Gouverneur School District
AIS/RTI Intervention Plan K-12
2024-2026

The Gouverneur Central School District provides Academic Intervention Services (AIS) to students who score below the designated performance level on state assessments or who are at risk of not achieving the state learning standards as measured using a variety of district determined assessments.

According to NYSED Reopening Schools Guidance, students in grades 3-8, including students with disabilities and English Language Learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee).

- Developmental reading assessments
- Benchmark assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing and physical disabilities as well as screening for possible disabilities pursuant to Commissioner's Regulations Part 117.

Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services may include two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address obstacles to improved academic performance

Academic services will be provided to students in English Language Arts and Mathematics in grades K-12 and in Social Studies and Science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading and math. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.

Reviewed 4/24/24

- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum-based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS/RTI Process

Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 includes social studies and science. Students are identified for AIS at levels Tier 1-3:

Tier 1: Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
- Lack of skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) - Grades K-3: does not meet one criterion - Grades 4-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient and/or do not meet one of the benchmark criteria - Grades 9-12: scores near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria	- Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance - Grades K-3: does not meet 2 benchmark criteria - Grades 4-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria - Grade 9-12: scores below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria	- Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements - Grades K-3: does not meet at least 2 benchmark criteria - Grades 4-8: scores Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is considered - Grades 9-12: scores below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is considered

Exiting AIS: Based on multiple measures
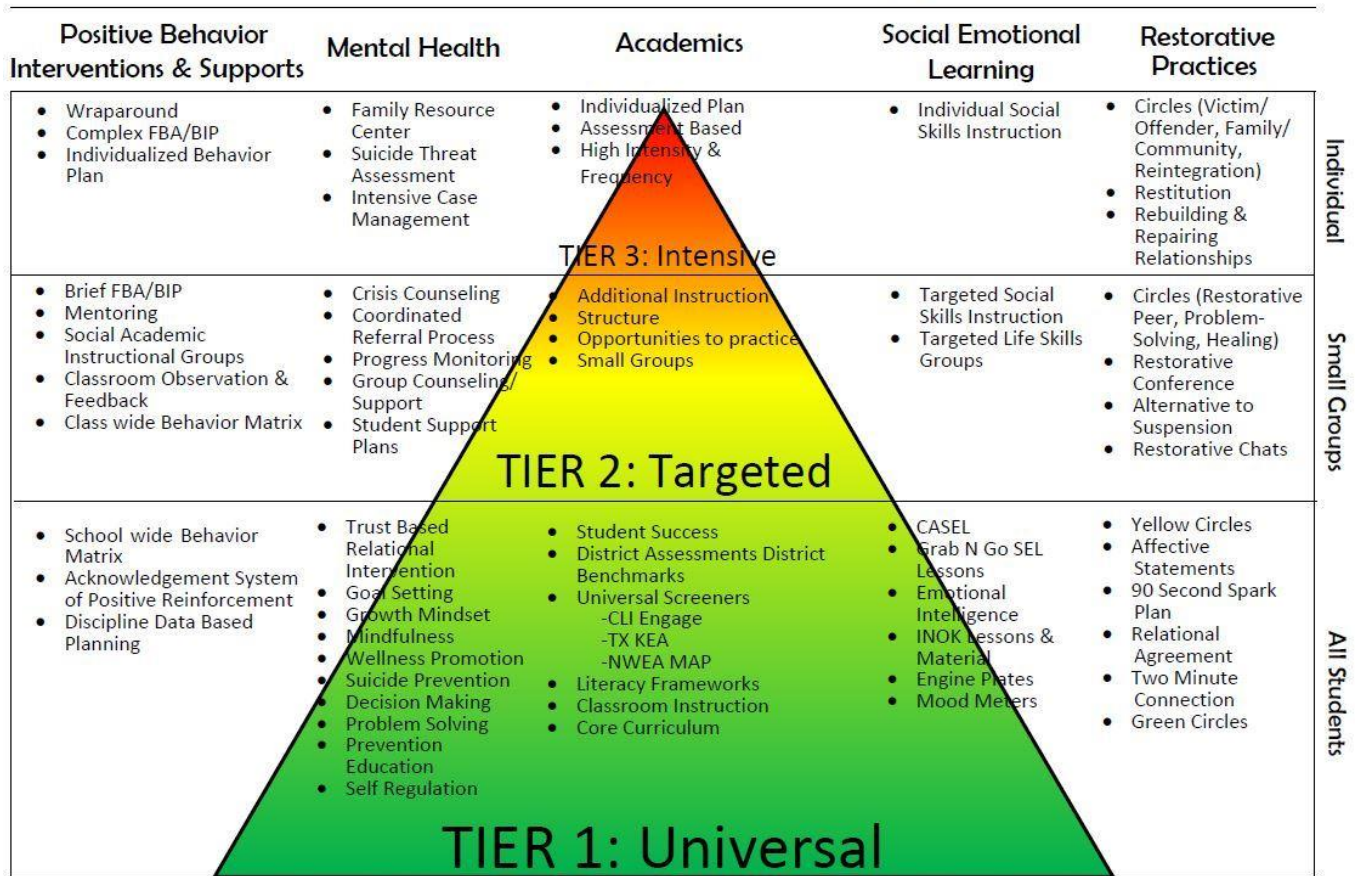It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

AIS/ RTI Criteria

Content Area and Grade	Multiple Measures	Benchmark Criteria
All subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Professional comments from teachers are considered in the overall evaluation
ELA K-2	Curriculum Assessments Fountas & Pinnell Reading Level Assessment Fundations Reading CORE Phonics Heggerty Phonemic Awareness	On or above grade level expectations
	NWEA MAP Growth Reading Assessments in Reading	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
ELA 3-4	Curriculum Assessments Fundations Reading CORE Phonics Fountas & Pinnell Reading Level Assessment	On or above grade level expectations
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments in Reading and Language	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
ELA 5-12	Curriculum Assessments	Meets or exceeds 65%
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments in Reading and Language *IXL*	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
	Regents English Language Arts Grade 11	Meets or exceeds 65%
Math K-2	Curriculum Assessments Running Records - Math fact fluency (1-2) AIMSWeb	On or above grade level expectations
	NWEA MAP Growth Assessments	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
Math 3-4	Math Curriculum Assessments Running Records - Math fact fluency AIMSWeb	On or above grade level expectations
	NYS Assessment	Level 3 or 4
	NWEA MAP Growth Assessments	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
Math 5-12	Curriculum Assessments Running Records (5-6) AIMSWeb (5-6)	Meets or exceeds 65%
	NYS Assessment: Grades 5-8 and IXL	Level 3 or 4
	Regents Algebra I, II, and Geometry	Meets or exceeds 65%
	NWEA MAP Growth (5-8) Assessments IXL	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
	NWEA Assessments (5-8)	At or above the 50% using NWEA 2020 Norms
Social Studies 4-12	Regents Grade 10 Global Studies	Meets or exceeds 65%

	Curriculum Assessments for Grade 11 United States History and Government	Meets or exceeds 65%
	Regents Grade 11 United States History and Government	Meets or exceeds 65%
	Curriculum Assessments Grades 4-8 5-8 IXL	Meets or exceeds 65%
Science 4-12	NYS Science Assessment at Grades 5 and 8	Level 3 or 4
	Curriculum Assessments Grades 5-8	Meets or exceeds 65%
	NWEA MAP Growth Assessments in Science Grades 5-8	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
	NYS Math and ELA Assessment IXL	Students who scored at Level 1 and 2 on the assessment in Grades 5 - 8 will be evaluated to determine whether performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	NWEA MAP Growth Assessments in English and Mathematics	At or above 41% using NWEA 2020 Norms Benchmark testing 3 times per year
	Curriculum Assessments for Earth Science, Living Environment, Chemistry, Physics	Meets or exceeds 65%
	Regents Earth Science, Living Environment, Chemistry, and Physics	Meets or exceeds 65%

Multi-Tiered Systems of Support Framework
Alignment of Student Supports

Positive Behavior Interventions & Supports	Mental Health	Academics	Social Emotional Learning	Restorative Practices	
• Wraparound • Complex FBA/BIP • Individualized Behavior Plan	• Family Resource Center • Suicide Threat Assessment • Intensive Case Management	• Individualized Plan • Assessment Based • High Intensity & Frequency	• Individual Social Skills Instruction	• Circles (Victim/ Offender, Family/ Community, Reintegration) • Restitution • Rebuilding & Repairing Relationships	Individual
TIER 3: Intensive					
• Brief FBA/BIP • Mentoring • Social Academic Instructional Groups • Classroom Observation & Feedback • Class wide Behavior Matrix	• Crisis Counseling • Coordinated Referral Process • Progress Monitoring • Group Counseling/ Support • Student Support Plans	• Additional Instruction • Structure • Opportunities to practice • Small Groups	• Targeted Social Skills Instruction • Targeted Life Skills Groups	• Circles (Restorative Peer, Problem-Solving, Healing) • Restorative Conference • Alternative to Suspension • Restorative Chats	Small Groups
TIER 2: Targeted					

• School wide Behavior Matrix
• Acknowledgement System of Positive Reinforcement
• Discipline Data Based Planning
	• Trust Based Relational Intervention
	• Goal Setting
	• Growth Mindset
	• Mindfulness
	• Wellness Promotion
	• Suicide Prevention
	• Decision Making
	• Problem Solving
	• Prevention Education
	• Self Regulation
		• Student Success
		• District Assessments District Benchmarks
		• Universal Screeners
		  -CLI Engage
		  -TX KEA
		  -NWEA MAP
		• Literacy Frameworks
		• Classroom Instruction
		• Core Curriculum
			• CASEL
			• Grab N Go SEL Lessons
			• Emotional Intelligence
			• INOK Lessons & Material
			• Engine Plates
			• Mood Meters
				• Yellow Circles
				• Affective Statements
				• 90 Second Spark Plan
				• Relational Agreement
				• Two Minute Connection
				• Green Circles
					All Students

TIER 1: Universal					

GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

AIS/RTI K-12 Program Description

	Tier 1 – Monitoring	**Tier 2 – Moderate Risk**	**Tier 3 – High Risk**
Intensity of service	Core Instruction for all students	In addition to core instruction: Minimum 2-3 times a week for up to 30 minutes Grades 5-6: additional support provided in Math AIS Grades 7-12: Additional support provided through small class size, extended time, push in services **or** pulled out for services	Targeted support provided in addition to Tier 1 At least 3-5 times a week services a minimum of 90 minutes Grades 7-12: pull out in addition to Tier 2
Grouping	Differentiated small group instruction	Grades K-6: Small groups of up to 5 students or less Grades 7-12: Small groups 3-12 students	Grades K-6: Individual or small group 1-3 students Grades 7-12: Groups of 3-11 students (labs)
Staffing	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, classroom teacher, special education teacher and teaching assistant	AIS teacher, special education teacher
Program/ Instructional Support	• Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies • Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need	• Tier 1 support • Small group with similar needs instruction and collaboration with classroom teachers • Extended courses with small class size and/or additional teacher	• Tier 1 support • Tier 2 support as schedule allows • Individual or small group instruction for high-needs students as schedule allows • Other support may include: special education support

Student Support Services

Student Support
- Student Support Team
- Counseling Services
- Student Check-In
- Parent Volunteers
- Other Connections i.e. Reading Buddies, Mentors, etc.

Student Support Team
- Meets at least quarterly to brainstorm/plan effective teaching strategies and programs for students.

School Counselor
- Works with individuals as determined by the Student Support Team.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas).

Migrant Education
- Migrant Tutors

Counseling Services
Builders Club Grades 5-8
Peer Tutors Grades 9-12
K-Kids Grades 3-4
Boom-a-rang
Mentoring
Liberty Partnerships
McKinney-Vento Title I Mentors
DTST
Teen Intervene
SLPC
MIT – Mobile Integration Team
SPOA- Single Point of Access
Respite House
School Based Social Services
Children's Advocacy Group
PTO
Renewal House
Kiwanis Back Pack Program Grades UPK – 4
Student Council Grades 5-12
Teacher Mentoring
YAP - Youth Advocacy Program
United Helpers/Care Coordinators
Vet Tech Program
Allied Health
Life Plan Care Coordination of New York
Transitional Living Services
CPI to TCIS
The ARC Jefferson- St. Lawrence
Probation (PINS)
STEM-Robotics 3-12
After School Tutoring 2-12
History Club 5-8
E-Sports Club 5-8
Reviewed 4/24/24

Odyssey of the Mind 5-8
IMPETUS 7-12
After school chorus 5-8
Military Kids Club Pre-K-12
Summer School Pre-K-12
Gouverneur Wellness Center
Gouverneur Behavioral Health
Mindful Minds
Marching Band 4-12
Drama Club 5-12
Key Club 9-12
FFA 9-12
Whiz Quiz 9-12
Varsity Club 9-12
National Honor Society 10-12
Horizons 10-12
Year Book 9-12
DEI Club 9-12
Art Club 9-12

Parent Involvement Requirements

Notification of AIS/RTI Services

District notification letter must include:
- Rationale for need of AIS
- Dates when service will begin
- Subject area(s) identified
- Results of multiple assessment measures
- Summary of services to be provided including student support
- Frequency and intensity of service
- Expectations of students in relation to grade level performance
- Consequences of not achieving expected performance levels

For RTI Reading and Math Grades K-4
- Strategies for increasing the student's rate of learning
- Parent's right to request an evaluation for special education services

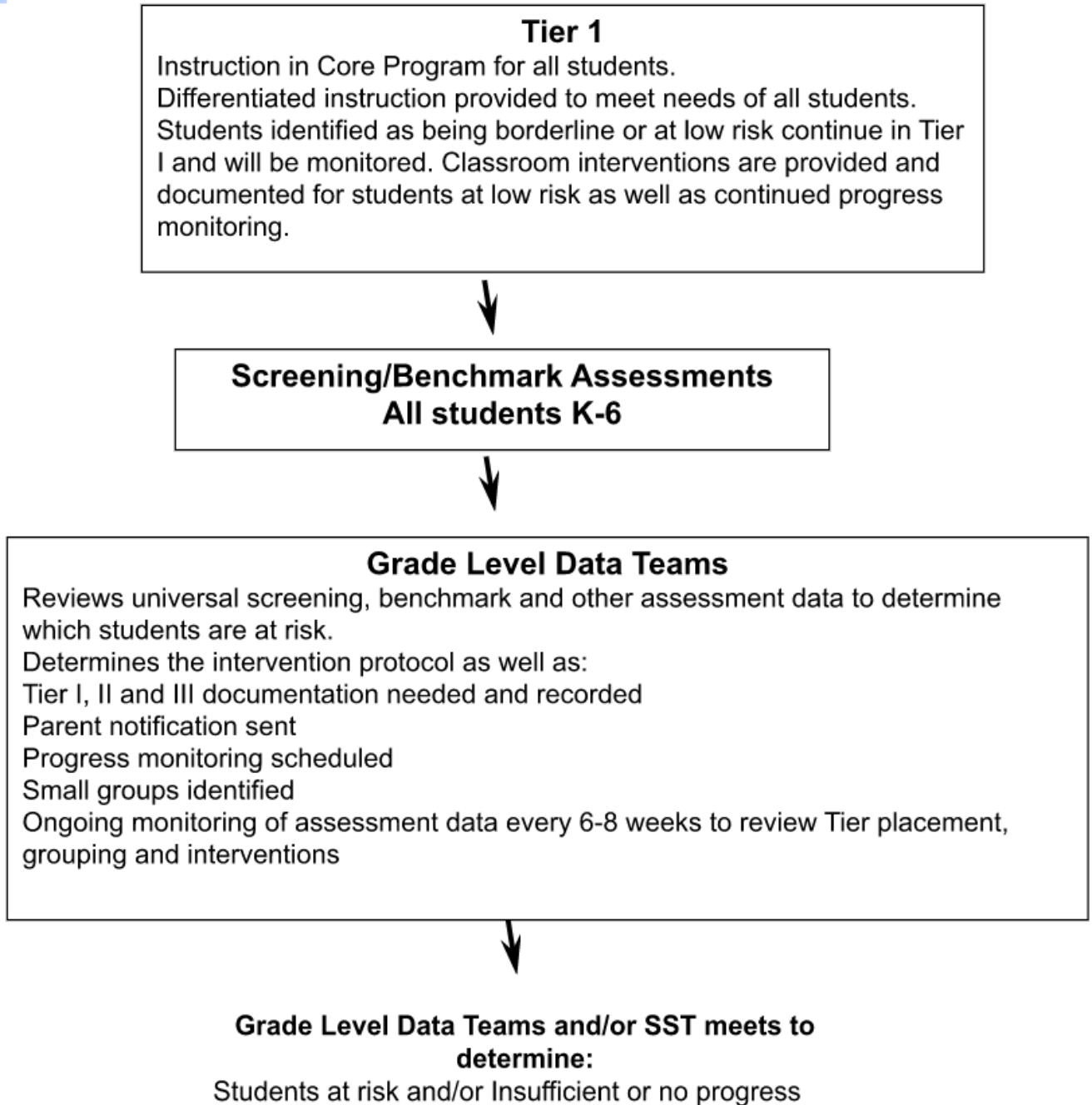## Notification of End of AIS/RTI Services

District notification letter must include:
- When services are to be discontinued
- Overview of student's progress
- Performance level the student has attained to qualify for ending AIS as a result of multiple measures
- List of the Multiple Assessments used in determining the student's levels of performance

Ongoing Communication
- Parent and Teacher Conferences
- Phone Calls
- Emails
- Written notifications
- District and school newsletters
- District and school websites
- Parent Square
- Google Classroom
- SchoolTool
- Informal conversations

RTI Process Flowchart

Tier 1

Instruction in Core Program for all students.
Differentiated instruction provided to meet needs of all students.
Students identified as being borderline or at low risk continue in Tier I and will be monitored. Classroom interventions are provided and documented for students at low risk as well as continued progress monitoring.

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Screening/Benchmark Assessments
All students K-6

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Grade Level Data Teams

Reviews universal screening, benchmark and other assessment data to determine which students are at risk.
Determines the intervention protocol as well as:
Tier I, II and III documentation needed and recorded
Parent notification sent
Progress monitoring scheduled
Small groups identified
Ongoing monitoring of assessment data every 6-8 weeks to review Tier placement, grouping and interventions

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Grade Level Data Teams and/or SST meets to determine:
Students at risk and/or Insufficient or no progress

Grades K-6 RTI Problem Solving Process - Responsibilities

Classroom Teachers	Grade Level Teams	Intervention Providers	Student Support Team	CSE Team
• Core instruction • Benchmark and progress monitoring assessments • Tier 1 interventions: Small group and differentiation during the uninterrupted block • Documentation of Tier 1 and 2 interventions	• Grade level teams: Classroom teachers Intervention providers Others • Analyze data to inform instruction Core assessments Diagnostic assessments • Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 interventions • Provides documentation of decisions made re: instructional changes	• Tier 2 interventions in addition to Core (Tier 1) instruction • Progress monitoring and diagnostic assessments • Documentation of Tier 2 interventions AND • Tier 3 interventions in addition to Tier I • Progress monitoring and diagnostic assessments • Documentation of Tier 3 interventions	• Multi-disciplinary team: Classroom teachers Special education teacher Psychologist Principal Intervention providers Speech and Language Social Worker Counselor Nurse • Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3 • Reviews documentation of Tier 1, 2 and 3 interventions • Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes Makes referral to CSE when necessary	• Multi-disciplinary team • Analyzes data • Reviews documentation of Tier 1, 2,3 interventions • Decides what additional CSE services to provide to enable the child to be successful