

***ACADEMIC INTERVENTION SERVICES (AIS)
PLAN***

2023-2025

Approved by BOE on:

May 19, 2023

THE MISSION OF THE WCSD IS TO EMPOWER ALL OF OUR STUDENTS WITH THE COMPETENCIES AND CONFIDENCE TO CHALLENGE THEMSELVES, TO PURSUE THEIR PASSIONS, AND TO REALIZE THEIR POTENTIAL WHILE GROWING AS RESPONSIBLE MEMBERS OF THEIR COMMUNITY.

INTRODUCTION

New York State Regulations of the Commissioner of Education – Section 100;

Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Social Studies and Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed the designated performance levels on State assessments.

New York State regulations mandate that school districts identify students who have not achieved or are in danger of failing to achieve state standards or district benchmarks. School districts are required to provide supplemental academic help in addition to a student's general education or special education program. The following at-risk factors should be considered in determining the root cause of academic failure and used to develop Academic Intervention Plans: health, attendance, family and social issues, mobility, emotional or adjustment issues, etc.

Program Description

Academic Intervention Services are designed to assist all students who are at-risk of not achieving the learning standards in English Language Arts, Mathematics, Social Studies, and Science, or who do not meet or exceed the designated performance levels on state assessments.

These services include two components:

- A. Additional instruction that supplements regular classroom instruction and/or
- B. Student support services needed to address barriers to improve academic performance.

Additional instruction is defined as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards.

Student support services are defined as interventions, such as guidance and counseling, improvement in attendance and discipline that address student needs as related to family dynamics, health, nutrition, and mobility.

Academic Intervention Services are available to students with disabilities on the same basis as non-disabled students. AIS for Limited English Proficient (LEP) and/or English Language Learners (ELL) must also be planned and implemented in coordination with the student's general education program.

Eligibility Determination:

Grades K-2

- Are not meeting district benchmarks
- Have gone through the RTI process and have been moved to Tier 2 by AIS/RTI Committee

Grades 3-8

- Have not met (or are at risk of not meeting) the standards measured by the State Assessments
- Are not meeting District benchmarks

- Have gone through the RTI process and have been moved to Tier 2 by AIS/RTI Committee

Grades 9-12

Failed (or are in jeopardy of failing) any of the Regents examinations that are necessary for high school graduation

DEFINITION OF ACADEMIC INTERVENTION SERVICES

- ***Additional*** instruction that ***supplements*** the general and special education curriculum; and/or,
- Student support services (ex. speech, counseling, OT/PT, etc.) needed to assist students in meeting the New York State learning standards.

Academic Intervention Services are mandated for ***any*** student meeting the eligibility criteria above, including classified students, non-classified students, and English Language Learners.

Academic Intervention Services will be provided in the following areas and grade levels and follow the RTI model using a 3 t-tier system:

- English Language Arts K-12
- Mathematics K-12
- Social Studies 4-12
- Science 4 -12

ELIGIBILITY FOR ACADEMIC INTERVENTION SERVICES

The Regulations of the Commissioner of Education require a ***supplemental*** program of instruction for students who score below certain benchmarks on State tests. In addition, school districts must develop district procedures, using multiple measures, to identify students who are at risk of not achieving the State learning standards in the four content areas in grades where no state tests are administered.

IDENTIFICATION OF STUDENTS FOR ACADEMIC INTERVENTION SERVICES

State regulations mandate AIS for students who do not meet state standards on NYS Assessments given in grades 3-8. In addition, multiple sources of evidence are used as criteria for the identification of students who may need academic intervention services and in determining the intensity of services for each student receiving AIS at the elementary, junior and high school levels.

Students eligible for AIS

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are: · those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science; · those at risk of not meeting State standards as indicated through the district-adopted or district approved procedure, including those K-3 students who lack reading readiness; and ·

LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

The District will assure that multiple measures (assessments/sources) of evidence are used and that criteria are in place that determine: 1) The identification of performance on those measures/sources of evidence that would place a student at risk of not meeting State learning standards and in need of academic intervention services; and 2) Performance that indicates that a student is meeting, or is likely to meet, State learning standards and no longer in need of academic intervention services.

The multiple measures (assessments/sources) of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels in those standards areas requiring AIS.

ELEMENTARY (Grades K-6):

District Measures:

- Early Reading Behavior Assessments
- Fountas and Pinnell Benchmark Assessment/ or TCRWP UOS: phonemic awareness/decoding assessments
- Unit Assessments in Math, Science, and Social Studies
- I-Ready Diagnostic
- Report Card Grades
- Teacher Recommendation

State Measures:

- NYS Math and ELA Assessments

MIDDLE SCHOOL (Grades 7-8):

District Measures:

- Grade Point Average
- Unit Assessments in ELA, Math, Science, and Social Studies
- I-Ready Diagnostic
- Report Card Grades
- Teacher Recommendation

State Measures:

- NYS Math and ELA State Assessments

HIGH SCHOOL (9-12):

District Measures:

- Unit Assessments in ELA, Math, Science, and Social Studies
- Report Card Grades

State Measures:

- Regents Exams

INTENSITY OF SERVICES

The district/schools can also vary the intensity of academic intervention services for students by varying the duration and degree of individualization.

Duration

Number of times per week - (Once - Twice - Three - Four - Daily)

Amount of time per session - (Few minutes - Half hour - Entire period - Double period)

Degree of individualization

In class -- Large Group (10-15) -- Small Group (4-8) -- Mini Group (2 – 3) -- One-on-one

For example, some students with more intensive needs could be scheduled for an additional 40- minute period during the day for five days, a small group 30-minute after-school session for three days, plus summer school. Another group of students with the least intensive needs might only be in an in-class model.

The level of service will be based on individual student needs. **(At the secondary level, students must be scheduled for AIS before being scheduled into any elective courses):**

Levels of Services:

- Large or Small group instruction
- Co-teaching with content specialist
- Academic Labs or “Project” Classes
- Regents review classes and/or sessions
- In-class teacher assistance (“progress monitoring”)
- After-school tutoring/support (Secondary Level)

Frequency of Services:

- One to six times in each six-day cycle depending on individual student needs.
- From 15 to 120 minutes per session.

Levels of Services by Grade Level:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Progress monitoring (Tier I)	x	x	x	x	x	x	x	x	x	x	x	x	x
Co-teaching with content specialist (Tier I or II)	x	x	x	x	x	x	x	x	x	x	x	x	x
Small group instruction in push-in sessions (Tier II or pull-out (Tier II or III)	x	x	x	x	x	x	x	x					
Academic Labs/Additional time on task (Tier I)								x	x	x	x	x	x
Regents Review Classes/Support Classes) (Tier II or III)										x	x	x	x

Providing AIS for Students in More Than One Standards Area

Academic instructional services in more than one standards area can be combined where appropriate. For example, lack of reading/literacy development may be preventing progress in social studies. In such cases, reading/literacy with a content focus could be the primary vehicle for academic intervention services with secondary support in social studies content/skills.

AIS Not Credit-Bearing

Academic intervention services are not credit-bearing. However, when students are in “stretch” courses where AIS are being provided, they would receive credit for the course the same as students who are in the course who do not require AIS. The amount of credit depends on the amount of time for which the course is scheduled.

	ENTRANCE CRITERIA (ANY OR ALL) Based on use of Multiple Measures	EXIT CRITERIA (ANY OR ALL)
Kdg.	i-Ready Diagnostic below 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation	i-Ready Diagnostic at or above 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science.. EasyCBM scores at 50 th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation
Grade 1	i-Ready Diagnostic below 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation	i-Ready Diagnostic at or above 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. EasyCBM scores at 50 th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation
Grade 2	i-Ready Diagnostic below 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation	i-Ready Diagnostic at or above 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. EasyCBM scores at 50 th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation
Grade 3	i-Ready Diagnostic below 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation	i-Ready Diagnostic at or above 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. EasyCBM scores at 50 th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation
Grade 4	i-Ready Diagnostic below 25 th Percentile Identified scale median score on NYS Assessments Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation	i-Ready Diagnostic at or above 25 th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Score above the identified scale median score on NYS Assessments EasyCBM scores at 50 th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation

Grade 5	<p>i-Ready Diagnostic below 25th Percentile Identified scale median score on NYS Assessments Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation</p>	<p>i-Ready Diagnostic at or above 25th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Score above the identified scale median score on NYS Assessments EasyCBM scores at 50th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation</p>
Grade 6	<p>i-Ready Diagnostic below 25th Percentile Identified scale median score on NYS Assessments Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Report Card Grades Teacher Recommendation</p>	<p>i-Ready Diagnostic at or above 25th Percentile Performance below proficiency on formative assessments (F & P, TCRWP UOS: phonemic awareness/decoding) and unit assessments in ELA, math social studies, and science. Score above the identified scale median score on NYS Assessments EasyCBM scores at 50th percentile a minimum a 2 times Report Card Grades Intervention Provider Recommendation</p>
Grade 7	<p>i-Ready Diagnostic below 25th Percentile Identified scale median score on NYS Assessments Scores below 65% on unit assessments in content areas</p>	<p>i-Ready Diagnostic at or above 25th Percentile Score above the identified scale median score on NYS Assessments Scores above 70% on unit assessments in content areas</p>
Grade 8	<p>i-Ready Diagnostic below 25th Percentile Identified scale median score on NYS Assessments Scores below 65% on unit assessments in content areas</p>	<p>i-Ready Diagnostic at or above 25th Percentile Score above the identified scale median score on NYS Assessments Scores above 70% on unit assessments in content areas</p>
Grade 9	<p>Class grade point average below 65 i-Ready Grade 8 EOY score below 25th percentile Identified scale median score on NYS Assessments</p>	<p>Passing scores on Regents Exams Class grade point average above 70 for the year</p>
Grade 10	<p>Class grades below 65 with teacher recommendation Grade below 65 on NYS Regents Exam in previous year</p>	<p>Passing scores on Regents Exams Class grade point average above 70 for the year</p>
Grade 11	<p>Class grades below 65 with teacher recommendation Grade below 65 on NYS Regents Exam in previous year</p>	<p>Passing scores on Regents Exams Class grade point average above 70 for the year</p>
Grade 12	<p>Class grades below 65 with teacher recommendation Grade below 65 on NYS Regents Exam in previous year</p>	<p>Passing scores on Regents Exams Class grade point average above 70 for the year</p>

DISTRICT DEVELOPED PROCESS AND PROCEDURES

1. An “Academic Intervention Plan” will be developed for individual students by building administrators, school counselors, teachers, and/or curriculum directors. This Plan will address the individual needs of the student based on prior academic performance and/or his/her at-risk factors (see “Introduction”).
2. AIS will begin at the elementary level immediately following identification and scheduling. AIS will begin at the secondary level no later than the commencement of the school semester immediately following identification.
3. AIS required for more than one subject will be combined where appropriate.
4. AIS at the high school level may include a support class.
5. AIS will be delivered by a certified teacher, or by a teaching assistant under the direct supervision of a certified teacher.
6. Documentation of the services provided to students will be kept by the Intervention Provider, and overseen by the building principal and/or directors.
7. Quarterly reports documenting student progress will be provided to parents/guardians by the Intervention Provider.

PARENTAL NOTIFICATION AND INVOLVEMENT

The parents or guardians of the student will be notified in writing by the principal of the building that the student will be receiving academic intervention services. This notification letter will include:

- Summary of the Academic Intervention Services to be provided
- The reason the student required the service
- The consequences of not achieving the designated performance levels

The parents or guardians of the student will be notified in writing by the principal of the building that the student’s academic intervention services will be discontinued. This notification letter will include:

- Criteria for ending the services
- The performance level obtained on district selected assessments

The parents or guardians of the student will be provided with updates regarding student academic progress on an as needed basis that may include but not be limited to:

- Consultation with the student’s regular classroom teacher and/or AIS teacher (ex. e-mail, parent-teacher conferences, telephone conversations, and written communications).
- Quarterly AIS Progress Reports will be provided to the parent/guardian.

SAMPLE ENTRANCE LETTER:

Need For Academic Intervention Services

Parent/Guardian of STUDENT NAME
ADDRESS

Re: STUDENT NAME

Dear Parent/Guardian of STUDENT NAME,

The New York State Education Department has mandated that school districts provide Academic Intervention Services to students who are at risk of not achieving the Learning Standards. Academic Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Social Studies, and Science and by providing additional instruction or support services.

As a result of periodic reviews and assessments at various grade levels, it has been determined that your child has been identified as a student at risk of not achieving the standards. Attached is a summary report of the additional services scheduled to be provided.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other support staff. The school personnel will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

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,

SAMPLE EXIT LETTER:

Notice for Discontinuance of Academic Intervention Services

Parent/Guardian of STUDENT
ADDRESS

Re: STUDENT

Dear Parent/Guardian of STUDENT:

As a result of previous assessments or reviews, your child was identified to be at risk of not achieving the Learning Standards in English/Language Arts, Mathematics or Science, 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 Learning Standards. As a result all 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,

Principal

AIS Committee Members

Dr. Michelle Cardwell	Assistant Superintendent for Curriculum and Instruction
Mr. Richard Zipp	Assistant Superintendent for Special Education and Student Support
Ms. Jenny Schinella	Director of ELA and Social Studies
Ms. Kristin Marino	Teacher
Ms. Cristine Blake	Teacher
Mr. John Sammon	Teacher
Ms. Tara Koehler	Teacher