

Manchester-Shortsville Central School District
6th - 8th and 9th - 12th Grade
Academic Intervention Services (AIS) Plan

District: Manchester-Shortsville

BEDS Code: 431101040000

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HS Building Team: 4 Teachers
1 Support Staff
1 Teacher's Aide
1 Parent
1 Administrator

MS Building Team: 3 Teachers
1 Support Staff
1 Teacher's Aide
1 Parent
1 Administrator

Effective Dates: September 2018 - June 2019

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MS AIS Review Team Members

Karen Hall- MS Principal
Colleen Joy- MS Math Teacher
Ashley Powers- MS Social Studies Teacher
Samantha Cassavaugh- MS ELA Teacher
Emma Lampley- School Counselor
Samantha Sheldon- Teacher's Aide

HS AIS Review Team Members

Mark Bracy- HS Principal
Patty May- HS Math Teacher
Lori Ryan- HS School Counselor

What are Academic Intervention Services (AIS)?

Academic Intervention Services are defined by the State of New York as services designed to help students meet the learning standards in English, Math, Social Studies, and Science. These services encompass additional instruction that supplement the general curriculum and/or any support services needed to address barriers that preclude students from meeting with success. State regulations require schools to provide AIS to students who fail to meet the minimum grade requirement on State exams, or who are at risk of not meeting those standards.

AIS may be administered in a variety of forms dependent upon barriers, scheduling, and available services. All these services are geared to help students meet or exceed state standards.

During the 2015-2016 school year and several years prior, NYS had established specific cut scores for the 3rd - 8th grade ELA and Math Common Core Assessments. These scale scores guided us for which students must have received AIS during those school years.

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Student Identification Process

- 1) Students may be referred for AIS at any time during the school year by professional staff and/or parents. The following multiple measures of data will be considered to determine eligibility:
 - Review of NYS Assessment Results: (The district will use multiple measures to determine eligibility for AIS, with state assessment data being one of those measures. Students scoring a Level 1 or 2 on a 3rd - 8th grade assessment and/or below a 65%* on a Regents Exam are considered for services- with the intensity to be determined based upon additional data)
 - a. ELA - grades 6, 7, 8, & 11
 - b. Math - grades 6, 7, 8, & HS (Algebra & Geometry)
 - c. Science - grade 8 & HS (Living Environment & Earth Science)
 - d. Social Studies - grades 10 & 11
 - Review of local assessment results:
 - Middle School - (6th - 8th) i-Ready benchmark assessment information; report card grades; midterm & final exam results
 - High School – reading inventory results, report card grades; midterm & final exam results
 - Recommendations by staff members
 - Free/Reduced Lunch Status
 - IST/PBIS Notes & Recommendations
- 2) The building principal and school counselor will review the multiple measures of data and make a determination of eligibility.
- 3) The building school counselor will schedule AIS based upon the student's existing schedule. In some cases, this may impact the student's ability to participate in some elective courses.

*Students with IEPs or who qualify for the safety net provision who entered the HS in the 2005-2006 school year and beyond are eligible to receive local credit for a Regents exam when they score between 55%-64%. These students would be mandated for services if they scored below 55% on a Regents exam.

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- 4) Building secretaries will input students into RTIm Direct and generate letters of notice for parents of students entering or exiting AIS.
- 5) Progress Reports:
 - AIS providers are responsible for reporting on identified students through the RTIm Direct system every 10 weeks. Letters will be generated by the building secretary and then signed by building principals and included with report cards. Classroom teachers who monitor students may also be required to report through the RTIm Direct system every 10 weeks.
- 6) Continuation/Exit of AIS:
 - AIS is not a 40-week placement - discontinuing is an option given appropriate documentation of improvement.
 - AIS placements are determined annually.
 - Students are only formally "exited" from AIS when they have met the grade level criteria/skills they were lacking at the time of referral.
 - Proposals for exiting AIS should be directed to the building principal, who will collaborate with the school counselor.
 - Student schedules will not be changed to reflect exit from AIS until the "Notice of Discontinuation" letter has been developed and signed by the building principal.

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Academic Intervention Services (AIS) Plan

Continuum of Service Options Available at the Red Jacket High School

High School Interventions:

- ELA/Math Learning Labs
- Attendance Monitoring
- Counseling
- Monitoring of Academic Progress
- Team-Taught Classes
- Reading Strategies Classes (may include Wilson Instruction)
- Summer School Options
- Behavior Contracts
- Regents Remediation After Consultation with Teacher, during 9th period
- Consistent Collaboration/Communication with Parents
- Referral for Family Services
- Study Skills Instruction
- Test Taking/Test Anxiety Reduction Strategy Instruction
- Computer-Aided Technology
- Remedial Instruction

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HS Goals:

- Group homogenously in ELA and Math to better target specific skill levels and deficiencies.
- Provide classroom instructional materials to the assigned AIS teacher so that Lab lessons may be structured to complement the curriculum.
- Investigate reading assessments that give grade-level equivalencies for all incoming freshmen ELA Lab students.
- Investigate possibility of creating a Learning Lab for Social Studies students who do not meet the minimal grade requirement for passing the Regents when content knowledge is determined to be the primary barrier.
- Utilize documents of multiple measures of data to determine placement and share with the AIS Learning Lab teacher upon request.
- Provide Staff Development for all Learning Lab teachers to review current state guidelines regarding AIS Service Plan and reporting process.
- Develop tools for progress monitoring for specific areas.
- Provide Reading Strategies Classes (may include Wilson Instruction).

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	Reading/Writing	Math
Current Services and Interventions Offered	<ul style="list-style-type: none"> • Small group pull-out lab • Team-taught classes - lower S:T ratio • Regents remediation (12th grade) • Monitoring 	<ul style="list-style-type: none"> • Small group pull-out lab • Team-taught classes • Monitoring
Eligibility	<ul style="list-style-type: none"> • Score 1 or 2 on 8th grade ELA State Assessment • Failure of NYS Regents • Teacher recommendations • Failure of in-class benchmarking assessments • Retention/failing report card grades 	<ul style="list-style-type: none"> • Score 1 or 2 on 8th grade Math State Assessments • Failing grades on report cards • Failure of NYS Math Regents • Teacher recommendations • Retention/failing report card grades
Frequency and Duration of Services	<ul style="list-style-type: none"> • 43 min period, every other day for labs 	<ul style="list-style-type: none"> • 43 min period, every other day for labs
Exit Criteria	<ul style="list-style-type: none"> • Passing grade on Regents • Proficiency on locally selected assessments <ul style="list-style-type: none"> • Reading assessments (Timed Readings, Leveled Readings, IRI, etc.) • Writing assessments • Teacher recommendations 	<ul style="list-style-type: none"> • Passing grade on Regents • Proficiency on locally selected assessments • Teacher recommendations

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Continuum of Service Options Available at the Red Jacket Middle School

Middle School Interventions:

- ELA/Math Labs
- Attendance Monitoring
- Counseling
- Monitoring of Academic Progress
- Team-Taught Classes
- Reading Strategies Classes (may include Wilson Instruction)
- Behavior Contracts
- Pathways Monitor
- Consistent Collaboration with Parents
- Referral for Family Services
- Study Skills Intervention
- Test Taking/Test Anxiety Strategy Instruction
- Computer-Aided Technology

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MS Goals:

- A reading assessment that gives grade level equivalencies for all students for incoming teacher.
- Documentation of the multiple measures of data utilized to determine placement, shared with the AIS Lab teacher upon request.
- Staff Development for all Lab teachers to review AIS Service Plan reporting process.
- Academic Study Labs with homework completion focus.
- Progress monitoring for specific areas.

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	Reading/ELA	Math
Current Services and Interventions Offered	<ul style="list-style-type: none"> • Small group pull-out lab • Team-taught instruction • Reading strategies instruction • Pathways instruction & monitoring 	<ul style="list-style-type: none"> • Small group pull-out lab • Team -taught instruction • Pathways instruction & monitoring
Eligibility (including but not limited to)	<ul style="list-style-type: none"> • Score 1 or 2 on 5th- 7th grade ELA State Assessment • Teacher recommendations • Failure of in-class benchmarking assessments • Retention/ failing report card grades 	<ul style="list-style-type: none"> • Score 1 or 2 on 5th- 7th grade Math State Assessments • Teacher recommendations • Failure of in-class benchmarking assessments • Retention/failing report card grades
Frequency and Duration of Services	<ul style="list-style-type: none"> • Lab: 43 min period, every other day • Pathways: As per rotation 	<ul style="list-style-type: none"> • Lab: 43 min period, every other day • Pathways: As per rotation
Exit Criteria	<ul style="list-style-type: none"> • Minimum of a 3 on NYS ELA State Assessment OR • Proficiency on locally selected assessments including benchmark assessments, Mid-Term and Final Exam <ul style="list-style-type: none"> • Reading assessments (i-Ready, Timed Readings, Leveled Readings, IRI, etc.) • Writing assessments • Teacher recommendations 	<ul style="list-style-type: none"> • Minimum of a 3 on NYS Math Assessment OR • Proficiency on locally selected assessments including benchmark assessments, Mid-Term and Final Exam • Teacher recommendations