Eastchester Union Free School District

Academic Intervention Services (AIS) and Response to Intervention (Rti) Protocols

Reviewed and Adopted: August 22, 2017
Eastchester Union Free School District

Mission Statement

It is the mission of the Eastchester Public Schools to provide an environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

In order that students may become life-long learners and contributing members of society, we encourage students to develop:

- Ethical values
- Civic responsibility
- Self-motivation
- Global responsibility
- Processes of learning
- Facility in social interaction
- Problem-solving skills
- Life planning skills
- A comprehensive base of knowledge

Upon the strength and effectiveness of this mission, in partnership with parents and community, rest the future of those children whom we serve.
Table of Contents

Overview of Academic Intervention Services (AIS) ........................................... 3
Overview of Response to intervention Definition (RtI) ................................. 3-4
District Approach to RtI .................................................................................. 5
Sample AIS Identification Letter to Parents/Guardians ................................. 6
Sample AIS Exit Letter to Parents/Guardians ............................................... 7
Grades K-1 Student Screening Protocols ...................................................... 8
Grades K-1 RtI Protocols ................................................................................ 9
Grades 2-5 Student Screening Protocols ....................................................... 10
Grades 2-5 RtI Protocols ................................................................................ 11
Grades 6-8 Student Screening Protocols ....................................................... 12
Grades 6-8 RtI Protocols ................................................................................ 13
Progress Monitor Review (PMR) Form .......................................................... 14-15
Assessment/Program Descriptions ................................................................. 16-19
Overview of Academic Intervention Services (AIS)

Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance. The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Academic intervention services help students who are struggling to achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include:

• Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and

• Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies. (Credit: NYSED and NYSUT)

Overview of Response to Intervention (RtI)

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:
• *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.

• *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.

• *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

• *Parent involvement.* Schools implementing RTI provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child. (Credit: RtI Network)
Eastchester Union Free School District
Approach To RtI

Tier III – Intensive Intervention
- Individualized plans for at-risk students
- Frequently monitor effects of intervention

Tier II – Small Group Instruction
- Targeted intervention based on screening results
- Increased level of service from support teachers

Tier I – Whole Group Instruction
- All students receive Tier I support in class from the classroom teacher
- Students are screened on a periodic basis
Dear Parent/Guardian of [INSERT STUDENT NAME],

As a school community, we closely monitor and celebrate the learning of each child. The Eastchester School District uses an instructional model called Response to Intervention (RtI) to provide early intervention services to students who are experiencing difficulties with reading. The goal of the RtI model is to pro-actively address the needs of our students and to prevent long-term academic difficulties.

Recently, your child’s teacher and our school’s Academic Intervention Services (AIS) teacher met with me to review assessment results in conjunction with your child’s current classroom performance. As a result, an intervention plan was developed to provide your child with more intensive reading support.

Please note the following details about the services your child will receive at school.

- Tier 2 Intervention services will be provided 2-4 times per week based on your child’s needs.
- Tier 3 Intervention services will be provided 4-5 times per week based on your child’s needs.

(Tier I Intervention services are provided by the classroom teacher during regular class instruction.)

Please note that your child’s intervention services will be provided by [TEACHER NAME].

Please know that we will closely monitor your child’s progress and evaluate the effectiveness of our intervention services. I also encourage you to make an appointment with your child’s teacher as soon as possible to discuss ways you can support your child’s progress at home.

Sincerely,

[PRINCIPAL NAME]
Dear Parent/Guardian of [INSERT STUDENT NAME],

As a school community, we closely monitor and celebrate the learning of each child. The Eastchester School District uses an instructional model called Response to Intervention (RtI) to provide early intervention services to students who are experiencing difficulties with reading. The goal of the RtI model is to pro-actively address the needs of our students and to prevent long-term academic difficulties.

Recently, your child has been serviced in the District’s Academic Intervention Services (AIS) program. As a result of the interventions in place that have provided your child with more intensive reading support your child has made satisfactory gains in reading. At this time, I am pleased to share with you that your child no longer qualifies for Academic Intervention Services.

Please know that we will closely monitor your child’s progress and evaluate his or her performance. Should we determine that your child would benefit from returning to Academic Intervention Services, we will reinstate services. I also encourage you to make an appointment with your child’s teacher as soon as possible to discuss ways you can support your child’s progress at home.

Sincerely,

[PRINCIPAL NAME]
**Eastchester Union Free School District**

**Grades K-1 Student Screening Protocols**

---

**Universal Screening**

- **STAR Reading**
  - DRA II
    - (First grade only in the Fall, K and 1 in the Winter & Spring)

**STAR/DRA Score is indicating...**

- On or above grade level
- "Intervention"
- "Urgent/Intervention"

- No further screening
- Potentially Re-administer STAR based on consistency with DRA/classroom performance
- Potentially Re-administer STAR based on consistency with DRA/classroom performance

---

**Do the screening results align to classroom performance?**

- If on or above grade level, student does not qualify for RtI
- If below grade level, begin RtI protocol

---

- **Screening Round 1** – By Sept. 30 for first grade & first week of October for K
- **Progress Monitoring** – Nov. 15-30
- **Screening Round 2** – By the second week of January
- **Progress Monitoring** – Last week of Mar/First week of Apr
- **Screening Round 5** – Last week of May/First week of Jun
Intervention, Frequency, Duration

Final Screening Results

Results of Screening:

- "On Watch": Tier I Intervention, daily, revisit in 6-8 weeks via screening process.
- "Intervention": Tier II push-in & or pull-out intervention services 4-5X weekly, revisit in 6-8 weeks via screening process.
- "Urgent": Tier III push-in & or pull-out intervention services 4-5X weekly, revisit in 6-8 weeks via screening process.

If student benchmarks, discontinue Tier II services. Tier 1 continues within classroom.
If student does not respond to intervention, move to Tier III.
If student responds to intervention, maintain level of service or move to Tier II.
If student does not respond to intervention, present the student to IST.
Universal Screening

STAR Reading

STAR Score is...

- On or above grade level
- 0-1 year below grade level
- More than one year below grade level

Additional Screening

- No further screening
- Re-administer STAR
- DRA II by Classroom Teacher
- Re-administer STAR

Aggregate Screening Results...

Do the screening results align to classroom performance?

- If on or above grade level, student does not qualify for RtI
- If below grade level, begin RtI protocol

Screening Round 1 – First two weeks of September; by Sept. 30 for K-1
Screening Round 2 – Nov. 15-30
Screening Round 3 – Last week of Jan/First week of Feb
Screening Round 4 – Last week of Mar/First week of Apr
Screening Round 5 – Last week of May/First week of Jun
Grades 2-5 RtI Protocols
(Beginning in September and revisited quarterly)

Final Screening Results

Results are...

Intervention, Frequency, Duration

RtI Pathway lines are bi-directional
Universal Screening

STAR Score is...
- On or above grade level
  - No further screening
- 1-2.9 years below grade level
  - Administer Test of Silent Word Reading Fluency by Reading Specialist
- 3 or more years below grade level
  - Administer Test of Silent Word Reading Fluency by Reading Specialist

Additional Screening
- Depending of results, student is placed in Tier II or III Services
  - Begin Tier III Services

Aggregate Screening Results...

Screening Round 1 – First two weeks of September
Screening Round 2 – Nov. 15-30
Screening Round 3 – Last week of Jan/First week of Feb
Screening Round 4 – Last week of Mar/First week of Apr
Screening Round 5 – Last week of May/First week of Jun
Grades 6-8 RtI Protocols
(Beginning in September and revisited quarterly)

Final Screening Results

Results are...

Intervention, Frequency, Duration

RtI Pathway lines are bi-directional
Eastchester UFSD

RtI Progress Monitoring Review (PMR)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Initial RtI Placement:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Screening Information**

<table>
<thead>
<tr>
<th>Screening Date:</th>
<th>STAR:</th>
<th>DRA2 (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Data:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date of Progress Monitoring:**

<table>
<thead>
<tr>
<th>STAR:</th>
<th>DRA2:</th>
<th>Other Assessment(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Performance:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ___ Student does not qualify for AIS at this time
- ___ Student qualifies for AIS at Tier __

(attach additional PMR sheets, as needed)
Eastchester UFSD

Rtl Progress Monitoring Review (PMR)

Date of Progress Monitoring:
STAR: DRA2: Other Assessment(s):

Class Performance:

___ Student does not qualify for AIS at this time
___ Student qualifies for AIS at Tier ___

(attach additional PMR sheets, as needed)
Assessment/Program Descriptions

**Comprehension**

Comprehension, or reading with understanding, is the purpose of reading and thus the goal of reading instruction. Just Words emphasizes word recognition, but comprehension is always the ultimate goal.

Students learn a strategy for reading passages with prosody (see Fluency), which emphasizes the reading of sentences in meaningful phrases. Students learn how to focus on the meaning of the sentences in order to successfully phrase them. As students engage in reading activities, they are also asked to visualize and replay the story in their heads. This leads them to retelling the passage aloud, using visualization as a guide.

The 45-minute Just Words lesson is designed to supplement a comprehensive English Language Arts curriculum with comprehension strategies being a major part of the core curriculum.

**Fluency**

In each unit, students apply decoding skills to read words in isolation as well as words in phrases, sentences, and in a short passage. Students learn a strategy to read passages with prosody; that is, phrasing with proper intonation. This guided practice emphasizes fluent reading for meaning, rather than speed.

Please note that the Wilson Fluency®/Basic Kit (offered separately as an optional supplement to Just Words) is designed to provide explicit fluency instruction and reading practice to develop the application of skills with connected text.

**Fundations/Preventing Academic Failure (PAF)**

The Fundations and PAF (Preventing Academic Failure) programs are a phonological/phonemic awareness, phonics and spelling program based upon the Orton-Gillingham Method of Teaching Reading, Spelling and Penmanship. These programs incorporate a multi-sensory approach to reduce reading and spelling failure.
**Assessment/Program Descriptions (cont’d)**

**In-Depth Word Study**

Word study is presented in two categories: high frequency words, which include many phonetically irregular words, and phonetically regular words.

- **Phonetically Regular Words**: The majority of words in English are phonetically regular, following rules of the basic sound system.
- **Sound-Symbol Correspondence**: Students learn how to blend sounds for reading and segment sounds for spelling. They work with words in both directions, further reinforcing the structures to be learned.
- **Syllable Structure**: Word structure is taught according to the six syllable types in the English language. Sounds are taught only as they relate to the syllable type being studied. The type of syllable tells you how to read the vowel sound.
- **Orthography and Morphology**: Orthographic rules of spelling involving basewords and suffixes are directly taught. Common Latin prefixes, roots, and suffixes are also directly taught. These are introduced in correspondence to the syllable patterns.
- **High Frequency Words**: Some high frequency words are phonetically regular, but many are irregular, non-phonetic words that do not follow the “system” of the language but need to be recognized and spelled quickly and easily. Thus, these words are presented to be memorized.

**Just Words**

Based on the effective Wilson Reading System® (WRS) program, Just Words® is the word-study component of the WRS curriculum at an accelerated pace, allowing teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques. Just Words’ research-based approach presents all skills in an explicit, systematic and sequential manner in a year-long curriculum. Within the standardized lesson plans, all concepts taught are practiced continually for reading, writing accuracy, and automaticity.

**Phonemic Awareness**

Students master the key phonemic awareness skill of oral segmentation of phonemes in a syllable, a critical skill for reading and spelling success. Students learn to segment using a “tapping” system that provides a kinesthetic-tactile guide and reinforcement. They learn to blend and segment three sounds, then four, five, and six sounds, the greatest number of sounds in a syllable.
Assessment/Program Descriptions (cont’d)

Reading Wonders

Reading Wonders is the instructional program used in grades K-4. Wonders provides a balanced approach to literacy instruction and integrate informational text with fictional texts. More information on the Reading Wonders program can be found at http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/school/explore/sites/reading-wonders/wonders-overview-brochure.pdf

STAR Reading

STAR Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12. The program uses a combination of the cloze method and traditional reading comprehension passages to assess forty-six reading skills across eleven domains. The program is used to determine a student's overall reading level as well as identify a student's individual strengths and weaknesses. The program is designed to provide teacher's with individual student data quickly and accurately. It typically takes a student 10-15 minutes to complete in the upper grades and 25-40 minutes to complete in the early grades. Instructional reports are available immediately upon completion.

The assessment consists of approximately thirty questions. Students are tested on foundational reading skills, literature components, reading informational text, and language. Students have one minute to answer each question before the program automatically moves them to the next question. The program is adaptive, so student's difficulty will increase or decrease based on how a student performs.
Assessment/Program Descriptions (cont’d)

**Test of Silent Word Reading Fluency**

Using a testing format originally pioneered by Guilford in his Structure of Intellect studies, the TOSWRF-2 measures a students’ current reading levels by counting the number of printed words that they can identify within 3 minutes. Students are presented with rows of words, ordered by reading difficulty; no spaces appear between the words (e.g., dimhowfigblue). While most uses require only the administration of a single form, you may administer two of the alternate forms concurrently for increased reliability. A single form can be administered in less than 10 minutes and two forms can be administered in less than 15 minutes, including the time necessary for explaining the directions and completing the practice items.

The TOSWRF-2 is primarily a measure of word identification, word comprehension, and reading speed (also known as silent reading fluency). Because its scores reflect competence in so many aspects of reading, its results can also be taken as a valid estimate of general reading ability and can be used to identify poor readers with confidence.


**Vocabulary**

Students apply their decoding and spelling skills to various kinds of vocabulary words, including general academic vocabulary words and content-specific vocabulary words. If some students have a strong oral language base, they will also understand the words that they can now easily decode. Other students may not have a well-developed oral English base, making it essential that they increase vocabulary knowledge as they develop their decoding proficiency.

Vocabulary is enhanced primarily through reading so that as students become more proficient with decoding, they are exposed to many more words.

**Wonder Works**

*WonderWorks* supports struggling readers and writers through research-based, data-driven, systematic instruction. *WondersWorks* rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.