

Monticello Central School
District

**ACADEMIC
INTERVENTION SERVICES**

(AIS)

DISTRICT DESCRIPTION

2006 Revision

Introduction

The Monticello Central School District is committed to ensuring the success of every one of its students. New York State has established high standards for students to reach in seven standard areas. Commencement exams exist or are being developed by the State Education Department in all of these standard areas. In order to reach these standards with all students, the district is linking its expectations, instruction, and assessments to these standards. All staff have many opportunities to receive staff development in working with students with diverse backgrounds and needs. This is necessary because we realize that fewer interventions will be required of students who receive quality and exemplary “first” teaching. This illustrates the fact that we not only have set higher expectations for students, but these higher expectations also apply to our staff as well. Through on-going communication and collaboration among school staff, parents, and community support agencies, we will ensure the success of all students in reaching the New York State Learning Standards.

Definition

Academic Intervention Services (AIS) are those additional services and supports which supplement the instruction provided in the general curriculum and are designed to help students meet the New York State Learning Standards. Academic Intervention Services are direct services to students to assure that they meet or exceed the designated performance levels on state assessments in English language arts and mathematics in grades K-12 and in social studies and science in grades 4-12. The duration and intensity of these services may vary, but these services must be designed to respond to student needs as indicated through New York State and district-adopted measures and procedures used throughout the district.

The two **components** of AIS include:

- **Additional Instruction**: instruction that is supplemental to regular classroom instruction through extra time and/or increasing student-teacher contact time
- **Student Support**: the supports needed to address barriers to improve academic performance, such as: attendance improvement, counseling, and study skills.

District Overview of Academic Intervention Services

Eligibility for AIS services may be determined by state assessment results and/or district procedures. The procedures the Monticello Central School District will use to determine student eligibility for AIS will involve **multiple measures**. These sources of evidence will include state assessments, where they exist, district annual assessments, periodic benchmark assessments, student classroom performance, classroom-based profiles and assessments, student grades and records, and recommendations from school staff and parents. AIS services will be made available to students with disabilities on the same basis as non-disabled students. Limited English Proficient (LEP)/English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS. These procedures will be also be used to determine eligibility for any new entrants to our school system.

The District believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards. AIS will begin as soon as possible after identification of need, but no later than one semester after identification. Re-evaluation will occur within one semester of the services beginning. District profiles will be developed describing the “standard” that must be met at each grade level. Multiple measures will be used to assure that students have met the standards area profile. These profiles will be developed using curriculum documents and the NYS Learning Standards.

Screening for Academic Intervention Services

School-based teams will discuss students’ strengths, learning styles, and needs on a regular basis. These school teams will determine a student’s need for AIS using the following information from the student’s total profile (i.e., **multiple measures** not the results of one test):

- NYS Assessment: below the standard
- District Benchmark Assessments: below the standard
- Teacher Assessments (e.g., Running Records, Informal Reading Inventories, Class Tests)
- Reading Series Assessments (K-6)
- Early Literacy Profile Assessments
- Writing Samples: scored using state/district rubrics
- Classroom Performance (class participation, class work)
- Report Card Grades
- Learning & Reading Style Surveys and Assessments
- Anecdotal Records (e.g., from Reading/Writing Conferences; for behavior indicators)
- Recommendations by teacher, counselor, administrator, parent, other school staff
- Other Relevant Information such as:
 - Attendance Records
 - Discipline Records
 - Family Issues
 - Health-related Issues
 - Mobility Issues

General School Procedures for Eligible Students

Any students deemed at risk of not meeting the NYS standards for the grades and standards areas noted above, will be discussed by the appropriate school staff in collaboration with the parents (and students as appropriate).

The relevant data and information will be gathered on the district software titled AIS-M. (See Appendix for sample documents).

The thoughtful and reflective discussion by the school team (e.g., Instructional Support Team), will determine the type, intensity level, and duration of Academic Intervention Services for each student at risk of not reaching the NYS Learning Standards.

The specific needs of each student will be identified and an *individual plan* will be developed to meet student needs. Similar types of services will be offered at each school (elementary and secondary) in each curricular area requiring AIS. The identified AIS supports will continue until the school staff determines that the student is no longer at risk of not reaching the particular standard(s) and/or the student passes the standard area state exam.

Parent Communication Procedures

The role of parents in their child's education continues to be of utmost importance. At the first sign that a student may be at risk of not reaching a NYS learning standard (as described above), parents will be notified and will become an integral part of the discussions and planning of appropriate supports and services. At such time that formal Academic Intervention Services are to begin, parents will receive written notification. The notification will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences or consultations each semester, and suggestions for working with the student at home. 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 assessment(s) that were used in determining the student's level of performance.

(See Appendix for sample *AIS-M Progress Reports* and *District Parent Notification Letters*.)

General Procedures for Monitoring Student Progress K – 12

The Directors and Coordinators responsible for curricular areas requiring AIS (i.e, ELA (K-12), Math (K-12), Social Studies (4-12), and Science (4-12) will utilize the district software, AIS-M to generate reports to assist and guide school teams (e.g., Instructional Support Teams) in their deliberations, discussions, and processing of the multiple measures of student progress and achievement. They will ensure that schools are taking a “strength-based” approach to developing individual student profiles and plans, incorporating learning and reading style assessment results into discussions and plans as needed.

A written “*Student Profile Form*” will be used to monitor student achievement and progress each quarter of the school year. These records will supply information to the Instructional Support Teams regarding the instructional and student support services each student receives throughout her/his school career in this district. The type of service, the time delivered, the frequency and the duration as deemed appropriate by the school’s Instructional Support Team. All of these data and relevant information will be collected in an “*AIS folder*” for each student which will follow the student from grade to grade in our school system.

(See Appendix for a sample of the district’s *Student Profile Form*.)

Academic Intervention Services K-12

The **type**, **intensity**, and **duration** of AIS supports will be determined based on the *needs of individual students*, however, district-wide K-12 services could include the following:

Instructional Support Services	Student Support Services
Instructional Modifications Differentiated Instruction Small Group Instruction Smaller Student-to-Staff Ratio Computer Assisted Instruction Smaller Class Size Study Skills Support Co-teaching Individualized Instruction/Tutoring Time Management Instruction & Support Extended Instructional Time Parent/Team Conferences Progress Sheets Flexible Scheduling Subject-specific tutorials: scheduled during the school day (intensity based on need) Before-School Programs After-School Programs Summer School Programs	Counseling Services Anger Management Sessions New Entrant “Buddy System” Self-Esteem Group Sessions Building “Student Assets” Parent/Family Support and Referral Drug/Alcohol Counseling and Referral Health-related Issues Support and Referral Nutritional Issues Support and Referral Mobility/Transfer Issues Support and Referral Speech/Language Therapy and Referral Occupational Therapy and Referral Mental Health-related Issues Support and Referral Attendance Improvement Services Transition Planning Professional Collaboration (teachers and counselors) Student “Advisors” Community Program Links