

Norwich City School District

Norwich Middle School AIS

Eligibility for Academic Intervention Services (AIS)

Eligibility for AIS services may be determined by State assessment results and/or district procedures.

State Assessments

Students in grades 6, 7 and 8 will be eligible for AIS if they score below the designated performance level on the New York State assessments in English Language Arts (ELA) or mathematics. Students scoring at Level 1 or Level 2 will receive AIS services according to cut scores determined by the State. Cut scores change annually.

District Procedures

In all grades, students will be eligible for AIS if they are determined to be at risk of not meeting grade level Common Core Learning Standards, according to criteria established by the District.

The district procedure will always be used when a student is absent for all or part of a State assessment, has refused to take the State assessment, or when a student transfers to the district from out-of-state or the country.

The following criteria will be used in determining level of intervention for AIS eligibility:

First Level of Screening

Performance below the district established standard on one of the following:

State Assessments

- Grades 5-7 English Language Arts (ELA)
- Grades 5-7 Mathematics
- NYS Alternate Assessments for Students with Disabilities

Local

- Local Benchmarks, grades 6-8
- Final Exams, grades 5-7

Second Level of Screening

A minimum of two of the following must confirm first level findings:

- Progress monitoring
- Classroom performance (class work, mid and end Module assessments, exit tickets, participation, homework)

- Anecdotal records
- Writing samples
- Report Card Grades (identified criteria)
- Local final exams
- Other student records

Types of AIS Services That May Be Provided

The Norwich City School District will provide Academic Intervention Services (AIS)/Fast and Furious in the areas of academic instruction and support services. Decisions related to the intensity of service will be made by core ELA and Math teachers, AIS teachers, Special Education teachers when applicable and SAT grade level committees. Decisions will be made based on individual student need.

All students are eligible for AIS/RtI, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP)/ English as a New Language (ENL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS/RtI.

This general plan is intended to describe services for students in the district. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance information to determine root cause
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved procedures
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS/RtI
- Ongoing oversight, monitoring and review by Building Principal.

Possible Range of AIS

The intensity of service will be determined based on individual need.

- Scheduling options including additional class time, extended time
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- After-school or summer programs MAY be an option

Student Progress Reports/report cards

Student progress reports will document progress of students and determine when programming may be altered. Every 5 weeks, interim progress reports will be sent to parents indicating student performance relative to content area. Every 10 weeks, report cards will be sent home indicating the same. Opportunities for parent conference will be on-going.

Procedures for Parent Notification

Building Principal (or designee) will be responsible for parental notification indicating a need for AIS. This notification will be made in writing and 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 significance of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly interim reports and report cards, parent conferences or consultations each semester if desired, 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.

Criteria for Ending AIS Standard Forms

AIS will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning services.

Process and Timeline

AIS may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

What is Intervention?

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Interventions are:

- Linked to a goal – the behavior/performance will change relative to the goal set by the team.
- Systematic/planned – the procedures to be applied are specified clearly and completely.
- Environmentally focused – the actions taken modify the environment, not only the student.

Intervention is an action that directly develops or improves a skill. Examples of intervention include:

- Teaching and modeling the specific strategies for sentence writing.
- Teaching and modeling how to summarize a reading passage.
- Teaching and modeling single-digit multiplication.

Intervention often requires:

- more than classroom instruction
- more time – one or more sessions per day
- small, homogenous group instruction (does not need to be one-on-one)
- extended duration – months or years
- a systematic approach that includes effective instructional strategies (explicit instruction, modeling, scaffolding, multiple opportunities to respond, controlled opportunity for practice, corrective feedback, systematic error correction)

As important to understanding what intervention is, is an understanding of what intervention is not. Intervention is NOT:

- Accommodations
- Adaptations
- Interagency referrals
- Special education settings
- Assessments, evaluations, or screenings
- Classroom observations
- Advice or consultations
- Assisting with instructional methods and materials
- Places
- Group sizes (1:1)

Interventions are NOT accommodations OR adaptations.

- Accommodations are supports or serviced provided to help a student access the general curriculum (e.g., pencil grip, responding orally on a history test, large print, etc.).
- Adaptations are changes made to the content and performance expectations for students (e.g., different spelling list, below-grade-level math problem, simplified concepts, etc.).

Intervention and Instructional Tiers

Students are placed in the level of support they require to acquire essential skills in reading, writing, and math. Consider the three levels of instructional support:

Tier 1	Benchmark	Core instruction designed to work for most students (students at or above the 40 th percentile)
Tier 2	Strategic	Supplemental instruction: designed to provide additional intervention for students requiring support beyond core instruction (students between the 21 st and the 39 th percentile)

Tier 3	Intensive	Intervention for students severely behind (students at or below the 20 th percentile)
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What instructional approaches yield significant outcomes for struggling students? Teaching that:

- Includes modeling
- Is structured and systematic
- Is explicit
- Is carefully designed
- Is closely related to the area of instructional need
- Includes repetition
- Provides guided and controlled opportunities for practice
- Scaffolds learning supports
- Includes corrective and immediate feedback

Background information at NMS:

Academic Intervention Services (AIS)

- Traditionally, teachers took on the role of addressing all past concepts and skills that the students did not master.
- Problem: Time was spent trying to master concepts of the past and as a result, students were not able to reach the current standards and skills needed to succeed in the classroom.

RESPONSE to AIS Model: Fast and Furious

Goal of FnF:

- Jump-start students into learning new concepts before those concepts are put into practice in their content heavy classes.
- Solution: Provide ALL students acceleration and prepare them for the present (grade level) and the future by placing an emphasis on expansion of background knowledge and language acquisition.

During F&F students gain confidence, basic skills, new concepts, and academic vocabulary necessary to create greater access for all students to meet the learning goals of the standards in their classes. For more information, please contact the Principal directly.

