

Berlin Central School District

Academic Intervention Services Plan

District Name: Berlin Central School District

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ACADEMIC INTERVENTION SERVICES

SECTION ONE:

Introduction - Definition:

Academic Intervention Services (AIS) are additional instruction and/or support services that supplement the instruction provided in the general curriculum and assist students in meeting the State Learning Standards. 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/or science or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State Assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the student's Individualized Education Program.

***AIS IS:**

- Supplemental or remedial instruction that is above and beyond what is delivered by the classroom teacher
- Small group instruction that focuses on skill development and reading instruction at the child's individual achievement level, as evidenced by recent assessments
- Instruction designed, modified and assessed based on the child's individual reading profile
- A "stop-gap" method of instruction designed to provide an intense program to help students become proficient in the standard area where they are receiving AIS.

***AIS IS NOT:**

- The child's only instance of daily reading instruction
- Classroom lessons delivered at a slower pace
- Observing or assisting students while they work on classroom lessons
- A long term program for students

Description of Academic Intervention Services

Eligibility Statement:

Students are eligible for AIS using State Assessment results and/or district adopted procedures. Procedures for identifying eligible students include criteria for eligibility consistent with Part 100 of Commissioner's Regulations.

Students are eligible for AIS if they are at risk for not meeting the State standards in ELA and Math K-12 and in science and social studies in grades 5-12.

SECTION TWO:

Criteria for Eligibility – Process for determining AIS need

Grades 3-8 - Students are considered for AIS when:

⇒ They score below the Designated Performance Level (Level 1 or 2) on Elementary or Intermediate State assessments in ELA and Math; grades 4 and 8 Science, and grades 5 and 8 Social Studies.

Grades 9-12 - Students are considered for AIS when:

⇒ They score below the approved passing grade on any NYS exam or Regents required for graduation in ELA, Math, Science, or Social Studies.

In **Grades K-2**, where no State assessments are given, students will be considered for AIS if they are determined to be at risk for not meeting the State Standards, according to criteria set by the District. Students who are absent for all or part of a State assessment, or when a student transfers from out of the state or country, the District's established and approved procedure will be used.

All students are eligible for AIS, including those who are limited English proficient, pursuant to CR Part 154, as well as for students with disabilities provided that such services are implemented consistent with the IEP pursuant to section 4402 of Education Law.

The following local criteria will be used to determine eligibility for AIS:

- Potential Delay in the area of Concepts and Language on the DIAL-3 (Kindergarten screening)
- Performance Level Fountas and Pinnell Benchmark Reading Assessment System
- Performance Level on Literacy Portfolio (Grades K-5)
- Review of any other valid, reliable diagnostic assessments
- **Aimsweb - Kindergarten and Fifth Grade as part of Response to Intervention**
- Formative assessments
- Benchmark assessments

Review of Classroom Performance

- Report Card Grades/Grades Consistently below 65%
- Participation, class work, performance
- Teacher input regarding student needs
- Other Indicators: behavior, attendance, health, social and/or emotional concerns that may indicate a risk of not meeting the standards

SECTION THREE:

AIS Components/Determining Eligibility

- Entrance Criteria:
 - If the review of data indicates that a student is at risk for not meeting the State Learning Standards – the student is considered for AIS
- Exit Criteria:
 - If a review of data indicates a student is likely to meet the State Learning Standards – the student no longer requires AIS
- Additional instruction
 - Extra time for targeted instruction
 - Staffing/scheduling adjustments to increase student-teacher instructional contact time for identified students
- Intervention Strategies
 - Differentiated instruction
 - Response to Intervention Progress Monitoring – weekly or biweekly assessments to review progress in targeted instructional areas
 - Response to Intervention Strategic Monitoring – monthly assessments to review progress in targeted instructional areas
- Student Support Services
 - Guidance
 - Counseling
 - Study Skills
 - Services to improve attendance
 - Coordination of services with other agencies

AIS Monitoring:

AIS Monitoring is a service provided to students who score below State standards, but other sources of evidence indicate relatively low risk of their not meeting the State standards. Additional AIS instruction is not scheduled. Monitoring is the responsibility of the classroom teacher and/or team.

Monitoring will include:

- Weekly documentation of student progress with respect to homework, effort, participation, and grades
- In the event the student's grades drop, assessments fall below Standard Level, or the student indicates a need for additional assistance, the classroom teacher will meet with team, guidance counselor, and AIS staff to determine if AIS is recommended
- A student previously exited from AIS must be monitored to ensure services do not need to resume. In the event a previously exited student is deemed to need services again, the classroom teacher should alert the building principal so the student is assigned to an AIS intervention appropriate for the identified need.

SECTION FOUR:

AIS and Support Services Provided by the District

Decisions related to the frequency, intensity, duration and method of service are based on individual student needs. Administrators, classroom teachers, support personnel, and parents will work in collaboration in making appropriate educational decisions for all students.

Academic Intervention Services/Response to Intervention Plan

AIS can be provided through three different levels called tiers that are consistent with the District Response to Intervention Model (RTI).

- Tier I** Universal programs intended to prevent academic or behavioral failure. These are primarily in class supports and interventions provided as part of the regular academic program.
- Tier II** Programs or supports that can be individualized and matched to student academic or behavioral difficulties. These programs or supports are both in class and additional services such as a computer assisted program and additionally scheduled academic intervention period.
- Tier III** The most intensive programs for students with severe and chronic academic or behavioral difficulties that have not responded to Tier I or Tier II programs or supports.

Possible AIS interventions:

- Additional AIS scheduled class within the school day
- Extended courses
- Small group instruction
- Reduced student to teacher ratio
- Summer Programs, before and after school programs (parent approval)
- Computer Assisted Instruction
- Co-teaching

Coordination of individual services may include attendance, discipline, family issues, health/nutrition issues, or mobility/transfer issues.

Current AIS Interventions:

High School:

- Additional class with targeted instruction in ELA, Math, Science and Social Studies for students at risk for not demonstrating proficiency on the Regents Exams
- Co-Teaching

Middle School:

- Additional class with targeted instruction in ELA and Math for students not demonstrating proficiency on the NYS grades 5-7 ELA and Math Exams
- Summer school for students at risk for not advancing to the next grade level
- Wilson Intervention Model (targeted group)

Elementary Level:

- Additional small group targeted instruction with Highly Qualified AIS teacher
- Reduce student to teacher ratio - teaching assistant
- Summer Program for ELA and Math
- Core Curriculum Interventions based on Universal Screening Results
- Intense specialized reading instruction intervention using Wilson Foundations and Intervention model and/or Fountas and Pinnell Leveled Literacy Intervention
- Speech improvement
- Motor improvement
- Math AIS for grades 4 and 5 who scored below proficiency on the NYS math exam
- Co-Teaching

Possible AIS Interventions Proposed for September 2010

- Computer Assisted Instruction Program
- Academic Labs as Middle and High School
- Elementary Intervention Specialist to work with building level RTI problem solving teams
- Study skills class grades 6-12
- Readers workshop grades 6-8
- Other targeted classes to meet needs (graphing calculator use)
- Targeted Homework Assistance Labs
- Test Taking Strategies/Preparation for success on NYS exams

SECTION FIVE:

Criteria for Beginning, Continuing, and Ending Services

Beginning:

See Section Two: Criteria for Eligibility – Process for determining AIS need

Continuing:

Student progress reports document response to intervention and progress of all students receiving AIS. Student AIS progress reports are sent to parents on a quarterly basis.

Student progress reports are used to determine the need to continue services within a given school year or into the next school year.

Ending

Academic Intervention Services will end when the student has successfully attained proficiency levels based on District criteria and NYS Learning Standards.

SECTION SIX:

Procedures for Coordinating and Managing Services

(Timelines, RTIM Direct, roles and responsibilities, monitoring and oversight of services)

- **DATA ANALYSIS**
 - Student data from State and local assessments are reviewed regularly by the administrative team to determine academic need and inform instruction.
- **TIMELINE**
 - AIS may start at any time, but must begin no later than the beginning of the semester following the determination that a student needs such services.
- **PARENTAL CONTACT AND INVOLVEMENT**
 - Building principal (or designee) responsible for written parental notification indicating need for AIS outlining summary of services being provided, when services will be provided, reasons for AIS need.
 - Teacher or support staff person providing services to the student is responsible for providing quarterly written progress reports to parents that include, opportunity for conference and consultation, and suggestions for working with the student at home.
- **RTIM DIRECT**
 - RTIM Direct - a web-based application for tracking and managing Academic Intervention Services plans for students will be used for all students receiving AIS K-12
 - All students recommended for AIS will be entered into the RTIM Direct program
 - RTIM Direct contains all the necessary forms and reports required under the Part 100 Commissioner's regulations for implementing AIS
 - Each AIS teacher is responsible for inputting and maintaining all required student and AIS information in RTIM Direct
 - RTIM Direct contains at a glance AIS information for each student including:
 - Areas of assessment
 - To-do tasks
 - Active intervention details
 - Related areas of assessment
 - Parent notifications
 - Progress reports
 - Service log
 - Complete library of notices customizable to meet district needs
 - K-12 AIS teachers must complete all required reports and notifications in RTIM Direct
 - Building Principals are responsible for monitoring the progress of the students in his/her building

- Building Principals are responsible for monitoring RTIM Direct to ensure AIS teachers are keeping student information and parent notification up to date

Student work folders:

K-12 AIS teachers are required to maintain a student work folder that includes:

- any diagnostic/assessment documents
- student work samples from each quarter

*All official documents are maintained in RTIM Direct and accessible by teachers and administrators

SECTION SEVEN:

AIS Strategic Planning Model and Proposed Goals 2010-2012

Overall Goal:

Academic Intervention Services ensures that all students have access to appropriate support services for meeting the State learning standards. The goal of the AIS program is to design a program that will, over time, help students achieve the learning standards in ELA, Math, Social Studies, and Science in grades K-12.

- Present District AIS plan and procedures at faculty meetings
- Building Level Problem Solving Teams as part of the Response to Intervention Model
- Continue AIS programming development
- Provide professional development as needs are identified
- Monitor AIS implementation
- Administrative team reviews student State and local assessment data
- Continue to meet with Task Force (AIS Team) and curriculum coordinator and teams to update on progress and review data and design professional development strategies for AIS service providers
- Full Implementation of Response to Intervention Model K-5
- Professional Development for Response to Intervention and proposed Growth Model NYS
- Continued Curriculum Mapping K-12
- Review individual building needs
 - Needs analysis of student performance
 - Number of students receiving AIS
 - Range of performance levels of eligible students
 - Staffing implications, instructional approaches, and scheduling options needed to meet the range of services required