



William Floyd School District

Academic Intervention Services
AIS/RTI

2023-2024

2024-2025

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Non-discriminatory Notice

The William Floyd Union Free School District in compliance with Federal and State statutes and regulations does not unlawfully discriminate on the basis of sex, race, color, creed, religion, marital status, sexual orientation, gender, veteran status, national origin, age, disability status or any legally-protected categories. Compliance ensures that discrimination does not occur in any policies or practices of admission, program or activity, placement or employment. Questions or grievances concerning this matter should be directed to Howard Miller or Jessica Moller, District Compliance Officers, at (516) 267-6300.

Definition of Terms

Academic Intervention Services (AIS) are the services provided to the students identified as needing additional support in order to make adequate progress and growth.

Tier 1 is identified as the core classroom instructional program provided to all students by the general education teacher in the general education classroom.

Tier 2 intervention is targeted small group instruction either inside or outside of the classroom. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 1 students who demonstrate through progress monitoring a need for additional support will receive targeted small group instruction.

Tier 3 intervention is intensive instruction outside of the classroom. This supplemental instruction intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 2 students who demonstrate through progress monitoring a need for more intense support will receive intensive instruction.

Fountas & Pinnell Benchmark Assessment System (F&P) is a tool utilized to help teachers observe and identify specific reading behaviors, and then interpret and use that data to plan meaningful, responsive teaching.

Universal Screener (NWEA): Assessment tool used on at least 95% of the population multiple times a year to help ensure early identification of students potentially at risk, and the areas in which they may experience difficulty.

Progress Monitoring: The practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction.

Progress Monitoring Tool: Assessment tool used to assess a student's academic growth. This tool helps quantify the rate of improvement and determine how a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from instruction and informs decisions about appropriate levels of intervention.

myView: A comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops. Connected Reading and Writing Workshops focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career.

eNvisions: A comprehensive, interactive mathematics program for students in kindergarten through grade 5. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling.



WILLIAM FLOYD UNION FREE SCHOOL DISTRICT
of the Mastics-Moriches-Shirley
240 Mastic Beach Rd.
Mastic Beach, NY 11951

Academic Intervention Services and Response to Intervention Overview

Introduction

Academic Intervention Services and Response to Intervention are two systems that work in tandem to provide additional support to students.

Academic Intervention Services (AIS) includes two components: additional instruction and support services.

- Additional instruction supplements the instruction beyond the general curriculum and assists students who are at risk of not achieving the State Learning Standards.
- Support services address barriers in order to improve academic, social, and emotional performance.

Provision of supplemental instruction and/or student support services is intended to assist students in meeting the expectations of the NYS Next Generation Learning Standards.

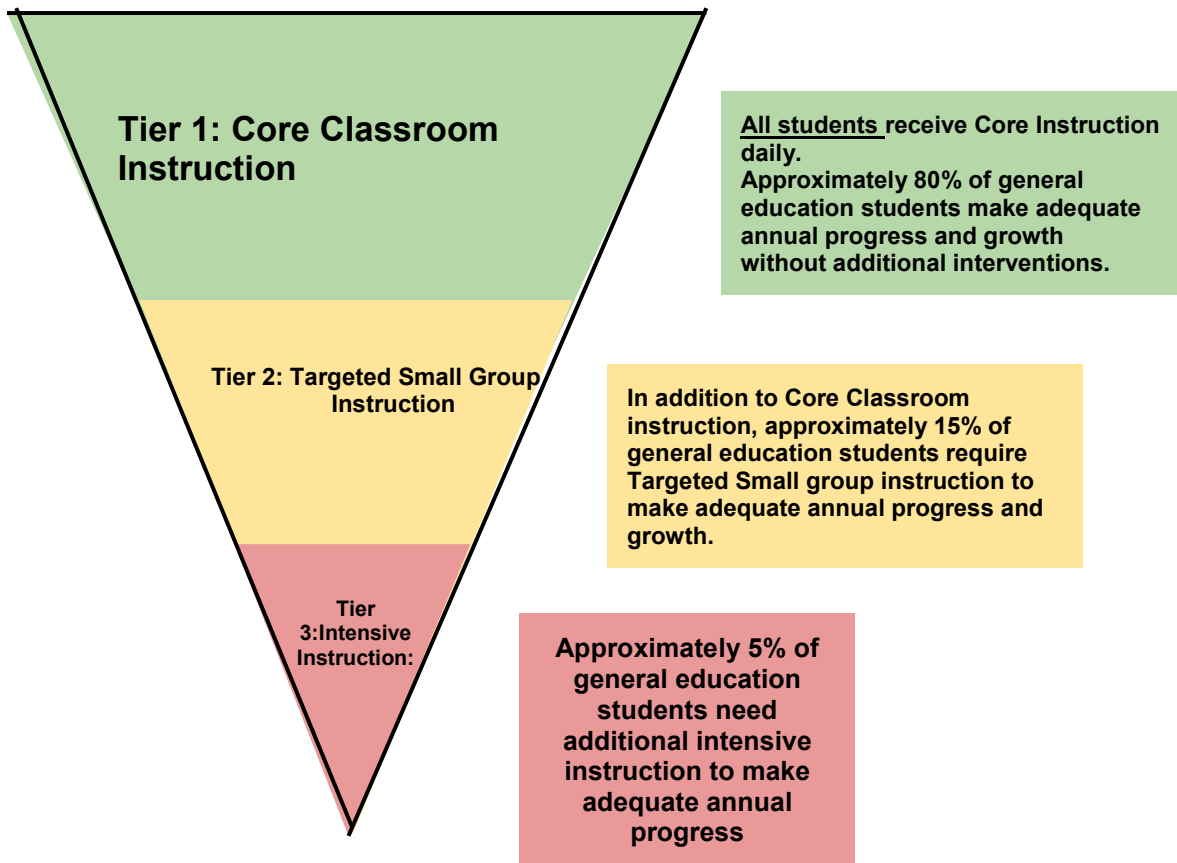
Academic Intervention Services (AIS) may be made available to students with disabilities on the same basis as nondisabled students, if the student is not already receiving special education services in the specific area of concern. AIS is available to English Language Learners (ELL) and must be supplementary (in addition to and not in place of Tier 1). AIS cannot replace the ELL instructional program requirement under CR Part 154 services.

School districts may provide a Response to Intervention (RtI) program in lieu of providing AIS when an RtI program is made available by grade levels and subject areas (reading/writing/math) for which students are identified as eligible for AIS.

Response to Intervention (RtI) is a school-wide process, guided by assessment data, which organizes instruction into a three tiered support services system delivering high quality research-based instruction to meet the diverse needs of learners. It is an ongoing process of using student performance and other data to guide instruction and intervention decisions. It is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction. RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

A student's response to the interventions determines the subsequent course of interventions as outlined below.



William Floyd School District's AIS Implementation Plan

Multiple measures are used to determine student eligibility for inclusion in AIS support sessions. In grades where New York State Assessments are administered, failure to score in the proficient range will make a student eligible for services. In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The District procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out of the state or the country. Procedures and criteria for determining tiered level of services outlined within the AIS plan will include extensive examination of data.

Once a student is selected to receive an AIS service, parent notification will be made. Each school will be responsible for parental notification of the students it serves. Notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated within the notification. Parents will also be kept apprised of their child's progress at the end of each marking period. Progress reports and report cards with comments aligned to AIS instruction are provided to parents on an on-going basis as designated through district reporting dates. All parent notifications are provided in English and translated when appropriate.

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

Academic Intervention Services will end when the student has successfully attained the District standards according to the State and/or District criteria for ending services. When AIS is discontinued, the parent will be notified in writing that the services will be ending as well as the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.*

District Criteria and Procedures

District Administrators will look at various levels of district, building, grade level and department data to determine patterns in ELA and Mathematics. Decisions related to the frequency and intensity of service will be made with input from teachers, counselors, administrators, other school staff, and parents based upon individual student needs.

Patterns will be shared with district administration to inform curricular and programmatic decision making. Analysis of individual schools will be completed each year. The District will analyze individual school needs each year by reviewing:

- needs analysis of student performance information to determine root cause

- the number of students receiving AIS at each grade level within each standards area
- the range of performance levels of eligible students as determined through State assessments and district approved procedures
- staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS

Building administrators will look at grade level and teacher data to identify instructional strengths and weaknesses in order to determine appropriate interventions and staffing needs. Interventions may target academic and/or other barriers that may be impacting student performance.

The building principal ensures that the following information is maintained as part of the student’s cumulative record folder:

- A record of the student’s performance on state assessments. In addition, local/district assessments used to determine eligibility for AIS are also kept on file.
- Documentation of specific AIS provided and dates each student received each service.
- A copy of the parent notification that a child is in need of AIS and when these services will be offered.
- A copy of the letter to the parents that indicates that their child is no longer in need of services.

Elementary Level Overview

| | Tier 1 Core Class Instruction | Tier 2-AIS*/** Targeted Small Group Instruction | Tier 3-AIS*/** Intensive Instruction |
|-----------------------------|-----------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Students | All students | Any students identified as needing additional support | Any students identified as needing intensive support |
| Location | All Classrooms | Small Group Classroom Instruction or Separate Location | Separate Location *in addition to Tier 1 |
| Frequency | Ongoing/Daily | As needed | As needed |
| Duration of Services | Throughout the School Year | Determined by the students’ progress and growth utilizing a variety of measures. | Determined by the student's progress and growth utilizing a variety of measures. |
| Service Provider | Classroom Teacher | Classroom Teacher and/ or Support Service Teacher | Classroom Teacher and/ or Support Service Teacher |

**Note, as students progress to tiers 2 and 3, there is an expectation that tier 1 instruction is still provided. Tiers 2 and 3 are supplemental and do not supplant tier 1 classroom instruction.*

*** Students may move tiers when prescribed progress is not met which cannot be otherwise explained through lack of instruction, attendance, or being an English Language Learner.*

Elementary Level
Entrance & Exit Criteria

| | Tier 1 Core Class Instruction | Tier 2-AIS* Targeted Small Group Instruction | Tier 3-AIS* Intensive Instruction |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Potential Entrance Criteria</p> <p>Eligibility for AIS Services will be determined by using multiple measures such as State assessment results and/or district criteria and procedures.</p> | <p>All students receive Core Classroom Instruction daily. Approximately 80% of general education students make adequate annual progress and growth without additional interventions.</p> <p>This growth and progress will be determined using a variety of measures, including but not limited to:</p> <ul style="list-style-type: none"> -New York State Assessments -Performance on the District approved Universal Screening Tool (i.e. NWEA MAP/DIAL Assessment) -Literacy Assessments -Classroom Assessments -Report Cards -Anecdotal Records (including notes on students engagement) | <p>Students may move to Tier 2 if/when they have shown inadequate growth in Tier 1</p> <p>Considerations include but not limited to the following measures:</p> <ul style="list-style-type: none"> -New York State Assessments -Performance on the District approved Universal Screening Tool (i.e. NWEA MAP/DIAL Assessment) -Literacy Assessments -Classroom Assessments -Report Cards -Anecdotal Records (including notes on students engagement) <p>-Ongoing Progress Monitoring that aligns with support service intervention.</p> | <p>Students may move to Tier 3 if/when they have shown inadequate growth in Tier 2</p> <p>Considerations include but not limited to the following measures:</p> <ul style="list-style-type: none"> -New York State Assessments -Performance on the District approved Universal Screening Tool (i.e. NWEA MAP/DIAL Assessment) -Literacy Assessments -Classroom Assessments -Report Cards -Anecdotal Records (including notes on students engagement) <p>-Ongoing Progress Monitoring that aligns with support service intervention.</p> |

| | | | |
|--------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Potential Exit Criteria | All students will continue to receive Tier 1 Core Classroom Instruction. | <p>Students exit Tier 2 when they demonstrate adequate growth and response to the intervention</p> <p>Students may continue to receive Tier 2 interventions if/when they demonstrate minimal progress and growth .</p> <p>Students may move to Tier 3 interventions if/when they demonstrate inadequate progress and growth in Tier 2 after being given sufficient time receiving intervention service.</p> | <p>Students may move to Tier 2 interventions if/when they demonstrate adequate progress and growth in Tier 3</p> <p>Students may continue to receive Tier 3 interventions if/when they demonstrate minimal progress and growth.</p> <p>Students may be referred to the building Instructional Support Team if/when they demonstrate inadequate progress and growth in Tier 3 if warranted after being given sufficient time receiving intervention service.</p> |
|--------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**All students continue to receive Tier 1 Core Classroom Instruction*

Secondary Overview

| | Tier 1 Core Class Instruction | Tier 2-AIS Targeted Intervention and Progress Monitoring | Tier 3-AIS Intensive Instruction and Progress Monitoring |
|-------------------------|-----------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Students | ALL students | Any students identified as needing additional support | Any students identified as needing additional support |
| Location | General Education Classroom | General Education Classroom or with Intervention Specialist | General Education Classroom or with Intervention Specialist |
| Frequency | Ongoing/Daily | As needed | As needed |
| Duration | Throughout the School Year | Throughout the School Year | Throughout the School Year |
| Service Provider | Classroom Teacher | Classroom Teacher and/ or Support Service Teacher | Classroom Teacher and/ or Support Service Teacher |

Secondary
Entrance & Exit Criteria

| | Tier 1 Core Class Instruction | Tier 2-AIS Targeted Small Group Instruction | Tier 3-AIS Intensive Instruction |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Potential Entrance Criteria Eligibility for AIS Services will be determined by using multiple measures such as State assessment results and/or district criteria and procedures.</p> | <p>All students receive Core Classroom Instruction daily. Approximately 80% of general education students make adequate annual progress and growth without additional interventions.</p> <p>This growth and progress will be determined using a variety of measures.</p> | <p>New York State Assessments</p> <p>Performance on the District approved Universal Screening Tool</p> <p>Attendance Records</p> <p>Classroom performance</p> <p>Educator recommendation</p> <p>Progress monitoring data</p> <p>Progress Reports</p> <p>Regents exam scores</p> <p>Report Cards grades</p> <p>Student records, reports and evaluations</p> | <p>New York State Assessments</p> <p>Performance on the District approved Universal Screening Tool</p> <p>Attendance Records</p> <p>Classroom performance</p> <p>Educator recommendation</p> <p>Progress monitoring data</p> <p>Progress Reports</p> <p>Regents exam scores</p> <p>Report Cards grades</p> <p>Student records, reports and evaluations</p> |
| <p>Potential Exit Criteria</p> | <p>All students will continue to receive Tier 1 Core Classroom Instruction</p> | <p>Passing grades as evidence of skills achieved</p> | <p>Passing grades as evidence of skills achieved</p> |

Support Services and Resources
All Levels
Overview

Student support services are interventions that address barriers to student progress in State learning standards requiring AIS. Possible barriers to academic progress that student services address include, but are not limited to:

Coordination of services, based on individual needs, could address:

- Attendance problems
- Behavioral problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues
- Peer-related issues

| <u>Academic</u> | <u>Nonacademic</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Learning Center ● Reading Support ● Math Support ● Speech and Language (non-mandated) | <ul style="list-style-type: none"> ● Counseling ● Attendance referrals and improvement plans ● organizational support ● occupational therapy ● physical therapy ● nursing/health services ● parent training |