



ACADEMIC INTERVENTION SERVICES (AIS) PLAN

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Alden Central Schools

**13190 Park Street Alden
NY 14004**

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Introduction

The Alden Central School District affords all students appropriate and targeted opportunities for academic assistance and intervention based on root cause analysis of multiple measures in order to ensure that students achieve the New York State Learning Standards. The following plan for Academic Intervention Services includes current criteria for eligibility, current service components, progress documentation, exiting criteria and enrichment plans based on input from administrators, classroom teachers, special area teachers, counselors/pupil personnel staff and AIS providers. Funding for Academic Intervention Services is provided through federally appropriated Title 1 monies as well as local sources. 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 procedures that are consistent and uniformly applied throughout the District at each grade level.

Mission Statement:

The mission of the Alden Central School District is to encourage the development of lifelong learners who will become responsible adults. By emphasizing the necessary knowledge, skills and attitudes in a safe, nurturing environment, our graduates will be prepared to lead rewarding and successful lives.

This plan will be revised and updated every two years.

2017 Committee Members:	2014 Committee Members:
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What are Response to Intervention and Academic Intervention Services (AIS)?

State regulations require a Response to Intervention process. School districts are to provide Academic Intervention Services (AIS) to students who score below state designated performance levels on the New York State Learning Standards.

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 about an individual student and maximize student achievement.

Academic Intervention Services are defined as additional instruction and/or student support services, which supplement the instruction provided in the general education curriculum. These services are aimed at helping students to meet and/or exceed the New York State Learning Standards in English Language Arts, science, mathematics and social studies. These services are available to students with disabilities on the same basis as non-disabled students. Services shall be provided to all eligible students whether or not they have a plan (i.e. Individualized Education Plan, 504 Accommodation Plan, Health Services Plan, etc.).

Multiple models exist under the RtI umbrella for the provision of Academic Intervention Services. Alden is committed to using an RtI data team process to make instructional decisions on the options available to meet the needs of students at each building. Some of the delivery models/methods used include but are not limited to:

- Content and/or Skill Based Supplemental Instruction available as a pull-out or push-in service
- Building level support services such as Occupational Therapy, Physical Therapy, Speech, Counseling, Social Work Services

When AIS is NOT Required:

Academic intervention services are not required in standards areas where there are no New York State assessments, even though students must earn one or more units of credit for graduation. Services are only required in English Language Arts, science, mathematics and social studies.

Glossary of Working Definitions

Additional Instruction

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the areas requiring AIS.

Eligibility

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 RtI Data Team Process.
- LEP/ELL students who do not achieve the annual designated CR part 154 performance standards as stipulated through the NYSESLAT evaluation.

Multiple Sources of Evidence

Multiple sources of evidence means developmentally appropriate measures, tests of technical quality and reviews of classroom performance, report cards and student records.

Student Support Services

Student support services means interventions that address barriers to student progress in the New York State Learning Standards that require the provision of AIS and may include, as needed, school counseling, services to improve attendance, coordination of services provided by other agencies, and study skills.

District Support Services

The Alden Central School District provides a wide variety of resources to support the academic, social/emotional, and future needs of our students. The following list identifies key support personnel and services that are currently offered.

General and Special Education Teachers
Literacy Specialists
Teaching Assistants
Speech / Language Therapists
Occupational Therapists
Physical Therapists
Administration
School Psychologists
Social Workers
Nurses
School Counselors
English as a Second Language (ESL)

Representatives from the above list comprise Student Support Teams (SST) in each building that regularly meet to monitor and support students. The SST uses a data informed process to review student information and may recommend specific Academic Intervention Services or refer students to the RtI Data Team for additional support and progress monitoring.

Determination of Eligibility

All students are eligible for Academic Intervention Services (AIS), including those with disabilities and/or Limited English Proficiency (LEP) if they fail to meet the designated state performance standards or district approved guidelines. Additionally, LEP students and English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in Commissioner's Regulations Part 154 are eligible for AIS.

Students may be eligible for AIS if they meet one or more of the following criteria:

- Score below the designated performance levels (ex: Median Scaled Score) on the elementary, intermediate, and high school level state assessments in English Language Arts, mathematics, social studies, and science.
- At risk of not meeting state standards as indicated through the district adopted RtI Data Team process
- Classroom performance (participation, student work/portfolios, homework completion) indicates insufficient progress.
- Progress reports and report card grades below the district set passing grade.
- Recommendations from teachers, administrators, counselors, psychologists, other school staff, and / or parents.

Students may be eligible for AIS due to one of the following situations:

- When a student is absent for (or refuses) all or part of a State assessment, and no score is provided to the district, the district will use the RtI Data team process to determine whether or not the student requires AIS.
- When a student transfers from out-of-state or out of the country, a consistent screening procedure is completed by the instructional faculty and support staff. Other factors considered are not limited to, but may include: reviewing the student's transcript and/or administering other District approved assessments. Such a student may also be referred to the building SST or RtI Data Team

Those students who continue to be eligible for AIS services may necessitate further consideration by the SST. The multidisciplinary SST will further evaluate student strengths and needs and make appropriate recommendations to classroom teachers and support personnel. In more extreme cases, formal evaluations may be warranted and may include recommendations for more specialized services.

Determination of Need for AIS in Grades K-12

The Alden Central School District utilizes multiple data sources to determine the need for AIS Services. Student performance on the NYS Grades 3-8 ELA, Mathematics, and Science examinations in combination with district-developed procedures, applied uniformly at each grade level, assist school teams in determining which students shall receive AIS. Once student scores on multiple measures of student performance are reviewed, the district determines whether the student is required to receive AIS.

Kindergarten – Grade 3: Student performance on the DIAL-4 Kindergarten screening instrument; AIMSweb K-3 combined with the classroom teacher’s observation and recommendation based on classroom performance data.

Grade 4-8: Student performance on the previous grade level state assessments in ELA and math combined with the classroom teacher’s observation and recommendation based on classroom performance data, AIMSweb, and at Grades 6-8 district developed universal screening in ELA and Mathematics.

Grade 9-10: Student performance on the grade 8 state assessments in ELA, math and science, student performance on Regents exams (ELA, math, science and social studies), and classroom teacher’s observation and recommendation based on classroom performance data.

Grade 11-12: Student performance on Regents exams (ELA, math, science and social studies), and classroom teacher’s observation and recommendation based on classroom performance data.

Provision of Academic Intervention Services

Students eligible for AIS are scheduled to receive services depending on their individual needs. Factors which are considered when scheduling include: eligible students at each grade level and academic area, the range of performance standards of eligible students, and the level of intensity needed by all students requiring AIS.

Intensity and Degree of Service

The service provided for each student will vary in intensity based on the student’s need as determined by the SST or RtI Data Team. The degree of individualization and the duration of service will be determined on an individual student basis.

Scheduling Options

Individual student scheduling will address the varying intensity of the student’s need and may include:

- A scheduled period of instruction/intervention during the school day
- Grades 9 – 12: one-on-one or small group instruction provided by an academic subject teacher in Academic Learning Center
- Grades 6-8: one-on-one or small group instruction provided by an academic subject teacher
- Push-in services that reduce the student-teacher ratio and address assistance as needed within the specified academic areas

Progress Monitoring

If indicators or other multiple measures for some students who score below the State designated performance level on elementary and intermediate State assessments show relatively little risk of not successfully meeting the State learning standards, then monitoring that student's progress will be appropriate. Additional instruction would not be necessary. However, these students will continue to receive AIS in the form of regular progress checks, scheduled meetings with the classroom teacher or intervention instructor, needed adjustment to instruction, or further assessment. Records of this monitoring service will be kept by the building administrator and the multidisciplinary team.

Documentation of Student Progress

Individual student files are kept by the teacher to document progress and include State assessment data and measures of evidence used in determining services.

Parent Involvement

The Alden Central School Board of Education recognizes the rights of parents/guardians to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. The Board of Education encourages participation of parents of students eligible for Title I – AIS in all aspects of their child's education. In order to facilitate parental participation Alden Central School will:

- Provide parents with reports on children's progress.
- Involve parents in the joint development of the Title I – AIS plan. The revised plan will be submitted to the Alden Central School (ACS) Board of Education for approval every two years
- Make this plan available to parents and local community on an annual basis (ex: Posted to district web page) in an understandable format and in a language parents can understand
- Provide necessary coordination, technical assistance, or other support needed to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
- Build the school's and parent's capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities

- Coordinate and integrate parental involvement strategies with other programs including Universal Pre K, Student Support Teams and Building Student Achievement Teams
- Assist parents in understanding such topics as the state’s academic content, student achievement standards, state and local academic assessments, Title I – AIS requirements and how to monitor a child’s progress and work with educators to improve the achievement of their children. This will be done during regularly scheduled Open House, curriculum nights, parent information nights, teacher web sites, newsletters and parent conferences.
- Provide materials and training to help parents work with their children to improve their children’s academic achievement.
- Educate teachers, pupil services personnel, administrators, and other staff, with the assistance of parents, about the value and use of parent contributions and how to reach out, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school
- Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of children who participate in the Title I – AIS Program. Further ensure that it is sent in a format, and to the extent practicable, in a language the parents can understand

Parent Notification

Parent Notification

The parents or guardians of the student will be notified in writing when the student becomes eligible for the Title I - AIS Program. Parents will be notified annually for students who continue to participate in the program. The notification will include: the reason the student needs academic intervention services, a summary of the academic intervention to be provided, consequences of not achieving expected performance levels, and an explanation of how and when a student will no longer receive services.

The parents or guardians of the student will be notified in writing that academic intervention services will be discontinued. The notification will include the criteria for ending services and the performance levels obtained on assessments.

On-going Communication with Parents

On-going communication will be provided to the parents or guardians of a student receiving academic intervention services and will include:

- a) Opportunities to discuss individual student progress such as parent conferences or meetings with teachers. Parent conferences are held K-5 at least one time per year. Additionally, parents of students at any grade level may request a conference with the student’s AIS or regular classroom teacher at any time.

- b) Parents will receive reports in accordance with their child's report card during the regular school year indicating student progress in AIS. Such reports may be by mail, telephone conferences, or be included in the student's report card.
- c) Information on ways parents can become involved in working with their child, monitoring their child's progress, and working with teachers and staff providing academic intervention services to improve their child's achievement.

District Responsibility if a Parent Objects to AIS

The district will listen to parent suggestions, share evidence of the student's need for AIS, and work with parents to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day remains the responsibility of the school district.

Parents Advocating for a Student to Receive AIS

Parents may advocate for their child to receive Academic Intervention Services. The district will consider parent concerns and review the student's school record and assessment results to determine if the student meets eligibility criteria for AIS. Parents also have the right to request changes in the AIS program being provided to their child. The district and staff will work with the parents to determine the possible necessity for changes based on additional information and review scheduling that might better meet the student's needs.

Relationship of AIS to ERSS

ERSS (Educationally Related Support Services) includes curriculum and instructional modification as well as support services (psychological, social work, non-career counseling, speech and language services, OT, PT, ESL and direct student support team services). Therefore, appropriate ERSS can be included in the district's description of academic intervention services.

Eligibility for students to receive services under AIS and Title I Compensatory services is determined in the same way. Both academic intervention services and compensatory education services provided under Title I allow additional instructional services for students who score below the designated State performance level on State assessments or who are determined to be at risk of not meeting State standards through the aforementioned procedure. While the priority standard areas for Title I programs continue to be English Language Arts and mathematics, the instructional services under these programs do not have to be different. The district will follow the program of services outlined in the district's AIS description to implement Title I services. The programs are one and the same. However, all federal requirements pertaining to Title I programs will continue to be met.

**Alden High School
Grades 9-12**

	Academic Service	Support Services
Services and Interventions Offered	<ul style="list-style-type: none"> • English AIS • Math AIS • Science AIS • Social Studies AIS • Academic Learning Center Support • ESL • Multisensory Reading Programs • Advisement & Advisement Rotations 	<ul style="list-style-type: none"> • Counseling to address attendance problems, discipline problems, family-related issues, health-related issues, and mobility/transfer issues
Eligibility Criteria	<ul style="list-style-type: none"> • Assessment Results • Regents Exam Results • Teacher Recommendation • SST or RtI Data Team recommendation 	<ul style="list-style-type: none"> • Assessment Results • Teacher Recommendation • SST or RtI Data Team recommendation • Social Worker/Counselor recommendation
Frequency and Duration of Services	Determined by the SST or RtI Data Team based on the data and student's individual needs	Determined by the SST or RtI Data Team based on the data and student's individual needs
Exit Criteria	<ul style="list-style-type: none"> • Regents assessment results • Classroom performance (Passing grades based on student progress reports and report cards.) • Teacher recommendation • Post-testing in AIS 	<ul style="list-style-type: none"> • Social Worker/Counselor recommendation • SST or RtI Data Team recommendation

**Alden Middle School
Grades 6-8**

	Academic Service	Support Services
Services and Interventions Offered	<ul style="list-style-type: none"> • English AIS • Math AIS • ESL • Multisensory Reading Programs (Wilson) • Speech Improvement 	<ul style="list-style-type: none"> • Counseling to address attendance problems, discipline problems, family related issues, health-related issues, and mobility/transfer issues
Eligibility Criteria	<ul style="list-style-type: none"> • Assessment Results • Teacher Recommendation • SST or RtI Data Team Recommendation Classroom performance • AIS Math/ELA Universal Screen • Aimsweb Plus 	<ul style="list-style-type: none"> • Teacher Recommendation • SST or RtI Data Team Recommendation • Social Worker/Counselor Recommendation
Frequency and Duration of Services	<ul style="list-style-type: none"> • Determined by the SST or RtI Data Team based on the data and student's individual needs • Based on student's schedule 	<ul style="list-style-type: none"> • Based on the recommendation of the SST and teacher in collaboration with Social Worker and Counselor
Exit Criteria	<ul style="list-style-type: none"> • Classroom performance (Passing grades based on student progress reports and report cards.) • Teacher recommendation • Post-testing in AIS • Parallel assessment results • AIS Math/ELA Screen results 	<ul style="list-style-type: none"> • Social Worker/Counselor recommendation • SST or RtI Data Team recommendation

**Alden Intermediate School
Grades 3-5**

	Academic Service	Speech/Language	OT/PT	Support Services
Services and Interventions Offered	<ul style="list-style-type: none"> • Reading • Mathematics • Writing • Multisensory Approaches to Reading 	<ul style="list-style-type: none"> • Push In/Pull Out • Individual and Small Group Instruction 	<ul style="list-style-type: none"> • Push In/Pull Out • Individual and Small Group Instruction 	<ul style="list-style-type: none"> • Counseling to address attendance concerns, discipline concerns, family related issues, health related issues, and mobility/transfer issues
Eligibility Criteria	<ul style="list-style-type: none"> • State Assessment Results • AIMSweb Plus Benchmarking • Teacher Recommendation through SST/RtI Team 	<ul style="list-style-type: none"> • Scores below age/grade expectations on expressive and receptive language assessments • Teacher Observation • Recommendation through SST/RtI Team 	<ul style="list-style-type: none"> • OT/PT Screening • Teacher Observation • Recommendation through SST/RtI Team 	<ul style="list-style-type: none"> • Assessment Results • Social Worker/Counselor Recommendation • Teacher Observation • Recommendation through SST/RtI Team
Frequency and Duration of Services	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs
Exit Criteria	<ul style="list-style-type: none"> • Classroom performance • Teacher Recommendations • AIMSweb Progress Monitoring • State Assessment Scores 	<ul style="list-style-type: none"> • Classroom performance • Post Testing 	<ul style="list-style-type: none"> • Classroom performance • Post Testing • Teacher Recommendation 	<ul style="list-style-type: none"> • Classroom performance • Social Worker/Counselor Recommendation • SST/RtI Team Recommendation • Teacher Recommendation

**Alden Primary School
Grades K-2**

	Academic Service	Speech/Language	OT/PT	Support Services
Services and Interventions Offered	<ul style="list-style-type: none"> • Reading • Mathematics • Writing • Multisensory Approaches to Reading 	<ul style="list-style-type: none"> • Push In/Pull Out • Individual and Small Group Instruction 	<ul style="list-style-type: none"> • Push In/Pull Out • Individual and Small Group Instruction 	<ul style="list-style-type: none"> • Counseling to address attendance concerns, discipline concerns, family related issues, health related issues, and mobility/transfer issues • Whole class, small group, consultation, and individual services
Eligibility Criteria	<ul style="list-style-type: none"> • AIMSweb Plus Benchmarking • Diagnostic Assessments • Classroom Assessments • Teacher Recommendation through SST/RtI Team 	<ul style="list-style-type: none"> • Scores below expectations on expressive and receptive language assessments • Teacher Observation • K Screening • Recommendation through SST/RtI Team 	<ul style="list-style-type: none"> • OT/PT Screening • Teacher Observation • Recommendation through SST/RtI Team • K Screening 	<ul style="list-style-type: none"> • Assessment Results • Social Worker/Counselor Recommendation • Teacher Observation • Recommendation through SST/RtI Team
Frequency and Duration of Services	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs 	<ul style="list-style-type: none"> • Based on Data and Individual Student Needs
Exit Criteria	<ul style="list-style-type: none"> • Classroom performance • Teacher Recommendations • AIMSweb Progress Monitoring/Benchmark • Diagnostic Assessments 	<ul style="list-style-type: none"> • Classroom performance • Post Testing 	<ul style="list-style-type: none"> • Classroom performance • Post Testing • Teacher Recommendation 	<ul style="list-style-type: none"> • Classroom performance • Social Worker/Counselor Recommendation • SST/RtI Team Recommendation • Teacher Recommendation

