Academic Intervention Services
2021-2022
(RTI-AIS Connection)

Cornwall Central School District

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The Cornwall Central School District adopts its definition of Academic Intervention Services (AIS) from the New York State Education Department definition of AIS as meaning:

> "additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards… and/or student support services which may include guidance, counseling, attendance, study skills which are needed to support improved student performance… 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 individualized education program developed for such student …"

<div align="center">**Elementary Program (Kindergarten through Grade 4)**</div>

Elementary Services Provided:

- Kindergarten – Within the 1st marking period the determination will be made as to when Kindergarten students will receive direct AIS services based on initial criteria. After this point, Kindergarten students will receive services as part of the RTI/IST process.
- Progress monitoring – quarterly/as needed
- Staff provide direct or in-direct support for Math and ELA
- Tutorials in ELA and Math may be provided for identified students before each assessment.

<div align="center">**Guidelines for AIS Qualification**</div>

Kindergarten through 4th Grade

*Decision for AIS qualification must be reviewed by IST

Entrance Criteria
The decision of the IST, after a careful review of the following evidence/data, will determine AIS qualification and level of service. Building Data Team Meetings will take place throughout the year to review the data driven interventions in place and assess overall student progress. The following will be used in this review:
- NYS Assessments
- STAR Assessment
- IXL Assessments
- Report card grades
- Teacher provided data
- Developmental Reading Assessment (DRA) scores, DRA2
- DIBELS scores
- Developmental Indicators for the Assessment of Learning (DIAL)
- Fountas and Pinnell Benchmark Assessments
- Fundations
- Orton Gillingham
- Go Math Intervention Assessments
- Kindergarten ESGI
- New Entrants will be screened to determine qualifications for AIS

Consensus of the IST after review of evidence/data listed above will determine the level of service for students under IST review.

Exit Criteria

Consensus of the IST after periodic review of student performance will determine if students have progressed to a level that warrants the student be exited from the AIS program. When deciding to exit a student, that student's performance should indicate that they can be successful in the regular classroom without the support of the AIS program.

Middle School Program (Grade 5 through Grade 8)

Criteria for qualification:
*AIS Qualification from NYS Assessment scores and/or IST

Entrance Criteria
The decision of the IST, after a careful review of the following evidence/data, will determine AIS qualification and level of service. Building Data Team Meetings will take place throughout the year to review the data driven interventions in place and assess overall student progress. The following will be used in this review:

- Scores on state assessments as per criteria set by New York State
- Teacher recommendation
- Classroom performance / Teacher provided data
- Progress Reports
- Report card grades
- NYS Assessments
- STAR Assessment
- IXL Assessments
- Go Math Intervention Assessments
- New Entrants will be screened to determine qualifications for AIS

Services Provided:

Building Wide
- Students are predominantly grouped according to a team teaching approach where they receive instruction from a common group of teachers allowing teachers the opportunity to collectively address academic issues students are experiencing
- Opportunities are made for the AIS teachers to plan with the core team of teachers to take part in the collective approach. CIP planning should include a time for this collaboration to take place in addition to the time noted above.
- A student's school counselor stays with them each year after the fifth grade to monitor their academic progress and to assist his or her teachers, including AIS teachers, in addressing specific needs
- Progress monitoring
- Student can be afforded the opportunity to receive intensive instruction for executive functioning, as needed.

5th Grade
- Skills classes meet for 40 minutes once every four day rotation
- AIS is provided through skills classes where students are grouped based on need thru small group instruction.
- Skills classes are scheduled according to student homeroom and teachers collaborate with core teachers to reinforce skills that parallel core class instruction. Preview and review of essential skills will also take place during this time.
- After-school tutorial

6th Grade
- Skills classes meet for 40 minutes once every two day rotation
- Skills classes are grouped according to the level of student performance
  - Low students are grouped together to receive more individualized skill instruction, student to teacher ratio is typically smaller to allow for this
  - Higher groups receive more generalized skill instruction
  - After-school tutorial
- Preview and review of essential skills will also take place during this time.

<u>7th-8th Grade</u>
- AIS classes meet for 40 minute periods on a rotating schedule
- AIS is provided through classes where students are grouped based on need and availability of scheduling.
- Teachers collaborate with core teachers to reinforce skills that parallel core class instruction. Preview and review of essential skills will also take place during this time.

- Reading Class – Students receive individualized reading instruction based on instructional reading level
- After-school tutorial
- Progress monitoring

Exit Criteria:

- Scores on state assessments
  - Students scoring above the State determined cut score on any state assessment will exit AIS services for that subject area
- Classroom performance, teacher recommendation, progress reports
- Review of STAR Assessment data
- Students who exit AIS are closely monitored to ensure that success has been achieved and that it continues

High School Program (Grade 9 through Grade 12)

Criteria to be considered for qualification:
*AIS Qualification from NYS Assessment scores and/or IST

- Performance on an 8th grade state assessment as per criteria from NYS
- Teacher recommendation from 8th grade
- Local Final and/or Final Course Average from 8th grade
- Consensus of high school IST after review of teacher referral with data based information
- Classroom performance and progress report data (10 week evaluation.) Scores below a 65% on English, Integrated Algebra, Global History, US History, Living Environment, and/or Earth Science Regents
- New Entrants will be screened to determine qualifications for AIS

Services Provided:

Academic intervention services (AIS) are provided to students in grades nine through twelve in numerous facets. Services are provided through:

- Stretch Course: Students are provided additional instructional time built into the course format.
- AIS courses
- After school extra help
- Study and organization skills
- Parent/student conferences
- Referrals to guidance, Committee on Special Education, or Instructional Support Team
- Progress monitoring
- Push-in Support Services: Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups.

English
- AIS curriculum should be based on skills and process
- Curriculum defined by the Next Generation Learning Standards in ELA/ Literacy
- Topics may include but not be limited to material covered under subject area curriculum maps
- Assistance with English class work as necessary

Math

- AIS skills should be based on core math skills and application of those skills Curriculum to be aligned with the Next Generation Learning Standards for Math and topics from the Regents Assessments
- Topics may include but not be limited to material covered under subject area curriculum maps
- Assistance with Math class work as necessary

Social Studies

- AIS skills should be based on skills and process
- Curriculum to be aligned with the Next Generation Learning Standards for Social Studies and topics from the Regents Assessments
- Topics may include but not be limited to material covered in subject area curriculum maps
- Assistance with Social Studies work as necessary

Science

- AIS curriculum should be based on skills and process
- Curriculum to be aligned with the Next Generation Learning Standards for Science and topics from the Regents Assessments
- Topics may include but not limited to material covered in subject area curriculum maps
- Assistance with Science class work as necessary
- Assistance with skills and concepts related to labs

Exit Criteria:
*The following criteria will be items considered when determining placement:

- Local final assessment
- An average of 75% on classroom performance for two consecutive marking periods
- 65% on New York State Regents Assessments in the identified subject area if all graduation requirements in subject area have been met; otherwise, must have 75% or better
- New entrant screening results to be discussed with all teachers
- Recommendation from Regular Education Teacher and AIS Provider

RTI-m Procedures

New York State Academic Intervention Services policy mandates three forms of parental notification. The first form of notification comes with the commencement of services. The second form of notification comes with the ending of services. The third form of notification is through ongoing communication with parents or persons in parental relation. The Cornwall Central School District utilizes RTI-m Direct to accomplish these three forms of communication. RTI-m Direct is a web-based software solution for tracking and managing Academic Intervention Services. The following guidelines have been established to ensure the appropriate form of parental notification:

- When a student is determined to qualify for AIS, the provider of the service will enter the appropriate information into RTI-m regarding the interventions provided and the frequency. If the student's profile is unavailable in RTI-m, the provider will inform the staff member in their building responsible for RTI-m data of the student's name so that the student's profile can be entered.
- Every AIS student will receive a letter that notifies their parents or guardians of commencement of services. The letter will be from the principal of the building the student attends and will be printed from RTI-m in that particular building.
- Progress reports will be completed in RTI-m by the AIS teacher at the end of each marking period. The reports will then be printed and sent home to the parents or guardians along with the students' marking period report card.
- Discontinuation of service letters will be sent home to the parents or guardians of those students determined to no longer qualify for AIS services immediately following the discontinuation of services.

RTI-AIS Connection

Response to Intervention (RTI) is a systematic teaching and data collection process designed to monitor a student's progress and response to research based interventions. In an RTI model, a student with academic delays is given one or more interventions. The student's academic progress and/or behaviors are measured on a periodic basis using consistent measures. RTI is based on a three tiered system. The tiered system is summarized in the chart below.

Three Tier RTI Model

	Description	Service Provider	Data
Tier I – General Education Teacher (RTI, RTI action plan team)	A universal program for all students with a differentiated curriculum and instructional approach designed to prevent academic failure	General education teacher, coaching support from specialist, co-teaching with specialist, psychologist, social worker	Tracking of student progress should be measured and documented to support gains and losses (Form C)
Tier II – General Education, AIS, (IST Team)	Program supports can be individualized and matched to student's specific academic or behavioral difficulties.	General education teacher, more intense or more frequent coaching support from specialist, co-teaching with specialist, psychologist, social worker, referral to IST	Tracking of student progress MUST be measured and documented to support gains and losses (IST referral/meeting minutes)
Tier III – Special Education (CSE)	The most intensive program are reserved for students with severe and chronic academic or behavioral problems that have not responded to Tier I and Tier II supports	Special education staff	Tracking of student progress MUST be measured and documented to support gains and losses

Assessment Tools K-4

Tier I	**ELA** – K-4 Writing Assessments, DRA 2, Dibels, STAR Reading and Early Literacy, Fundations, F & P Guided Reading Assessments, Orton Gillingham, teacher assessments, state tests **Math** – STAR Math and Early Literacy, teacher assessments, state tests, Go Math Intervention Assessments **Behavior** – varies
Tier II	**ELA** – K-4 Writing Assessments, DRA 2, Dibels, STAR Reading and Early Literacy Fundations, F & P Guided Reading Assessments, Orton Gillingham, teacher assessments, state tests **Math** – STAR Math and Early Literacy teacher assessments, state tests. Go Math Intervention Assessments **Behavior** – varies
Tier III	**ELA** – K-4 Writing Assessments, DRA 2, Dibels, STAR Reading and Early Literacy Fundations, F & P Guided Reading Assessments,, Orton Gillingham, teacher assessments, state tests **Math** – STAR Math and Early Literacy teacher assessments, state tests, Go Math Intervention Assessments, **Behavior** – varies

Assessment Tools 5-8

Tier I	**ELA** –STAR Reading, IXL Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades **Math** – STAR Math, Go Math Intervention Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades
Tier II	**ELA** –STAR Reading, IXL Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades **Math** – STAR Math, Go Math Intervention Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades
Tier III	**ELA** –STAR Reading, IXL Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades **Math** – STAR Math, Go Math Intervention Assessments, class GPA, State Assessments and teacher recommendation, Progress Reports and Report Card Grades

Assessment Tools 9-12

Tier I	**ELA** – STAR Reading, writing samples, State assessments, final average, teacher recommendation/input **Math** – STAR math, State assessments, average, teacher recommendation/input
Tier II	**ELA** – STAR Reading, writing samples, State assessments, final average, teacher recommendation/input **Math** – STAR Math, State assessments, final average, teacher recommendation/input
Tier III	**ELA** – STAR Reading, writing samples, State assessments, final average, teacher recommendation/input **Math** – STAR Math, State assessments, , final average, teacher recommendation/input