical thinking and inquiry like scientists/engineers
- Access to topic-based books, all of which are aligned to Disciplinary Core Ideas and Cross-Cutting Concepts as well as Engineering 'Applications'

### Grades 7–8: Amplify and Teacher-Created

- Amplify units are selected by the department each year
- Teacher-created materials are aligned to standards for each grade level
- Students are exposed to experiments using phenomena and real-world problems to engage in critical thinking and inquiry like scientists/engineers
- Lab experiences are included

### Grades 9–12: Teacher-Created

- Aligned to standards for instruction. Textbooks vary for each course. If there is a Regents exam, curricula are appropriately aligned to standards and exam structures.
- Lab experiences are required

# TIERS OF SUPPORT AT WCSD CONT.

## Social Studies

### Grades K-6: Putnam-North Westchester BOCES SS/ELA Curriculum

- Uses a universal design approach with inquiries and integrates ELA standards
- Students are given writing tasks to connect information and address citizenship components
- Embeds geography skills and text features; uses primary sources
- The district also challenges students to focus on different experiences and perspectives through rich conversations

### Grades 7-8: Teacher-Created

- Focus on United States History, beginning with the discovery of the United States through modern day history.
- Students work with a textbook (McGraw-Hill, 2016) and novels
- Through writing tasks and collaboration projects with other subject-area teachers, students are asked to make connections from the past to the present with enduring issues essays

### Grades 9-12: Teacher-Created

- Aligned to standards for instruction. Textbooks vary for each course. If there is a Regents exam, curricula are appropriately aligned to standards and exam structures.

## Tier II

### Goal: to provide differentiated support in addition to the given curriculum or curricular program

- For students who are one or more levels below grade-level performance
- Provided in groups of 3-5 students (Grades K-6) and 10-12 students (Grades 7-12)
- Occurs daily (Grades K-6) and every other day (Grades 7-12) and is provided by either the classroom teacher or, when possible, an interventionist
- Each student receiving services in Tier II will receive standards-aligned and research-based instruction beyond Tier I
- Must use i-Ready and/or ARC SchoolPace/STAR to identify entry points for student instruction
- Uses materials other than the Tier I program to address these skills and concepts
- Focuses on specific skill and concept needs identified in the universal screener

## Tier III

### Goal: to provide individualized support in addition to the given curriculum or curricular program

- For the students who are two or more levels below grade-level performance
- Provided in groups of 1-3 students (Grades K-6) and 6-8 students (Grades 7-12)
- Occurs daily and is provided either by the classroom teacher or the interventionist
- Each student receiving services in Tier III will receive standards-aligned and research-based instruction beyond Tier I and Tier II
- Must use i-Ready and/or ARC SchoolPace/STAR to identify entry points for student instruction
- Uses materials other than the Tier I core program and Tier II tools to address these skills and concepts
- Focuses on specific skill and concept needs identified in the universal screener

Please see page 9 for more  
information on Tiers II and III.



# ELIGIBILITY

Watertown City School District uses baseline screening systems to ensure that students who receive services are truly eligible based on patterns of independent academic progress and transfer of skills.

## Universal Screener (Grades K-11) + State Test Data (Grades 4-11)

- i-Ready Math and Reading Diagnostics are administered to all Grades K-8 students three times per year;
- Grades 9-11 use STAR Reading (students in Grade 11 who fail the January English Regents will automatically receive AIS for the spring semester)

\*For students who move in from out-of-district, the universal screener will be administered as soon as practicable with support from the instructional coach, interventionist, and/or counseling staff.

## Percentiles/Cutoff Scores

K-6	7-8	9-12
<p style="text-align: center;"><b>i-Ready</b></p> <p style="text-align: center;">For the 2023-2024 school year:</p> <p>Tier III - students at or below the 10th percentile of national norm performance</p> <p>Tier II - students between the 11th and the 35th percentile of national norm performance</p> <p>* may be serviced by an interventionist</p>		<p style="text-align: center;"><b>STAR</b></p> <p>Tier III - students at or below the 19th percentile of nationally normed performance</p> <p>Tier II - students between the 20th percentile and the 39th percentile</p>
<p>3-8 ELA &amp; Math Assessment Score (for Grades 4-6 students only)</p>	<p>3-8 Assessment Score</p>	<p>English Regents score</p>

# TIERED SUPPORT

Criteria	Grades K-4	Grades 5-6	Grades 7-8	Grades 9-12
<b>Duration</b>	30-minute block 10-15-minute quick hits for both Tier II and Tier III	30-minute block 10-15-minute quick hits for both Tier II and Tier III	One class period	One class period
<b>Frequency</b>	Every day for Tier II and Tier III	Every day for Tier II and Tier III	Every other day for Tier II Daily for Tier III	Every other day
<b>Size of Groups</b>	3-5 students for Tier II (grouped by need) 1-3 students for Tier III	5-7 students for Tier II (grouped by need) 1-5 students for Tier III	8-10 students for Tier II 6-8 students for Tier III	8-10 students
<b>Push-In/ Pull-Out</b>	Push-In	Push-In	Pull-Out (separate class in student schedule)	Pull-Out (separate class in student schedule)
<b>Provider</b>	Interventionists - Tier III and Tier II as allowed  Classroom Teachers - Tier II	Interventionists - Tier III and Tier II as allowed  Classroom Teachers - Tier II	Specific-AIS providers	Each English teacher teaches at least one section of AIS

Using the push-in model, if a student is absent at the K-6 level, the interventionist will work with the classroom teacher to identify a student in that classroom to work with for that particular time period.

# PROGRESS MONITORING

Watertown City School District utilizes several tools for progress monitoring to ensure student progress toward academic goals.

Criteria	Grades K-6	Grades 7-8	Grades 9-12
<b>Target Audience</b>	All students	Students in an AIS class	Students in an AIS class
<b>Frequency</b>	For Tier I & Tier II, monthly.  For Tier III (and any Tier II seen by an interventionist, weekly.	Monthly	Monthly
<b>Program Used</b>	<b>Reading:</b> For Tier I and II- i-Ready Growth Monitoring assessment  For Tier III - i-Ready Progress Monitoring  <b>Math:</b> easy-CBM	<b>Reading:</b> i-Ready Growth Monitoring Assessment	<b>Reading:</b> STAR Progress Monitoring

# PARENT LETTERS

The Watertown City School District communicates with parents regularly about their child's enrollment in AIS/RtI services. Sample letters follow.

**Parents are not able to opt-out students from services that occur during the school day, per NYS regulation.**

## Entrance Letter

Date

Dear Parent/Guardian of \_\_\_\_\_,

Your child has been selected to participate in support services during the \_\_\_\_\_ school year, specifically designed to help students achieve the standards in content area. As an addition to classroom instruction, this service will help all students build independence that will allow them to strive towards grade-level standards.

The i-Ready diagnostic assessment is the universal screener that all students in grades K-8 take three times each year at Watertown CSD. The services will be provided on an ongoing basis and their progress will be shared on their marking period reports. Each time the i-Ready diagnostic is administered, your child's progress and placement in support services will be reconsidered.

If you have any questions about these support services, please contact me.

Thank you,

Sincerely,

Building Principal

## Exit Letter

Date

Dear Parent/Guardian of \_\_\_\_\_:

Your child had been selected to participate in support services during the \_\_\_\_\_ school year, specifically designed to help students achieve the standards in content area. As an addition to classroom instruction, this service will help all students build independence that will allow them to strive towards grade-level standards.

Based on their score on the i-Ready diagnostic assessment, your child no longer meets the criteria for support services.

If you have any questions about these support services, please contact me.

Thank you,

Sincerely,

Building Principal