

East Ramapo MTSS/RTI: Academic Intervention Services (AIS)

Section 100.2(ee) of the Commissioner's Regulations mandates the provision of Academic Intervention Services (AIS) for students in grades K-12, primarily focusing on reading and math. In the year 2000, the New York State Education Department (NYSED) introduced requirements for Response to Intervention (RtI) plans for students in grades K-4, specifically in the subject of reading.

The overarching goal of RtI and AIS is to improve student achievement, which is accomplished through the following steps:

- Periodically assess the progress of all students, typically 3-4 times a year, using a variety of measures as outlined in this plan (universal screening).
- Identify students who may be at risk using a range of assessment measures.
- Deliver direct instruction through supplementary services to those students in need.
- Employ a research-based tool to continually monitor the progress of students.
- Continuously monitor the progress of students who discontinue receiving services.
- Maintain open lines of communication between the building principal and parents of students who are either receiving services or undergoing progress monitoring, which is accomplished through parent letters and an annual parent conference or meeting.

In East Ramapo CSD, a multifaceted approach is employed to determine students' entry into and exit from tiered academic instruction and support, using a variety of assessment measures. The tables provided are valuable resources for educators, aiding them in identifying a student's tier and reviewing intervention details necessary to support their instructional approach.

While supplemental services predominantly focus on reading and math, they may also encompass other subject areas such as social studies, science, and attendance.

Tier 1 - Core Instruction Meets Needs of 80% of Students	
Primary Provider(s)	Core Area Teacher(s)
Students Participating <i>Reading and Mathematics</i> Mastery required in at least 3 areas indicated.	Level 3 and 4 on NYS Exam At/above or “On Watch” on Star Benchmark (universal screener) At/Above grade or one skill level below in Lexia At/Above grade formative and summative assessments from curriculum
Instructional Group Size	Classwide (with small-group instruction)
Instruction or Intervention Approach	Comprehensive, research-based curriculum (Wonders / EL / Maravillas)
Type of Instruction or Intervention	Core Curriculum Lessons: <ul style="list-style-type: none"> ● Learning Targets (I can...by...) ● Explicit Instruction (I Do, We Do, You Do) ● Evidence of scaffolding for all students using curriculum resources (i.e. same task for all students with different modifications) ● Evidence of differentiation for individual student needs and learning styles (How to Differentiate and Scaffold) ● Small Group Instruction ● Mini Lessons ● Drills and Fluency Exercises (ie, Speedy Speech Math) ● First in Math (K-5)
Instructional Tools	<ul style="list-style-type: none"> ● Wonders (K-3) Lessons ● EL Education (5-8) Lessons ● New Visions (9-12) Lessons ● Lexia Core 5 / Lexia Power Up / Lexia English Lessons ● Eureka² Lessons
Progress Monitoring	<u>Reading</u> Star Renaissance Early Literacy and Reading (4 times yearly) CBM-Curriculum Based Measures for Oral Reading Fluency (6-8weeks) Lexia Core 5 / Lexia Power Up / Lexia English (weekly) <u>Math</u> Star Renaissance Math (4 times yearly) Kinder: Waggle

	1-8 EM ² EOM assessments
Duration of Intervention	Per school schedule for school year
Population Served	All Students

Tier 2 Targeted RTI / AIS for students with below grade level indicators - Meets needs of 10-15%
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Primary Provider(s)	Core area teacher(s), Interventionists, Reading Teacher, Resource Room Teacher, ENL Teacher, Related Service Providers (e.g. Speech/Language Pathologist, Occupational Therapist, etc).	
Students Participating <i>Reading and Mathematics</i> Student matches level in 2 areas indicated.	Level 2 or below on NYS Exam “Intervention” or “Urgent” in Star Benchmark (universal screener) Two skill levels or more below grade in Lexia Below grade formative and summative assessments from curriculum	
Instructional Group Size	No more than 8 students	
Instruction or Intervention Approach	Choose one targeted skill and provide explicit (I Do, We Do, You Do), standardized, small-group instruction <i>pull out or push in model</i> .	
Type of Instruction or Intervention	Core Tier 1 Instruction plus targeted/differentiated intervention prescribed to the following: Reading <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Fluency ● Comprehension ● Vocabulary Math <ul style="list-style-type: none"> ● Math fluency with adding, subtracting, multiplying and dividing ● 8 Mathematical Principles found in the NYS Standards 	
Instructional Tools	Core	Supplemental
	Reading <ul style="list-style-type: none"> ● Wonders (K-3) Lessons 	Reading <ul style="list-style-type: none"> ● Orton Gillingham Lessons*

	<ul style="list-style-type: none"> • EL Education (5-8) Lessons • New Visions (9-12) Lessons • Lexia Core 5 / Lexia Power Up / Lexia English Lessons <p>Math</p> <ul style="list-style-type: none"> • Eureka² Lessons 	<ul style="list-style-type: none"> • Star Renaissance Lessons <p>Math</p> <ul style="list-style-type: none"> • Freckle • SERP resources (Algebra by Example Math by Example) • Key Math*
Progress Monitoring	<p>Criteria Period: Analyze progress over 8 weeks</p> <p>Schedule: Collect a data point on progress every 2 weeks</p> <p><u>Reading</u> CBM-Curriculum Based Measures for Oral Reading Fluency Lexia Core 5 / Lexia Power Up / Lexia English</p> <p><u>Math</u></p>	
Duration of Intervention	<p>Student completes an 8 week intervention cycle with direct, explicit instruction given during AIS/Content Support (or other specified time) 2-3 times per week.</p> <p>If data points demonstrate that a student is making progress and responding to the intervention they can stay on for multiple consecutive Tier 2 cycles. If a student is not making gains after an 8-week cycle, deeper analysis is required to consider continuation of Tier 2 or adjustment with a move to a Tier 3 intervention.</p>	
Population Served	Students identified as at risk (~15%–20%)	

Tier 3 Targeted RTI / AIS for Students NOT responding to Tier 2 interventions - Meets needs of 3-5%	
Primary Provider(s)	Core area teacher(s), Interventionists, Reading Teacher, Resource Room Teacher, ENL Teacher, Related Service Providers (e.g. Speech/Language Pathologist, Occupational Therapist, etc).
Students Participating <i>Reading and Mathematics</i> Student did not respond to Tier 2 <u>and</u> match level in 2 areas indicated.	Level 2 or below on NYS Exam “Intervention” or “Urgent” in Star Benchmark (universal screener) Two skill levels or more below grade in Lexia

	Below grade formative and summative assessments from curriculum	
Instructional Group Size	No more than 6 students	
Instruction or Intervention Approach	Choose one targeted skill and provide Individualized , explicit instruction (I Do, We Do, You Do) in a group, based on student data in a <i>pull out model</i> .	
Type of Instruction or Intervention	Core Tier 1 Instruction plus targeted Individualized intervention prescribed to the following: Reading <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary Math <ul style="list-style-type: none"> • Math fluency with adding, subtracting, multiplying and dividing • 8 Mathematical Principles found in the NYS Standards 	
Instructional Tools	Core	Supplemental
	Reading <ul style="list-style-type: none"> • Wonders (K-3) Lessons • EL Education (5-8) Lessons • New Visions (9-12) Lessons • Lexia Core 5 / Lexia Power Up / Lexia English Lessons Math <ul style="list-style-type: none"> • Eureka² Lessons 	Reading <ul style="list-style-type: none"> • Orton Gillingham Lessons* • Star Renaissance Lessons • Reading Centers Math <ul style="list-style-type: none"> • Freckle • SERP resources (Algebra by Example Math by Example) • Key Math*
Duration of Intervention	Student completes an 8 week intervention cycle with direct, explicit instruction given during AIS (or other specified time) 3-5 times per week . If data points demonstrate that a student is making progress and responding to the intervention they can stay on for multiple consecutive Tier 3 cycles. If a student is not making gains after two consecutive Tier 3, 8 week cycles, discuss with the MTSS team to consider other interventions and/or referral.	
Population Served	Significant and persistent learning needs, Tier 2 nonresponders (3%–5%)	

**For use by teachers and interventionists with training in the instructional tool*