

Academic Intervention Services (AIS) Plan
2023-2024

Lancaster Central School District
Lancaster, New York

Lancaster CSD Mission Statement

The Lancaster Central School District's purpose is to provide our students with a comprehensive educational program that will allow them to develop fully the necessary academic and social skills to become responsible and productive members of a democratic society.

Lancaster CSD Belief Statements (NEW)

We believe...

- all children can learn.
- students learn best when they are engaged with the content, skills, and their peers.
- in creating a culture, climate, and community in which all students feel welcome, supported,
- and valued.
- teaching and learning should be meaningful, engaging, and rigorous.
- how to learn is as important as what is learned.

We will...

- never give up on students.
- help all students find their pathway whether it be college or career focused.
- foster meaningful collaboration between all members of the school community.
- challenge our students, teachers, administration, and staff to reach their full potential with the necessary support to be successful.
- foster an environment where students are self-aware and able to manage their emotional and behaviors.

Academic Intervention Services

Academic intervention services are intended to assist students who are at risk of not achieving proficiency in the Common Core Learning Standards in English Language Arts and/ or Mathematics, and the NYS Learning Standards in 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.

The elementary and intermediate NYS Assessments have four designated proficiency categories:

NYS Level 4: Students performing at this level **excel** in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS Next Generation English Language Arts (ELA) Learning Standards that are considered **more than sufficient** for the expectations at this grade.

NYS Level 3: Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS Next Generation English Language Arts (ELA) Learning Standards that are considered **sufficient** for the expectations at this grade.

NYS Level 2: Students performing at this level are **partially proficient** in standards for their grade. They demonstrate knowledge, skills and practice embodied by the NYS Next Generation English Language Arts (ELA) Learning Standards that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are **not yet proficient** in Learning Standards at this grade.

NYS Level 1: Students performing at this level are **below proficient** in standards for their grade. They demonstrate **limited** knowledge, skills and practice embodied by the NYS Next Generation English Language Arts (ELA) Learning Standards that are considered **insufficient** for the expectations at this grade.

All students performing at or below a cut score established through a standard setting process shall be considered for AIS. The standards setting process shall be conducted by a panel of educators led by the Department that would meet to recommend the level of performance for the grades 3-8 ELA and Mathematics assessments for which a student could be considered for AIS.

The following are the scale score ranges as determined by NYSED for the 2022 NYS Tests:

**Grades 3-8 ELA Scale Score Ranges
(Performance Level and Median Scale Score between Level 2 and Level 3)**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	535-582	583-601	602-628	629-656	592
4	528-583	584-602	603-618	619-654	593
5	518-593	594-608	609-621	622-658	601
6	517-589	590-601	602-613	614-662	596
7	518-590	591-606	607-622	623-656	599
8	502-583	584-602	603-616	617-657	593

**Grades 3-8 Mathematics Scale Score Ranges
(Performance Level and Median Scale Score between Level 2 and Level 3)**

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	Median Scale Score between Level 2 and Level 3
3	522-586	587-599	600-614	615-649	593
4	517-587	588-601	602-613	614-649	595
5	523-591	592-603	604-615	616-648	598
6	529-591	592-603	604-615	616-650	598
7	518-592	593-605	606-617	618-647	599
8	524-595	596-609	610-621	622-656	603

The District will identify students for AIS through a two-step process:

1. The District will use a district-developed procedure to be applied uniformly at each grade level to determine which students will receive AIS. A student's data on multiple measures of student performance, which may include, but is not limited to, the following measures as determined by the District:
 - a. Developmental reading assessments for Grades K-6
 - i. Reading Levels (K-3)
 - ii. FastBridge Assessments (Grades K-6): three administrations per year
 - iii. FastBridge Assessments (Grades 7-8 special education) three administrations per year
 - iv. Read 180 scores (Grades 7-8)

- b. Common formative assessments that provide information about student skills
 - c. Classroom work samples
 - d. NYS English as a Second Language Achievement Test (NYSESLAT)
 - e. Benchmark and lesson-embedded assessments for reading and math in Grades K-6 based on teacher designed and selected assessments.
 - f. Unit and lesson assessments for ELA, mathematics, science, social studies, and LOTE for Grades 7-8
 - g. Results of psychoeducational evaluations based on a variety of assessments and inventories.
2. All students who score at Levels 1 and 2 on NYS assessments in Math and ELA will receive academic intervention services (AIS). Additionally, students who score at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient will be identified for services. The District maintains the option to decide that a student who scores above the cut score for eligibility for AIS may receive the service. Additionally, a student who scores below the cut score may, however, be monitored if other measures and AIS performance indicate otherwise.

The services for a particular student will vary in intensity based on the student's needs as enumerated by the utilization of multiple measures coupled with MTSS (Multi-tiered Systems of Support) discussions/ evaluations to inform the interventions a student will receive. The following graphic outlines the continuum of MTSS levels of interventions (i.e., Tiers):

In addition to academics, the planned interventions may consider and address barriers to student progress including attendance problems, discipline problems, health and nutrition-related issues, family challenges, and other factors that would impeded academic progress.

The Lancaster CSD has had an established history of K-12 MTSS teams including Response to Intervention (RTI) teams and Student Support Team (SST). In the District, MTSS teams are established, consisting of teachers (general, interventionists, and special education), mental health support personnel (school psychologist, social workers, school counselors), school nurse (if needed) and building administrators. These teams meet weekly to consider students to be placed in AIS services, as well as other placements within the school community. The following process is uniformly followed throughout the District:

Step 1: Identification of student weakness/challenge by teacher, counselor, or administrator through multiple measures of data.

Step 2: Targeted Tier 1 intervention in the classroom. The teacher(s) track the effectiveness of the interventions and charts student progress.

Step 3: If the student does not show improvement with Tier 1 interventions, the teacher/counselor/ administrator completes an MTSS referral form.

Step 4: The MTSS Team meets to review request and associated data (e.g., FastBridge scores, formative and summative assessment results, reading levels, classwork samples). Interventions and possible strategies are discussed, recommended and documented. At all levels, parents are

consulted about the MTSS referral and appropriate school personnel (e.g., classroom teacher) are invited to the meeting. At the middle and high (grades 7-12) school levels, students may be invited to participate in the meeting, if deemed appropriate.

Step 5: Research-based Tier 2 or Tier 3 interventions are conducted for a determined period of time (e.g., 6 weeks) and student progress is monitored by the MTSS Team. Note: This can be adjusted based on individual student progress and need.

Step 6: A report is given to the MTSS team on each student, following the conclusion of the intervention period.

Step 7: Interventions that are helping the student improve are continued. Changes in interventions are made when appropriate. A referral for special education screening is made if multiple interventions at the Tier 3-level do not result in improved academic progress specific to the determined area of need.

Academic intervention services (AIS) will be initiated as soon as possible following a determination that a student needs such services. Student progress will be regularly assessed to determine their continued need for services. When students leave their classroom for AIS, they may miss instruction delivered in their absence. The Lancaster CSD believes that it is to the student's advantage to remain in their classroom, when appropriate, participating in full class instruction, and applying differentiation as appropriate to their individual needs.

Academic intervention services will be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student's IEP. Services are provided in addition to special education services.

Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of their children. The Lancaster CSD is committed to establishing a strong partnership with parents to ensure academic success for all students.

The regulations require that the parent or guardian of each such student shall be notified, in writing, by the building principal, of the academic intervention services to be provided to the student, the reason(s) the student needs such services, and the consequences of not achieving expected performance levels.

When services are to be discontinued, the parent or guardian of the student will be notified, in writing, by the building principal. This notice will include the criteria used for terminating the service, indicating the performance levels achieved on district and/or NYS tests.

It is the responsibility of the District to place students in AIS and to monitor their progress in the program. It is expected that students placed in services will participate in those services.

The school will provide parents or guardians with the following:

- Reports on the student's progress at least once each quarter by mail, telephone, email, or other means.
- Opportunity to consult with the student's regular classroom teacher(s) and other professional staff providing academic intervention services.
- Information on ways to work with their child to improve achievement.