



**ACADEMIC
INTERVENTION
SERVICES (AIS)
&
RESPONSE
TO
INTERVENTION (RTI)
PLAN
2018-19**

**District: East Rochester
BEDS Code: 261313030000
Elementary Building: 261313030001
Jr/Sr High Building: 261313030002**

Revised: 8/12/2018

INTRODUCTION

Academic Intervention Services (AIS) and/or Response to Intervention (RtI) are intended to supplement instruction provided by the general curriculum and to assist students in meeting or exceeding the State Learning Standards. This additional support will be provided utilizing a variety of strategies. AIS/RtI is intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts (ELA), Mathematics, Social Studies and/or Science or who are identified as not meeting designated performance levels on state assessments as described in the Commissioner's Regulations sections 100.2(ee)(7) and 100.2(ii). AIS/RtI shall be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with a students' individualized educational program.

An important factor for student success is high quality direct classroom instruction. However, students who struggle should be afforded appropriate and targeted opportunities for academic assistance and interventions based on data analysis from multiple measures so that they may be successful in meeting the New York State Next Generation Learning Standards.

AIS /RTI include criteria for eligibility and the two components of AIS:

- Differentiated instruction that supplements the general curriculum,
- Student support services needed to address barriers to improved academic performances

AIS / RTI will be provided to students in ELA and mathematics in grades K-12 and social studies and science in grades 7-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, and health issues, lack of study skills, and transition or mobility issues.

ELIGIBILITY FOR ACADEMIC INTERVENTION SERVICES (AIS) / RTI SUPPORT

Students eligible for AIS / RTI, including those with disabilities and/or limited English proficiency are:

1. Those students in grades 3-12 who score below the designated performance levels on elementary, intermediate, and commencement-level state assessments in ELA, mathematics, social studies and science.
 - a. At the elementary and intermediate level, students who score levels 1 and 2 on state designated assessments in ELA, math, and science are eligible to receive AIS / RTI.
 - b. At the high school level, students who score below 65% on one or more of the Regents assessments in English, math, social studies (Global and/or US History) and science (two units required for graduation).
2. In grades where no state assessments are given (K-2), students may be considered for AIS if they are determined to be at risk of not meeting State Standards, according to criteria established by the district. This procedure is used for all students within the district currently

and may be used when a student transfers in from other districts.

3. For students, K-12, the district will use a multiple measures and sources of evidence according to the criteria established by the district to identify those students who at risk of not meeting state state learning standards, and are recommended by their classroom teachers for AIS / RTI, a three-tiered - Response To Intervention (RtI) model *(see Table 1.1). These measures will be used to determine the eligibility for and degree of services.

The following local criteria will be used to determining eligibility:

- i-Ready universal screening for all grades K-8 students in Reading and Mathematics
- Math Expressions Beginning Year Inventory (K-5)
- Fountas and Pinnell Benchmark Assessment for students in grades 1-5 (K after December)
- Early Literacy Profiles – lack of reading readiness (K/1 students)
- NYS Assessments: Grades 3-8 ELA, mathematics; Science, grades 4 and 8; regents exams at the high school level in areas of English, Math, Social Studies and Science
- Teacher observations, evaluations, reports cards, and classroom performance
- Writing samples

Multi-Tiered Model:

This model provides a proactive process that examines the performance of students in relation to established benchmarks. It ensures prevention as well as remediation. It provides for whole group instruction, small group instruction and/or individual instruction based on student need. RTI is based on the assumption that most students will respond to tier 1 instructional practices. It also supports those who will need additional supplemental and/or intensive levels of instruction to make benchmark goals.

Table 1.1: Elements of the Three-Tier RTI Model

The following table outlines the essential features of the three-tier model of RTI including suggested ranges of frequency and duration of screening, interventions and progress monitoring.

Elements	Tier 1 Core Curriculum & Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (4-10 students)	Individualize or small group instruction (1-3 students)
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring <i>Above the 25th percentile; 10th to 25th percentile may require strategic monitoring</i>	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring <i>5th to 25th percentile</i>	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring <i>Below 5th percentile</i>
Type of instruction and/or intervention	Core Curriculum – high quality instruction in general education setting Guided Reading Differentiated Instruction Extra Help / Peer Tutors Informal Consultation with specialists Foundations (K-2) Identify at risk students	Core + targeted intervention (<u>in addition</u> to Tier 1 curriculum) ELA instructional specialist K-8 support built into daily schedule (30 minutes daily) Math Support: push-in (Gr 1-5) Leveled Literacy Instruction Foundations (K-2) Visualizing & Verbalizing LIPS Seeing STARS Earobics	Core + intensive intervention (<u>in addition to</u> Tier 1 and Tier II interventions) Wilson Reading Leveled Literacy Instruction (2 students) Tier 2 with increased frequency and/or smaller group size
Frequency of progress monitoring (see attachment)	i-Ready Diagnostic benchmark assessments 3 times a year (K-8) Literacy Benchmarks Strategic Monitoring 1x per month	Varies, but no less than once every two weeks Modify or change intervention as needed	Varies, but more continuous and no less than once a week Modify or change intervention as needed

Frequency of intervention provided	Per school schedule	ELA: 30 minutes daily (K-5); Gr 6-8: 40 minutes daily as schedule permits (ELA & Math) Gr 9-12: 40 minutes daily as schedule permits (ELA, math, sci, & social studies)	Varies - four to five times per week for a minimum of 30 minutes per session or as assigned by IST or building admin (Tutoring)
Duration of intervention	School year	ELA – school year Math – school year	A minimum of 10-15 weeks (IST team to review after 6 weeks)
Parent notification (see attachments)	Parent Notification Letter	Parent Notification Letter	Parent Notification Letter
Data collection	-Strategic Monitoring provided by i-Ready software, -literacy benchmarks maintained by classroom teacher <i>- Data talks scheduled 3 to 4 times throughout the school year with K-8 teams</i>	-Progress Monitoring provided by i-Ready software, -literacy benchmarks maintained by classroom teacher, <i>-Building RTI Team reviews data on all students quarterly or as needed</i>	-Progress Monitoring provided by i-Ready software, -literacy benchmarks Maintained by classroom teacher, <i>-Building RTI Team reviews data on all students quarterly or as needed</i>

COMPONENTS OF AIS /RTI

Decisions related to the frequency, intensity, duration, and method of service will be based upon individual student needs. All students are eligible for AIS / RTI, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards. This plan is intended to describe services for K-12 students in the district. Ongoing monitoring and review will be conducted at the building level by administrators and teacher teams.

*(see Table 1.1 above)

The following are general practices of AIS / RTI:

1. If the review of data indicates that a student is at risk of not meeting Next Generation Learning Standards - the student is considered eligible AIS / RTI interventions.
Each year the elementary and intermediate state assessments have four designated performance levels in each assessment.
 - Level 1 means the student has not met the academic standards and is eligible for AIS.
 - Level 2 means the student is working toward meeting academic standards and is eligible for AIS.
 - Level 3 means the student has met the academic standards.
 - Level 4 means the student has exceeded the standards and is moving toward high performance.

All students who score at the 1 and 2 levels will be eligible to receive academic intervention services. Students scoring below a 65 on a required Regents exam are also considered candidates for academic intervention services.

2. Specific interventions will be provided in the general classroom and in addition to the general classroom instruction. These interventions will be supplemental to general classroom instruction
 - a. Scheduling options including additional class time (extended courses)
 - b. Co-teaching (blended classrooms)
 - c. Small group instruction
 - d. Increased task structure (i.e. teacher checks in with student throughout each step of the task including repeating directions, checking for comprehension of directions, etc.)
 - e. Increase amount and type of cues and prompts
 - f. Non-verbal cues
 - g. Use varied instructional strategies
 - h. Pre-teach important concepts prior to instruction
 - i. Peer tutoring for organization, studying, etc.
 - j. Preferential seating
 - k. Frequent and scheduled parent contact
 - l. Computer assisted instruction (i.e. i-Ready)
 - m. Reduced student to teacher ratio
 - n. Educationally Related Support Services (literacy, Speech, AIS teachers)
 - o. Before-school, after-school or summer program (parental approval)
3. Formative assessments will be used to monitor student progress
4. Documentation will be kept of the services provided
5. Services will be provided by certified teachers
 - a. Providers of AIS / RTI services will communicate regularly with classroom teachers
6. Continued monitoring of progress towards meeting State Learning Standards
7. Parents will be informed of the need for services, semester or quarterly progress reports, and/or the discontinuation of services

INSTRUCTIONAL SUPPORT TEAMS (IST) / RESPONSE TO INTERVENTION (RTI) TEAMS

A student may also be referred for AIS through the IST / RTI. The IST / RTI teams' initiative is a collaborative process that focuses on assisting classroom teachers in planning and implementation strategies that are designed to produce success for students experiencing some difficulties in the classroom. RTI Teams help practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic and/or behavior support needed to succeed in school.

AN OVERVIEW OF THE IST PROCESS

- Students who encounter challenges in the areas of academics, behavior, social skills, and/or emotional development may be referred to the Instructional Support Team for additional assistance.
- Once referred, a student's needs are identified through a data collection process.
- A team meeting is held where an intervention plan is developed.
- The interventions are implemented and success / progress is monitored.
- At the follow-up meeting, the team makes decisions concerning further evaluation based on the success of the intervention plan and the degree of need of the student.

EXIT CRITERIA

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or when the student is no longer at risk of not meeting New York State Learning standards and or the requirements outlined in this document.

In accordance with the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (IDEA) and Every Student Succeeds Act (ESSA) of 2018, the East Rochester Union Free School District has developed and implemented a district wide Response to Intervention model.

The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and / or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

RTI facilitates using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

The IST/RTI Teams will continue to review the model for all students in the district. It is important to note that the implementation of the model may modify the interventions listed in this document over the course of time as well as the intensity of services provided based on the analysis of student needs.

Effective Intervention Guidelines and/or Scheduling Options: (suggested, but not limited to)

- 30 minutes per day, 5 days per week (consistently)
- Low student-teacher ratio (10:1 max) Small group instruction
- Fast paced (students engaged all the time)
- Include reading, writing, word study/phonics (all 3 intensive; all 3 integrated)
- Explicit and precise instruction
- Engaging texts
- Text level matched to readers
- Continual progress monitoring
- Home connection
- "Push-in" format optimal
- Systematic (planned ahead, school-wide)
- Extended school day, before-school or after-school sessions, summer school
- Computer-assisted instruction
- Co-teaching or consultant teacher model instruction
- Peer mentoring
- Out-of-district placement

RTI Benchmark Assessment Schedule 2018-19 School Year

Assessment	Purpose	Administer How	Administer to Whom	Administered When	Administered by Who
i-Ready - Ready diagnostic assessment	Screening, progress -monitoring and diagnostic assessment	Whole group	All K-8 students	FALL: Sept. 17-28, 2018 (Grades 1-8) WINTER: Jan. 7-18, 2019(K-8) **K students - Jan. 7-18, 2019 SPRING: May 13-24, 2019 (K-8)	Classroom teachers & TA
Early Literacy Profile					
High Frequency Words	Screening and Progress Monitoring	Individual	Grades K-2	FALL: K-1-2: Sept.. 10-21, 2018 WINTER: K-1-2: Jan. 7-18, 2019 SPRING: K-1-2: May 28-June 3, 2019	AIS teachers

Foundations K-3 Unit Assessments	Progress monitoring and diagnostic assessment	Whole group	All K-3 students	At the end of each unit. (Tests scores to be entered into spread-sheet in a timely manner by grade level teachers or TAs)	Classroom and Special Educ. Teachers
Lucy Calkins	Summative Assessments and vertical alignment of writing program K-5	Whole Group	All K-5 students	narrative argument/opinion informative/explanatory research, journal and-or poetry	Classroom and Special Educ. Teachers
Fountas & Pinnell Benchmark Assessments Create guided reading groups based on prior grade and or summer school data. Guided reading groups to begin as soon as possible or by Sept. 24th.	Progress-monitoring and diagnostic assessment	Individually	All K-5 students	FALL: NON-FICTION ALL Grades 1-5 students: Sept. 10 - Oct. 3, 2018 (SUBS can be secured upon request) Levels to be entered onto shared google spreadsheet by Oct. 5th WINTER: FICTION ALL K-5 students: Jan. 7-23, 2019 (entered into spreadsheet by: Jan. 25, 2019) SPRING: NON-FICTION All K-5 students: May 6-24, 2019 (entered into spreadsheet by: May 29, 2019)	Classroom & Special Education Teachers

Fountas & Pinnell Benchmark Assessments	Progress-monitoring and diagnostic assessment	Individually	Grades 6-8 All ELA AIS students and any student identified as 'at risk' are to be given the F & P benchmark assessment. Also any IEP/504 students 3 times a year plus prior to any CSE or 504 meeting.	FALL: NON-FICTION Sept. 10 - Oct. 3, 2018 WINTER: FICTION Jan. 7-23, 2019 SPRING: NON-FICTION May 6-24, 2019	English and Special Education teachers, Literacy & AIS teachers
---	---	--------------	---	--	---

l-ready - Math (to be administered over multiple days)	Benchmark-diagnostic assessment, progress monitoring	Whole class or small groups	All Kindergarten** through 8th graders	FALL: Oct. 9 - 23, 2018 **K students: Dec. 3- 19, 2018 to administer Math diagnostic assessment WINTER: Feb. 1-15, 2019 SPRING: May 30 -June 14, 2019	Classroom Teachers & Computer TA & grade level TA support
Math Assessments ALL end of unit test scores are to be entered into Math Google spreadsheet.	Pre screening of Unit understanding & Post assessment	Whole group	K-5	Throughout the school year administer pre-test prior to unit (Form A) then post-test (Form B) at the end of each unit End of Year Assessment: to be scheduled by grade level teams but no later than June 7, 2019	Classroom & Special Education teachers and AIS teachers
Math Assessments	State Assessments	Whole group	Grades 3-8	As scheduled by NYSED (April / May)	All available staff as needed
Math Benchmark Assessments	Screening, progress-monitoring and diagnostic assessment	Whole group	Grades 6-8	Sept. 2018- Pre-Assessment Jan. 2019 – mid-term June 2019-Final exam To be scheduled by grade level teams	Classroom & Special Education teachers

RTI and flexible skill groups are coordinated and monitored to help best meet the needs of our at risk students and those ready for extended learning. Each grade level team will work together to create times throughout the school day that will allow each team to systematically provide small group instruction with evidence based interventions and high quality instruction to support and enrich the learning process. This will also assist the IST team in identifying students prior to them being referred to IST.

Each quarter (dates TBD) teams will have an opportunity to meet with administration and instructional coach during data talk meetings to:

- Review progress of the at risk students
- Review progress monitoring and classroom data
- Review the RTI groups at each grade level & create new groups based on student needs
- Identify targeted skills for re-teaching and extended learning
- **All RTI ‘at risk’ student data, K-8 will be recorded on the K-5 or 6-8 spreadsheets saved in the google drive.**
- Math fluency probes – to be scheduled by classroom teachers. Morning math routines are to be established and practiced daily.
- Grades K-5 will focus on reading strategies using LLI.
- Flexible groupings will be on going every 6 to 8 weeks

District and building admin and instructional coach are all available help answer questions or provide any assistance.

ACADEMIC INTERVENTION SERVICES – INSTRUCTIONAL SUPPORT

AIS / RTI is provided to students in kindergarten to grade three (3) that are determined through district identified assessments of the lack reading readiness, knowledge of sounds and letters, and/or to be at risk of not achieving the State proficiency level in ELA and/or mathematics.

Grade Level	Indicators of Eligibility	Range of Services	How progress is monitored	Person responsible for service delivery
Grades K-3	<ul style="list-style-type: none"> -Early Literacy Profiles (ELP) - i-Ready Reading & Math diagnostic assessment -Fountas and Pinnell benchmark assessment -Review of classroom performance (class work, participation, and behaviors that promote learning) -Review of report cards and evaluations -Review of attendance records 	<p>Tier 1</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -Co-teaching -Small flexible grouping -Scaffold instruction -Peer partnering -Inquiry based instruction -Activating prior knowledge <p>Tier 2</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -AIS push-in or pull-out by ERSS teachers -LLI small group support -Wilson Reading Program (for specific students) -Summer School <p>Tier 3</p> <ul style="list-style-type: none"> -Increased time for guided practice -Student & teacher tutors -Referral to IST /RTI teams -Data analysis -Work with ERSS providers on non-classified basis 	<ul style="list-style-type: none"> -Google spreadsheets / review of work done with students -i-Ready Reading & Math -F & P Benchmark Assessments - LLI -e-doctrina assessments 	<ul style="list-style-type: none"> -Classroom Teacher -Case Manager -Educational Resources Support Services (ERSS) Teachers

AIS / RTI is provided to students in grades four (4) to grade eight (8) that scored below the State designated performance level any of the State assessments in ELA and or mathematics or are determined through district identified assessments of lacking reading or mathematics readiness knowledge and skills.

Grade Level	Indicators of Eligibility	Range of Services	How progress is monitored	Person responsible for service delivery
Grades 4-6	<ul style="list-style-type: none"> -Level 1 or 2 on NYS Assessments (ELA, math, or science) -Review of student data, WNYRIC – item analysis reports -i-Ready Reading & Math diagnostic assessments -Fountas and Pinnell Benchmark Assessment -Review of classroom performance (class work, participation, and behaviors that promote learning) -Review of report cards and evaluations -Review of attendance records 	<p>Tier 1</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -Co-teaching -Small flexible grouping -Scaffold instruction -Peer partnering -Inquiry based instruction -Activating prior knowledge <p>Tier 2</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -AIS push-in or pull-out by support service teachers -Wilson Reading Program (for specific students) -Early morning remediation -After school remediation -Summer school -Computer monitored program <p>Tier 3</p> <ul style="list-style-type: none"> -Increased time for guided practice -Student & teacher tutors -Referral to IST / RTI teams -Data analysis -Work with ERSS providers on non-classified basis 	<ul style="list-style-type: none"> -Google spread sheets / review of work done with students - i-Ready ELA & Math - F & P Benchmark Assessments -LLI -e-doctrina assessments 	<ul style="list-style-type: none"> -Classroom Teacher -Case Manager - Educationally Related Support Services (ERSS) Teachers

Grade Level	Indicators of Eligibility	Range of Services	How progress is monitored	Person responsible for service delivery
Grades 7-8	<ul style="list-style-type: none"> -Level 1 or 2 on NYS Assessments (ELA, math, or science) -Review of student data, WNYRIC – item analysis reports -i-Ready Reading & Math diagnostic assessments -Review of classroom performance (class work, participation, and behaviors that promote learning) -Review of report cards and evaluations -Review of attendance records 	<p>Tier 1</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -Co-teaching -Small flexible grouping -Scaffold instruction -Peer partnering -Inquiry based instruction -Activating prior knowledge -Strategic Literacy class <p>Tier 2</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -AIS scheduled class -Before/After school help -Wilson Reading Program (for specific students) -Counseling -Summer school -Computer monitored program <p>Tier 3</p> <ul style="list-style-type: none"> -Referral to IST/RTI teams for further educational analysis and recommendations -Work with support service providers on non-classified basis -Individual counseling -Lunch help-Increased time for guided practice 	<ul style="list-style-type: none"> -Google spreadsheets / review of work done with students - i-Ready ELA & Math -Quarterly progress reports and report cards -e-doctrina assessments 	<ul style="list-style-type: none"> - Classroom Teacher -Special Education Teacher -Case Manager -Literacy Teacher -Counselor

AIS / RTI is provided to students in grades nine (9) to twelve (12) that scored below the State designated performance level any of the State assessments (including regents exams) in ELA, mathematics, social studies, and/or science.

Grade Level	Indicators of Eligibility	Range of Services	How progress is monitored	Person responsible for service delivery
Grades 9-12	<ul style="list-style-type: none"> - Level 1 or 2 on 8th grade NYS Assessments (ELA, math, or science) -Below 65% on NYS Regents exams -Review of student data, WNYRIC -Review of classroom performance quarterly (class work, participation, and behaviors that promote learning) -Review of report cards and evaluations -Review of attendance records 	<p>Tier 1</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -Co-teaching -Castle learning or e-doctrina practice assessments -Exam reviews led by individual departments <p>Tier 2</p> <ul style="list-style-type: none"> -Differentiated instruction in the classroom -AIS scheduled class -Before/After school help -Group counseling -Summer school -Computer monitored program, Castle Learning & e-doctrina assessments <p>Tier 3</p> <ul style="list-style-type: none"> -Referral to IST / RTI teams for further educational analysis and recommendations -Work with support service providers on non-classified basis -Individual counseling -Help during lunch period 	<ul style="list-style-type: none"> -Quarterly progress reports and report cards - Google spreadsheets / review of work done with students -e-doctrina practice assignments and assessments 	<ul style="list-style-type: none"> - Classroom Teacher -Special Education Teacher -Case Manager -Counselors -Psychologist

PROCESS AND TIMELINE

AIS/RTI may start at any time, but will begin no later than the beginning of the semester following the determination that a student is eligible for services. At the Junior/Senior High level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed. This timeline will be determined individually for each student based on need.

PARENT INVOLVEMENT REQUIREMENTS Under AIS – [100.2 (ee) (6)]

- Notification of Start of AIS/RTI Services (Sample Letter Attached)
 - Grades 4-9 the AIS teacher maintains student records and parent correspondence of student progress
 - For all other grade levels, notification to parents of mandated and/or discretionary services are communicated by the building principals and executive director of curriculum, instruction and professional development.
- Notification of End of AIS Services (Sample Letter Attached)
 - Grades 4-9 the AIS teachers and classroom teachers assess the student's performance and determine end of support services.
 - Review of multiple assessment measures such as:
 - Report cards
 - Classroom performance
 - Progress monitoring analysis – assessments of content skills, concepts and knowledge
 - Students must meet standards on the New York State ELA, math, or science assessments with a performance level 3 or 4
 - Students in grades 9-12
 - Earned the appropriate credit in an English, Math, Science, and/or Social Studies course required for graduation
 - Passed the English, Math, Science, and/or Social Studies Regents exam required for graduation
 - Passed with a score of 65 or higher on a common assessment in English 9R, English 10R, and/or Global 9
 - Demonstrate for a period of time that her/she has overcome barriers, such as attendance problems, discipline problems, family-related issues, health-related issues, etc., to maintain or show academic growth or progress.
- On-going Communication
 - AIS/Skills teacher, classroom teachers, along with other service providers are in continuous consultations with each other and parents regarding student performance. Parents receive reports on student progress quarterly via report cards and/or parent conferences. Individual service providers and administrators offer information and support to parents on ways to work with their children to improve academic achievement.



ERUFSD: Curriculum, Instruction & Prof. Dev. Office
300 Woodbine Ave. East Rochester, NY 14445 (585) 248-6331 Fax: (585) 248-6392
Website: <http://www.erschools.org>

Sample letter to K-5 parents about AIS/RTI Support

Dear Parents/Guardians,

September 4, 2018

Welcome back to school. Our mission at East Rochester Elementary School is to prepare students to be college and career ready. Therefore, we use multiple measures to assist in determining which students would benefit from academic support to ensure their success.

Beginning in September teachers have built a 30 minute skills block of time into their schedules to allow for more support for student learning. The essential ELA skills will be identified by grade level teams. Differentiated and flexible student groupings will be based on students' needs. Interventions will take place in addition to regular grade level ELA curriculum. Some students may need a goal to "catch-up growth" in a particular skill area while other students' goals will be to enhance and build on their current skill level; and for others, it may be to extend or enrich learning for above grade level expectations.

Individual student progress will be closely monitored during each intervention cycle (approximately 6-8 weeks). Based upon data collected and performance students may be regrouped for each new intervention cycle to best meet and challenge their individualized needs during the daily RTI block.

We believe that this process will help students learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.

Thank you for your support. Please feel free to contact me or the building principal with any questions or concerns.

Sincerely,

Mary Gullace
Executive Director
Curr., Instruct., & Prof. Dev.

Marisa Philp
Elementary Principal



East Rochester Jr-Sr High School

200 Woodbine Ave. East Rochester, NY 14445 (585) 248-6350 Fax: (585) 248-6392

Website: <http://www.erschools.org>

Sample letter to Jr-Sr High parents about AIS/RTI support

Response To Intervention (RTI)

Dear Parents/Guardians,

August 25, 2018

Our mission at East Rochester School District is to prepare students to be college and career ready. Therefore, we use multiple measures to assist in determining which students would benefit from academic support to ensure their success. Beginning in September, the MLA has redesigned the skills block for the 2018-19 school year to allow for more support for student learning. Teachers will have the opportunity to work on essential ELA and/or Math skills that have been identified by grade-level teams as areas of needs for individuals. Students will receive differentiated and specialized instruction that is targeted towards closing academic gaps and promoting personal confidence in the areas of literacy and math.

Specific student progress will be closely monitored during each academic cycle. Students will be grouped accordingly based upon data collected and classroom performance.

We believe that this process will help students learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.

Please feel free to contact your child's teacher/counselor or me if you have any questions. Thank you for your support.

Sincerely,

Casey van Harssel
Jr./Sr. High School Principal
248-6350, Ext. 9

Kevin Cafalone
6-8 Assistant Principal
248-6387



East Rochester Junior/Senior High School
200 Woodbine Ave
East Rochester, NY 14445
585-248-6350

Notice for Discontinuance of Academic Intervention Services

Parent/Guardian of *Student Name*
Street Address
City, State, ZIP

Date

Re: *Student Name*

Dear Parent/Guardian:

As a result of previous assessments or reviews, your child was identified to be at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science or Social Studies, and has been receiving academic intervention services.

I am pleased to report that your child has made sufficient progress and is no longer at risk of not achieving the New York State Learning Standards. As a result ELA (Math, Science, or Social Studies) Academic Intervention Services are scheduled to be discontinued.

Please be advised that your child's progress will continue to be monitored at various grade levels to meet the expected learning standards.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Signature

Jr-Sr High Principal

Intervention strategies can be used at all tiers depending on intensity, frequency and duration of implementation and integration into instruction. The strategies listed below may be used as interventions for academics, behavior or attendance if applicable.

Possible Interventions:

- Collaboration with parents
- Drug awareness intervention
- Extra help
- Guidance counseling
- LEP services
- Peer mediation
- Consultations with classroom teacher(s)
- ELA and or math instruction
- Study skills instruction
- Homework helper
- Monitor achievement
- Speech/language support services

Possible Objectives and Strategies:

ELA

- Identifies characters, settings, sequence of events
- Identifies different text structures: problem/solution, compare/contrast, cause/effect
- Locates facts from a variety of informational texts
- Reads grade level text using longer phrases, punctuation cues, intonation, and expression
- Relates unfamiliar words to prior knowledge to increase vocabulary
- Uses multiple resources to determine meaning: dictionary, glossary, thesaurus
- Identifies meanings of words using roots and affixes
- Uses context clues to determine work meanings, similes and idioms
- Uses context to determine multiple meanings, synonyms, antonyms, homonyms
- Uses prior knowledge to make connections
- Forms mental pictures or sensory images to aid understanding of text
- Summarizes important characters, events/ideas, using supporting details in sequence, beginning, middle, and end
- Makes inferences and draws conclusions using relevant details from text
- Organizes, interprets, and reflects using relevant information from the text
- Monitors and clarifies meaning applying fix-up strategies: Does it look right? Sound right? Make sense? Rereading, reading ahead, checking context or other sources
- Answer comprehension questions in complete sentences

MATH

- Understand numbers and relationships among numbers
 - Use flashcards to build fluency in basic operations
- Knows and applies basic number facts in computation
- Recognizes and uses number and geometric patterns
- Changes algebraic expressions into equations
- Identifies properties and characteristics of geometric shapes, lines, angles
- Measures using appropriate tools, methods, and formulas
- Collects, organizes, displays, predicts, and analyzes data
- Applies a variety of strategies to solve problems

- Pose questions at the analysis, synthesis, and evaluation levels of Bloom’s Taxonomy to encourage higher levels of thought
- Explains/justifies answers using different strategies
 - Use drawings and oral/written explanations to demonstrate content knowledge and understanding

Other Possible Strategies

Phonemic Awareness

- | | |
|---|------------------------------------|
| Elkonin Boxes (Say & Slide) | Change the Sound |
| Round Up the Rhymes | Clapping Out Syllables |
| I Say It Slowly, You Say It Fast (sound blending) | Break It Apart (segmenting sounds) |
| Rubber band Stretch | Tapping out the Sounds |
| Other: | |

Phonics/Decoding

- | | |
|--------------------------------------|------------------------|
| Elkonin Boxes (Say & Slide) | Guess the Covered Word |
| Word Part Boxes | Try the Other Sound |
| Chunk the Word | Cover Parts You Know |
| Word Sorts | Tapping Out the Sounds |
| Use Alphabet & Cluster Linking Chart | Other: |

Fluency

- | | |
|-----------------------------------|----------------------------|
| Shared Reading | Choral Reading |
| Reader’s Theater | Chunked Texts |
| Reread Easy and/or Familiar Texts | Scoop the Words |
| Partner Reading with Feedback | Echo Reading |
| Buddy Reading | Listen & Follow Audio Book |
| Other: | |

Vocabulary

- | | |
|--|----------------------------|
| Guess the Covered Word | Sight Word Dictionary |
| Academic Word Wall (math, science, S.S.) | Crossword Puzzles |
| Illustrate Vocabulary /Vocabulary Cartoons | Word Sorts/Concept Sorts |
| Vocabulary Concentration/Memory Game | Vocabulary Flip Book/Chart |
| Find the Root Word/Prefix/Suffix | Vocabulary Flash Cards |
| Other: | |

Comprehension

- | | |
|--------------------------------------|---------------------------|
| Preview the Text | Stop & Jot |
| Highlight Key Words | Summarize Frequently |
| Self-Monitor & Fix it Up | Model Using Think Alouds |
| Making Mental Pictures (Visualizing) | Read a Handful and Retell |

STRENGTH DESCRIPTORS

Linguistic Intelligence (Strength with Words)

- v Is a good reader
- v Enjoys word games
- v Is a good storyteller/joke teller
- v Has a good vocabulary
- v Enjoys listening to stories and/or poems
- v Likes to write stories and/or poems
- v Communicates with others in a highly verbal way
- v Appreciates rhymes, puns, and/or nonsense words
- v Has a good memory for words, stories, details

Logical-Mathematical Intelligence (Strength with numbers)

- v Asks a lot of questions about how things work
- v Has a good sense of cause and effect
- v Finds math games interesting
- v Can see and repeat patterns easily
- v Enjoys working puzzles and brain teasers
- v Understands computer programming
- v Is a logical thinker
- v Can estimate things involving numbers with relative ease
- v Can work math concepts in head

Visual-Spatial Intelligence (Strength with pictures)

- v Reports clear, visual images
- v Can envision objects from more than one perspective
- v Likes to draw and/or create art projects
- v Has a good eye for detail and color
- v Is good at spatial games like chess and Tetris
- v Like movies, slides, or other visual presentations
- v Can move between 2-dimensional and 3-dimensional representations with ease
- v Can read and/or create maps

Bodily-Kinesthetic Intelligence (Strength with the body)

- v Is very coordinated
- v Exceptionally mobile, twitches, fidgets, taps when seated for long
- v Enjoys working with clay, finger-paint, or other tactile media
- v Can mimic others' gesture, posture, and movements
- v Must touch anything new or interesting
- v Loves to take things apart and put them back together
- v Uses dramatic body movements for self-expression
- v Enjoys running, hopping, climbing, wrestling, similar activities
- v Exhibits fine motor control (crafts, painting, etc.)

Interpersonal Communications Intelligence (Strength with People)

- v Establishes meaningful peer relationships
- v Seems to be a natural leader
- v Empathizes with others
- v Likes to play with others
- v Shows good teamwork skills
- v Others seek this student's company
- v Has two or more close friends
- v Frequently acts as a mediator and/or peacemaker
- v Enjoys teaching others

Intra-personal Awareness Intelligence (Strength with self)

- v Displays a strong sense of will
- v Enjoys playing or working alone
- v Has high self-esteem
- v Has a good sense of self-direction
- v Does not mind being different from others
- v Has a realistic view of strengths and/or weaknesses
- v Is able to deal effectively with successes and failures
- v Has an interest or talent not readily shared with others

Musical Intelligence
(Strength with Music)

- v Remembers melodies of songs
- v Taps rhythmically as he/she works or plays
- v Sensitive to environmental noise
- v Plays an instrument or sings
- v Has a good singing voice
- v Responds favorably when music is played
- v Sings songs that he/she has learned
- v Unconsciously hums much of the time

Naturalistic Intelligence
(Strength with Nature)

- v Likes to identify and classify things
- v Cares for pets or animals
- v Understands repeating patterns in nature and the universe
- v Seems more in tune with nature than peers
- v Prefers the outdoors
- v Understands and appreciates the environment
- v Loves to collect things from nature

(Adapted from Multiple Intelligences in the Classroom by Thomas Armstrong)

RTI RESOURCES

www.rtisuccess.org

National Center for Response to Intervention

<http://www.nysrti.org>

NYS RTI Technical Assistance Center-There are many resources here including presentation, handbooks, and webinars on the implementation of RTI in the classroom

www.intensiveintervention.org

National center on Intensive Interventions. Includes a detailed tool chart which details the research completed and the results found on different intervention programs.

<http://ies.ed.gov/ncee/wwc>

What Works Clearinghouse – another resource to look at how different interventions are rated based on research. There are also practice guides which highlight research on effective practice for students with different areas of struggle.

<http://www.rtinetwork.org>

This is another national site maintained by the National Center for Learning Disabilities

www.fcrr.org

Florida Center for Reading Research – great research based activities to use as part of tier 2 interventions

<http://www.centeroninstruction.org>

Huge number of resources for literacy, math, assessment and other interventions