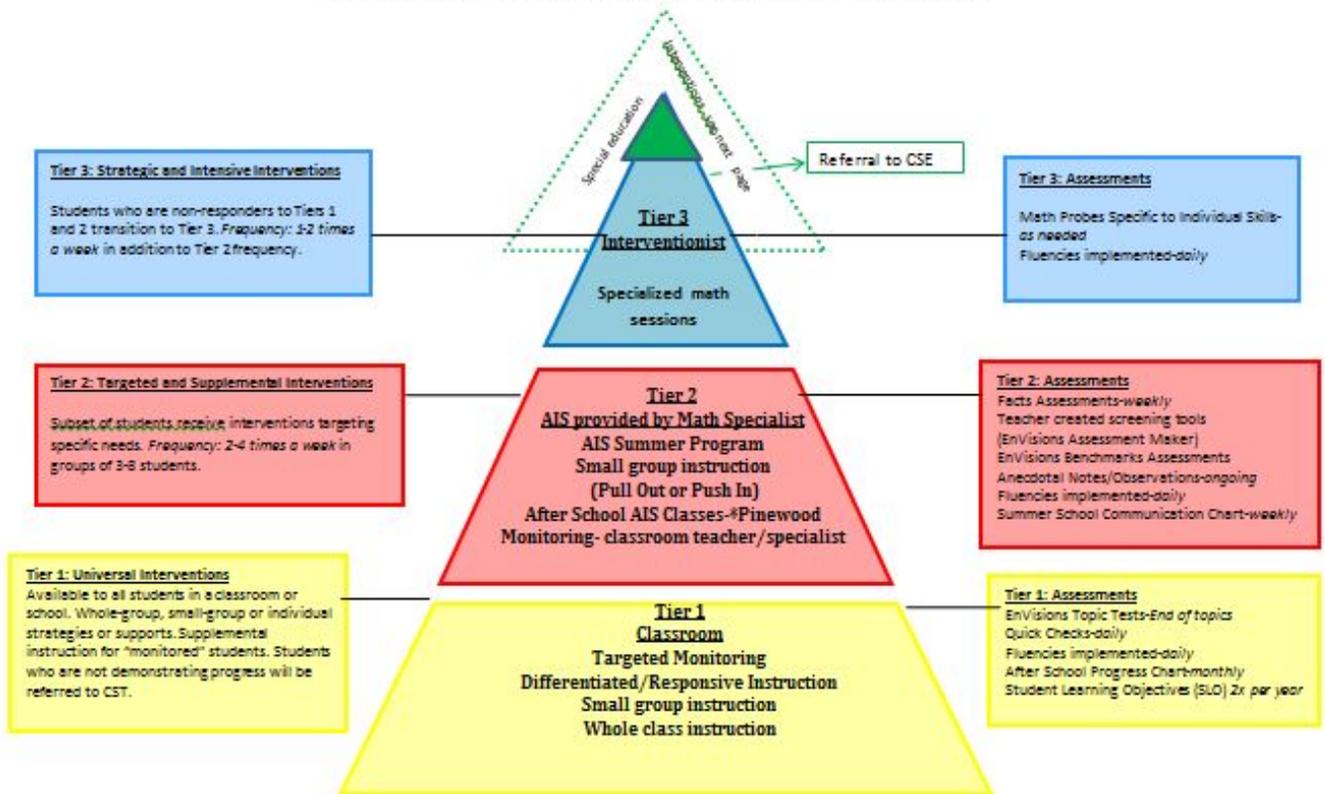# Mohonasen Student Support Plan:
Response to Intervention and AIS Plans K-12

September 2019-August 2020

Introduction:

Mohonasen provides an array of services to meet the unique and varied needs of students as they progress through their K-12 educational program. This plan is designed to be a reflection of the flexible and responsible approach to recognizing that students' needs are often complex, and students may benefit from overlapping services at various points in their development. The graphic is designed to clarify the central role of quality "first instruction" for *all* students, referred to as Tier 1 instruction, and then illustrates the role of student performance data (qualitative and quantitative) in identifying students who may benefit from additional supports.

General Pyramid of Interventions

Referral to CSE

Tier 3: Strategic and Intensive Interventions

Students who are non-responders to Tiers 1 and 2 transition to Tier 3. *Frequency: 1-2 times a week in addition to Tier 2 frequency.*

Tier 3: Assessments

Math Probes Specific to Individual Skills- *as needed*
Fluencies implemented-*daily*

Tier 3
Interventionist

Specialized math sessions

Tier 2: Targeted and Supplemental Interventions

Subset of students receive interventions targeting specific needs. *Frequency: 2-4 times a week in groups of 3-8 students.*

Tier 2: Assessments
Facts Assessments-*weekly*
Teacher created screening tools (EnVisions Assessment Maker)
EnVisions Benchmarks Assessments
Anecdotal Notes/Observations-*ongoing*
Fluencies implemented-*daily*
Summer School Communication Chart-*weekly*

Tier 2
AIS provided by Math Specialist
AIS Summer Program
Small group instruction
(Pull Out or Push In)
After School AIS Classes-*Pinewood
Monitoring- classroom teacher/specialist

Tier 1: Universal Interventions
Available to all students in a classroom or school. Whole-group, small-group or individual strategies or supports. Supplemental instruction for "monitored" students. Students who are not demonstrating progress will be referred to CST.

Tier 1: Assessments
EnVisions Topic Tests-*End of topics*
Quick Checks-*daily*
Fluencies implemented-*daily*
After School Progress Chart-*monthly*
Student Learning Objectives (SLO) *2x per year*

Tier 1
Classroom
Targeted Monitoring
Differentiated/Responsive Instruction
Small group instruction
Whole class instruction

The student support plan defined in this document serves to clarify the RTI and AIS processes in defining how:

- academic intervention services are deemed necessary
- appropriate intervention is determined and
- the effectiveness of intervention is evaluated

In accordance with New York State Part 100 regulations, the IDEA and Part 200 of the Commissioner's Regulations, the District must develop a policy and implement a plan to establish pre-referral interventions to provide pro-active support and remediation to students at risk of not meeting academic standards. In keeping with this policy, it is the responsibility of the school's principal and building level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services include but are not limited to academic and behavioral interventions, related services (eg. speech, counseling) and English as a New Language services. These services must be afforded to all students who are determined to be at risk of not achieving the state designated performance level in English, math, social studies or science, and to English Language Learners who do not achieve the annual Commissioner's Regulations Part 154 Performance standards. Supplemental instruction in English language arts, English language development, math, social studies and science as well as support services to deal with barriers to student progress, such as attendance, discipline, health, family nutrition, and transient issues will be afforded to students who score below the local and/or state designated performance levels on state examinations, including Regents exams and/or local measures.

The process for determining how supplemental academic and behavioral supports are delivered is determined through the implementation of Response to Intervention (RTI). This process is required per NYS regulations 100.2 when evaluating whether or not a student in grades K-4 has a learning disability in the area of reading. It is also recognized as best practice when reviewing individual students' needs and determining an appropriate approach to designing specific interventions. Response to intervention (RTI) is a method of implementing academic intervention services that provides early and systematic instruction to students who are having difficulty learning. The goal of utilizing RTI is to prevent academic failure through early intervention, frequent progress monitoring and increasingly intensive research -based interventions. Student progress is monitored regularly to allow for modification of instruction and intensity to target specific gaps in learning. The principal (or designee) shall notify each student's parents whenever additional services are provided and the reasons these services are necessary. The parent will also be notified about the frequency and duration of and/or the ending of these services. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE).

Academic Intervention Services

Overview

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general education setting, and are designed to assist students in meeting proficiency with the established learning standards. AIS are intended to assist students who have not met or who are at risk of not meeting the designated performance levels on NY State assessments in English language arts (ELA, grades 3-12), mathematics (grades 3-12), social studies (grade 10-12), science (grades 6-12) and English language development (NYSESLAT K-12).

There are two components of AIS:

- Additional instruction that supplements the general curriculum
  (regular classroom instruction)

     and/or

- Student support services needed to address barriers to improved academic performance

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicate that services may vary in intensity depending on the student's needs, but must be designed to respond to student needs as indicated through State Assessment results and/or the District-adopted or District-approved procedure that is consistent throughout the District at each grade level.

AIS services are available to students with disabilities on the same basis as non-disabled students. Students with disabilities who score below the designated cut scores on NYS and/or district common assessments should be reviewed by the Child Study Team (CST) or equivalent at each building, including special education staff, to determine the need and appropriateness for AIS services. Students who are receiving special education services in a specific academic subject may not require additional services in that subject as the focus may not be appropriate to the student's cognitive and academic development. AIS services may not replace special education services. The services for students with disabilities shall be provided consistent with the student's Individualized Education Plan (IEP).

AIS services are also available to English Language Learners as deemed appropriate by the CST through collaboration with the English as a New Language (ENL) teacher. ELL students should have equal access to any services afforded to all students; however, it is important to use multiple measures to determine whether or not an ELL student is in need of AIS. By definition, ELL students do not perform at grade level until they begin to reach more advanced levels of English proficiency, and it is important to recognize if their needs are compensentatory, (in need of intervention) or developmental (appropriate for their level of language development). It is not always appropriate to intervene when students are still developing language, and when AIS is deemed appropriate, those interventions must be grounded in ENL methodology. Any AIS provided must be supplemental to ENL and may not replace ENL instruction.

Definition of RtI:

Response to Intervention (RtI) 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.

The Core Principles of RtI:

- Intervene early;
- Use a multi-tiered model of service delivery;
- Use problem solving logic to make data-driven decisions;
- Use research-based, scientifically validated interventions/instruction to the extend available;
- Monitor student progress to inform instruction;
- Use data to make decisions;
- Use assessment for three different purposes:
  1)*screening*; 2)*diagnosis*; 3) *progress monitoring*

The National Association of State Directors of Special Education (NASDSE), Inc. (2005). Response to Intervention: Policy Considerations and implementation. Alexandria, VA.

The Mohonasen Central School District believes that:

- ❖ All students can learn and achieve at high levels through the proper blend of high quality classroom instruction, teamwork, and the belief that all students can succeed.
- ❖ Most academic difficulties can be prevented with early identification of student needs followed by immediate intervention
- ❖ Data should be used constructively to guide and inform instruction and serve as a means to assess and celebrate progress
- ❖ Continuous adult learning leads to the highest level of student learning
- ❖ Ongoing and meaningful engagement of families promotes student success

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Mohonasen Central School district, a **three** tiered model is used.

Tier One is considered the primary level of intervention at Mohonasen and *always takes place in the general education classroom.* Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Our Tier 1 core curriculum is aligned to the NYS learning standards; appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners. We have universal screening tools administered to all students in the general education classroom three times per year; progress monitoring of all students; and differentiated instruction based on the abilities and needs of all students in the core program. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. The foundation of core instruction for LEP/ELL students is both culturally responsive and linguistically appropriate.

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided *in addition to*, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process. Tier 2 typically services 15% of a student population.

Tier Three
Tier 3 is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. Program options available to students at this tier are based on the student needs. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to three students at a time). The progress of students at Tier 3 is monitored more frequently, daily to once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, Mohonasen school personnel conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

See appendices for delivery of services for each school and content area.

An RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Considerations for Progress Monitoring for English Language Learners:

It may take longer for instruction to have the desired impact with ELLs, but this does not necessarily mean the student has a specific learning disability. We set the same goals—grade-level standards—for ELLs as for everyone else, and use the same measures to determine achievement. However, it may be helpful to set short- and long-term intermediate goals as ELLs work toward meeting the grade-level standards. Depending on what these are, it may be appropriate to use a test or a portfolio to determine when these goals have been met.

Mohonasen uses a variety of locally developed progress monitoring tools. Tables in the appendices provide logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at each school in the Mohonasen Central School District.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

<u>**Determining Student Response to Intervention**</u>

The Mohonasen Central School Districts make use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By tracking the student's performance and examining the data path, teachers can make informed decisions about a student's response to intervention.

<u>**Considerations for English Language Learners**</u>
Considerations for English Language Learners may include the following strategies:
When making decisions regarding appropriate placements for ELLs or the effectiveness of a particular intervention or curriculum for ELLs, school personnel must consider additional data points beyond screening and progress monitoring data. Factors such as first and second language acquisition; methods and programs for instruction in the native language; and the interaction among linguistic, cognitive, and academic development are all areas to be considered so that the evaluation of ELLs, whether through screening or progress monitoring, can be conducted equitably and appropriately. School personnel review students' records and talk to students and their parents to obtain information on the following data points: Native language (L1) Skills, Cultural Values and Beliefs, Life Experiences and Assets, Prior formal education (in L1 and L2), and Second language (L2) skills. Research on second language development and the student's history of first and second language acquisition are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

<u>**Parent Notification**</u>
Communication with parents of AIS students is essential in order to meet federal/state regulations and to achieve program goals/objectives. The following written procedures are conducted at various times throughout the year:

<u>**Parent Notification Letter**</u>
Parents or guardians will be notified by the principal during the month of September after the child's school record, including district assessment criteria, has been studied in conjunction with new scores on NYS assessments and the need for AIS services is determined. When necessary, the notice will be translated into the parents'/guardians' preferred language of communication. Each school will be responsible for parental notification indicating the need for AIS. This notification will be made in writing and will include a summary of the services being provided to the student including how often services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving state standards will be explained.

Parents will be invited to attend one or more conferences each year to discuss their child's academic progress with the classroom and AIS teacher. Parents will be invited to attend Open House at their child's school, at which time the AIS teachers will be available.

<u>**Program Termination Letter**</u>
The program termination letter is sent home whenever a student is discontinued from an AIS program during the school year. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessments that were used in determining the student's level of performance.

<u>**Progress Report**</u>
Ongoing progress monitoring, including research-based assessments when applicable, is critical to determine growth of skill areas. Progress reports are sent home quarterly to describe specific progress made by the student. Parents will be kept informed of their child's progress through quarterly written reports and/or parent conferences. Quarterly goals should be clearly defined for

both students and parents. Suggestions for working with the student at home may also be included as part of this quarterly contact. These communications must be maintained in the student's AIS folder and/or within the student information system.

Parent involvement in the AIS program is considered critical to the success of our students. Parents are provided with informational resources throughout the year, including at Open House, to acquaint parents with the AIS program and inform them of opportunities for their active involvement and participation.

All schools within the district establish building plans to address Title I requirements per NYS Regulation (BOE Policy 8260).

Staffing
Each building is staffed based upon the needs of the students.

Social/Emotional/Behavioral Supports

Some students require support services because they are at risk of not meeting learning standards due to social, emotional or behavioral issues. The same process utilized for students with academic issues is implemented for students with other barriers to learning.

Identification
Students are identified for needing social/emotional/behavioral supports by their classroom teacher, counselor, principal or parent. Students may require these services if they have a difficult time engaging in appropriate social interactions, making friends, anxiety, self-regulation, attention/focus, attendance or other issues that impact overall social development. Like AIS, students begin receiving supports through general classroom procedures (Tier 1). If these supports are not adequate, the IST will meet to develop a targeted plan to improve the student's skill deficits. As is the case with academic issues, if a student exhausts all general education supports including an individual behavior plan, the student may require a referral to the Committee on Special Education.

Types of Services
The intensity of service will be determined based upon individual need. Examples of service options in the District include:
- Classroom behavior planning
- Counseling
- Accommodations to the learning environment (e.g., preferential seating, study carrels, quiet area)
- Modifications to the school day (e.g., scheduled breaks, daily check-ins)
- Behavior contracts
- Individual behavior plans
- Parent training

As a student progresses through the typical support systems and the student continues to demonstrate behaviors that impact his/her learning or the learning of others, a Functional Behavior Assessment must be completed. Parent consent is required to complete this assessment. Once the assessment is complete an individual behavioral intervention plan may need to be implemented (Tier 3).

Roles and Responsibilities

Assistant Superintendent for Curriculum & Instruction Supervise district AIS program
- Collaborate with principals regarding the profile of AIS students, interventions, progress and results, including timely identification of students for AIS
- Annual update of the District Plan
- Meet with Academic Administrators in content areas to align AIS services, and analyze student performance.

Principals
- Oversee the building level responsibility of providing AIS to students at risk of not meeting NYS standards
- Analyze assessment results for the identification of students at risk of not meeting NYS Next Generation Learning Standards and CCLS and grade level benchmarks
- Provide the Assistant Superintendent for CIA with accurate and timely lists of students receiving AIS interventions
- Meet with building CSTs to discuss students, interventions, program and student performance
- Ensure timely correspondence to parents for initial identification, change in level of services and discontinuation

Academic Administrators
- Establish criteria for initial identification, change in level of services and for discontinuation
- Regularly assess program effectiveness
- Collaborate with building principals to make alterations to program delivery
- Meet regularly with AIS providers to study student progress and review program
- Participate in the annual update of the District AIS plan
- Supervise quarterly parent progress reports

Teachers
- Collaborate regularly with AIS teachers to make changes as needed to instruction
- Regularly use classroom formative assessments to inform instruction
- Regularly analyze individual student performance data to differentiate instruction for monitored students addressing targeted skill
- Collaborate with the CST to determine appropriate support
- Complete quarterly reporting of student progress (for monitored students)

AIS Teachers
- Complete bi-quarterly reporting of student progress
- Measure and document students' progress weekly or biweekly
- Prepare and send parent notification letters for service schedules and definition of delivery model
- Regularly analyze individual student performance to better serve students
- Collaborate regularly with classroom teachers
- Make recommendations to the CST to continue, change the level of service, or discontinue service
- Maintain accurate roster of students receiving AIS and notify the Academic Administrators/Principal of any changes in a timely manner
- Meet with administration regularly to review student progress, program delivery, and the types of interventions

Rationale for implementation:
Shifts in the Law (Federal and State Mandates)

The Elementary and Secondary Education Act (ESEA)
- Passed in 1965 as part of "War on Poverty"
- An emphasis on high standards for all and accountability

No Child Left Behind (NCLB)
- Congress amends ESEA and reauthorizes it as NCLB (2002)
- A focus on Adequate Yearly Progress (AYP)

Every Student Succeeds ACT (ESSA)
- Congress amensd ESEA and reauthorizes it as ESSA (2018)
- Accountability moves beyond core academic subjects - school culture
- Includes progress in learning English (ENL), absenteeism, graduation rates and college/career and civic readiness, advanced coursework, technical education certificates
- Includes focus on culturally responsive instructional practices

Reauthorization of 2004 Individuals with Disabilities Act (IDEA)
- Included a new concept regarding the identification of students with specific learning disabilities
- The IDEA allows a school district to consider a student's response to scientific, research based interventions as part of the evaluation process in determining whether a student has a specific learning disability (LD).
- This approach is referred to as the Response to Intervention (RtI) process