

Rush-Henrietta Central School District



ACADEMIC INTERVENTION SERVICES District Plan 2024-2026

Adopted: Summer 2000
Revised: Fall 2023

Overview of Academic Intervention Services

Academic Intervention Services (AIS) is the supplemental instruction or additional support services that assist students in meeting the state learning standards as evidenced by achievement on the New York State assessments in English Language Arts for grades 3–8, Mathematics for grades 3–8, and Regents exam courses required for graduation.

The Rush-Henrietta Central School District provides AIS to students who score below the state designated performance levels for proficiency on state assessments. Additionally, Rush-Henrietta provides AIS to students who are at risk of not achieving state learning standards as indicated by their achievement on local measures. A student becomes eligible for AIS services when a review of multiple measures of evidence indicates that the additional support is needed.

Students who are identified as needing AIS to address instructional gaps will receive supplemental instruction. This supplemental instruction provides extra student-teacher support and is designed to help students achieve the standards in core academic areas. Additionally, some students may need support services that address other factors impeding academic performance such as behavioral and attendance issues. These support services are often delivered by mental health professionals or support staff and may not require direct academic instruction.

AIS is provided to students with disabilities and English Language Learners (ELL) on the same basis as all other students. AIS is planned and implemented to supplement and not supplant the general education program. AIS cannot replace the special education or ELL instructional programs. Appropriate accommodations and modifications must be provided to best support student needs. The Committee on Special Education (CSE) cannot recommend AIS nor can Academic Intervention Services be indicated on a student's Individual Education Program (IEP).

Implementation of Academic Intervention Plan

Principals are responsible for the implementation of the district AIS plan. Principals will work with school staff to identify the best delivery of intervention based on student need and progress. Principals will also ensure that all parental notification and involvement are conducted in a timely and meaningful manner. The Assistant Superintendent of Instruction will work with principals to ensure that all aspects of this AIS plan are implemented properly.

Teachers coordinate interventions being delivered to students. Teachers continuously monitor student progress, and with the other school-based team members, make continuing refinements to the interventions used to assist students in attaining grade level/course standards. The intensity of AIS services is adjusted using a Response to Intervention (RtI) process. School-based teams use agreed upon protocols to determine the intensity and frequency of intervention instruction.

Principals are responsible for ensuring teachers maintain student AIS services information and related assessment data in the district management systems (SchoolTool, eDoctrina, Aimsweb, Google Spreadsheets, etc.). Documentation of student AIS services and assessment results are retained as part of the student's K-12 academic profile. Each student is to have an AIS plan that includes the date of services, specific interventions (or programs) implemented, and the student's response to the intervention based on assessment data.

Academic Intervention Procedure for Servicing

In Rush-Henrietta, students are identified for AIS through school-based progress-monitoring teams. These teams can be the school principal, assistant principal(s), teacher(s) and other support staff. The teams meet on a regular basis to progress monitor all students being at risk of not meeting the NYS learning standards. Progress monitoring teams are responsible for ensuring that interventions are improving student achievement.

Teachers collect and analyze student achievement data from multiple measures in order to identify areas of student need. The team identifies specific interventions to match student need. Subsequently, teachers plan, implement, and assess to determine the effectiveness of identified interventions. Adjustments, such as changing, maintaining, or intensifying the student interventions are made based on student progress towards meeting the standards. Once students meet learning standards, they are exited from AIS services. If the data shows that the interventions are not working after a period of time, the team may refer student(s) for further evaluation or a CSE referral may be processed.

New York State Regulations for students qualifying for AIS:

- In kindergarten through grade 2, the district must provide AIS to students who lack reading readiness or are at risk of not achieving the state-designated proficiency levels in English Language Arts (ELA) and/or mathematics (per district measurements).
- In grades 3 through 8, students are eligible to receive AIS if they score below the designated performance level on either the state elementary/intermediate assessments in ELA and/or mathematics, social studies or science (levels are identified by SED annually) or are at risk of not meeting state standards (per district measurements).
- In grades 9 through 12, students are eligible to receive AIS if they score below the designated passing level on either of the state intermediate level assessments in ELA and/or mathematics, social studies or science, or are at risk of not meeting the standards (per district measurements). Students are also eligible for services if they score below the designated performance levels on any one of the state examinations (Regents exams) required for graduation.

Note: Performance level cut scores are identified by SED annually and communicated with districts.

The criteria for identifying students for AIS:

To identify a student for AIS, teachers and principals will use the district multiple measures to identify a student who is not meeting grade-level expectations on state and local measurements.

The multiple measures used for academic review may include, but are not limited to, the following:

- NYS assessments
- District universal screeners
- District identified standardized assessments
- District assessments (summative/formative)
- Collection of student work
- Report card information
- Attendance
- Behavior interventions and support data

The criteria for exiting students from AIS:

To discontinue a student from AIS, teachers and principals will validate that a student is meeting grade-level expectations on state and local measurements per the following:

- State and local assessments meet or exceed designated performance levels on elementary, intermediate, and commencement level state assessments in ELA, mathematics, social studies, and science.
- District multiple measures (as identified above) indicate a student is achieving at state standards.
- Sustained skills proficiency in the core academic areas of ELA and mathematics (grades K–12), and social studies and science (grades 9–12) are demonstrated.

Description of Academic Intervention Services

Student needs based on assessment data determine the type of interventions to be delivered. By examining student work and assessment data, targeted interventions are planned and delivered. Academic intervention begins in the classroom and may be supplemented with additional instruction.

Classroom Intervention (K-12): As the student’s primary instructor, it is the responsibility of the classroom teacher to identify a student’s strengths and needs as they relate to instruction, and provide necessary interventions within the classroom setting. The classroom teacher is responsible for providing and directing any support and services within the classroom setting.

Consultant Services (K-12): If the classroom teacher requires assistance, academic intervention specialists should be consulted (i.e. reading teachers, math specialists, special education teachers, speech and language teachers, ELL teachers, mental health professionals, and instructional coaches). Academic intervention specialists will assist the classroom teacher with planning and providing accommodations, scaffolds or supports specific to student needs and may instruct students during class time to support classroom instruction. Teaching assistants may also provide accommodations specific to identified student needs, under the direction of an Academic Intervention Specialist.

Supplemental Instruction (K-12): Students may receive additional instruction that supplements regular classroom instruction and targets individual skill deficits in reading, writing and/or mathematics. These students are assigned to an academic intervention specialist (any educator that is certified or trained to provide the needed instruction) for additional small group or individual instruction during the school day.

Test Prep (9-12): Students who have failed required Regents exams will be scheduled for test prep classes. Test prep classes prepare students for the next administration of the required Regents exam. Content specialists complete a test analysis for each student. This data is used to design student-centered instruction that improves engagement and achievement.

Extended School Day (7-12): Students may access additional instruction, support and assistance with assignments and/or assessment preparation in after school and/or before school programs throughout the year.

Intercession (8-12): Students at risk of failing courses required for high school graduation are offered additional time to complete course requirements. Intercession is scheduled either during school recess weeks or in blocks of time after the regular school day.

Summer School (9-12): Students who have failed required courses and/or Regents exams for graduation may attend a high school summer program in order to graduate on time.

Provisions for Academic Intervention Services

The provisions for providing services as stated in the NYS Regulations:

- AIS must start no later than the beginning of the semester following determination that a student needs such services.
- AIS must be made available until the student's performance meets or exceeds the state-designated performance level on the next state assessment, or the student's achievement on district-based assessment demonstrates the student is likely to meet or exceed state-designated performance levels.
- AIS must be made available to students with disabilities on the same basis as nondisabled students.
- AIS must be provided by qualified certified staff. Staff members who can serve as AIS service providers are general education teacher, special education teacher, AIS literacy teacher, AIS math teacher, building reading teacher, speech and language teacher and/or ENL teacher. AIS may be provided by a certified teaching assistant under the supervision of a certified teacher.

Parental Notification & Involvement of Academic Intervention Services

Principals will notify the parents/guardians in writing when their child is identified as being in need of AIS. The principal's notification will include:

- Measures that have led to the student being identified
- A summary of the AIS to be provided
- The reason services are needed

This information is provided to parents/guardians in an AIS identification letter each fall, or whenever services are initiated. Communications will be translated, when appropriate. A copy of this AIS notification will be maintained in the school records.

Principals will notify parents/guardians in writing when their child no longer requires AIS. A copy of this exit notification will be maintained in the school records.

The district provides the AIS notification and exiting letter templates to school principals.

Principals will ensure that all parental notification and involvement are conducted in a timely and meaningful manner.

Teachers will provide parents/guardians with information on ways to work with their child to improve the student's academic performance. In addition, teachers will inform parents/guardians on how best to monitor their child's progress.

Teachers will inform parents/guardians of their child's response to the intervention(s) they are receiving in AIS on the student's quarterly progress report.

Teachers will provide an opportunity for parents/guardians to consult with the student's regular classroom teacher(s) and other AIS service providers at least once per semester during the regular school year. At all levels, teachers will include the sentence, "You are invited to confer with me regarding your (child's) progress with AIS; please contact me if you'd like to do so" in the third quarter report card.