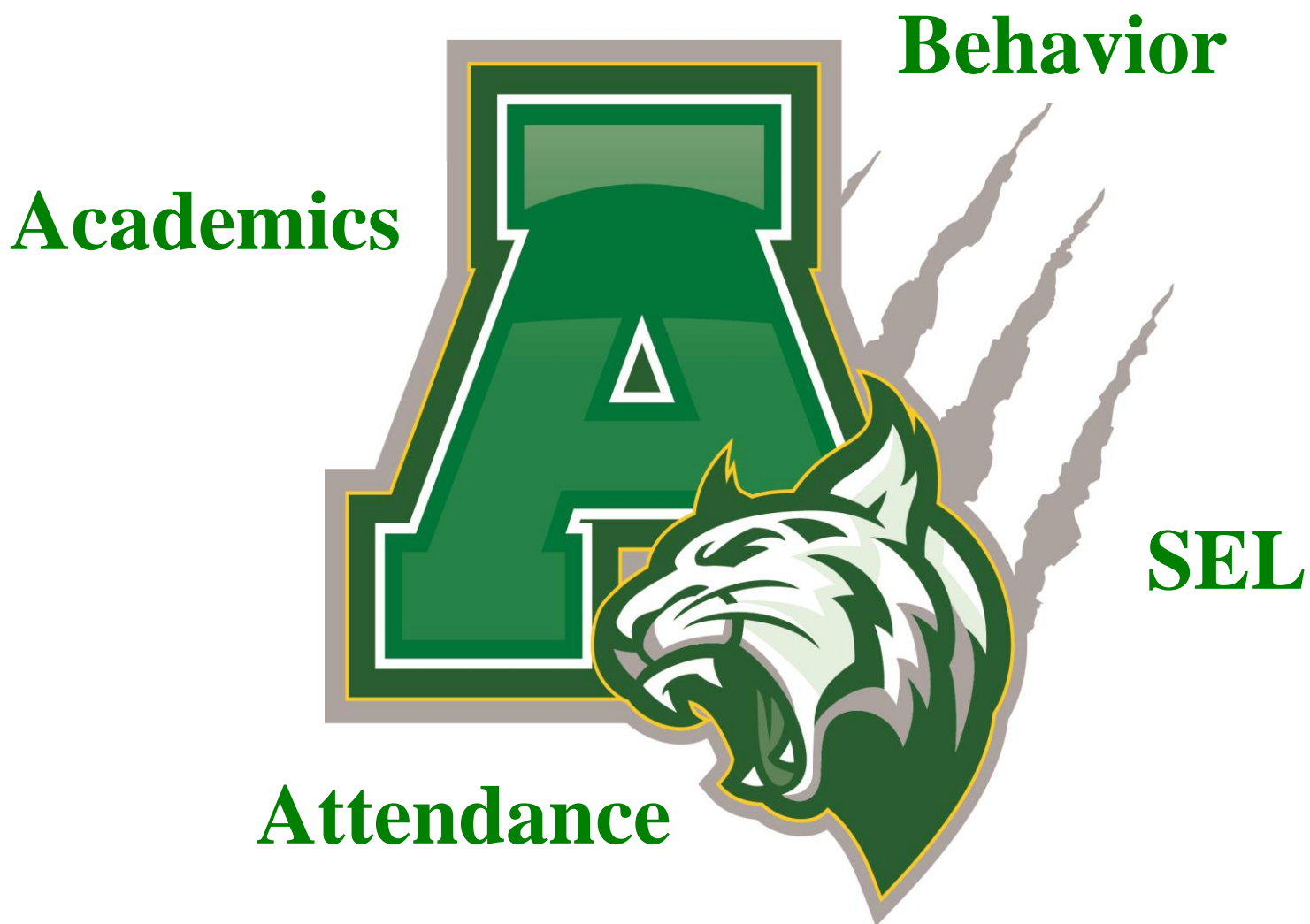


**Adirondack Central School District
Academic Intervention Services
(AIS/MTSS) Plan**

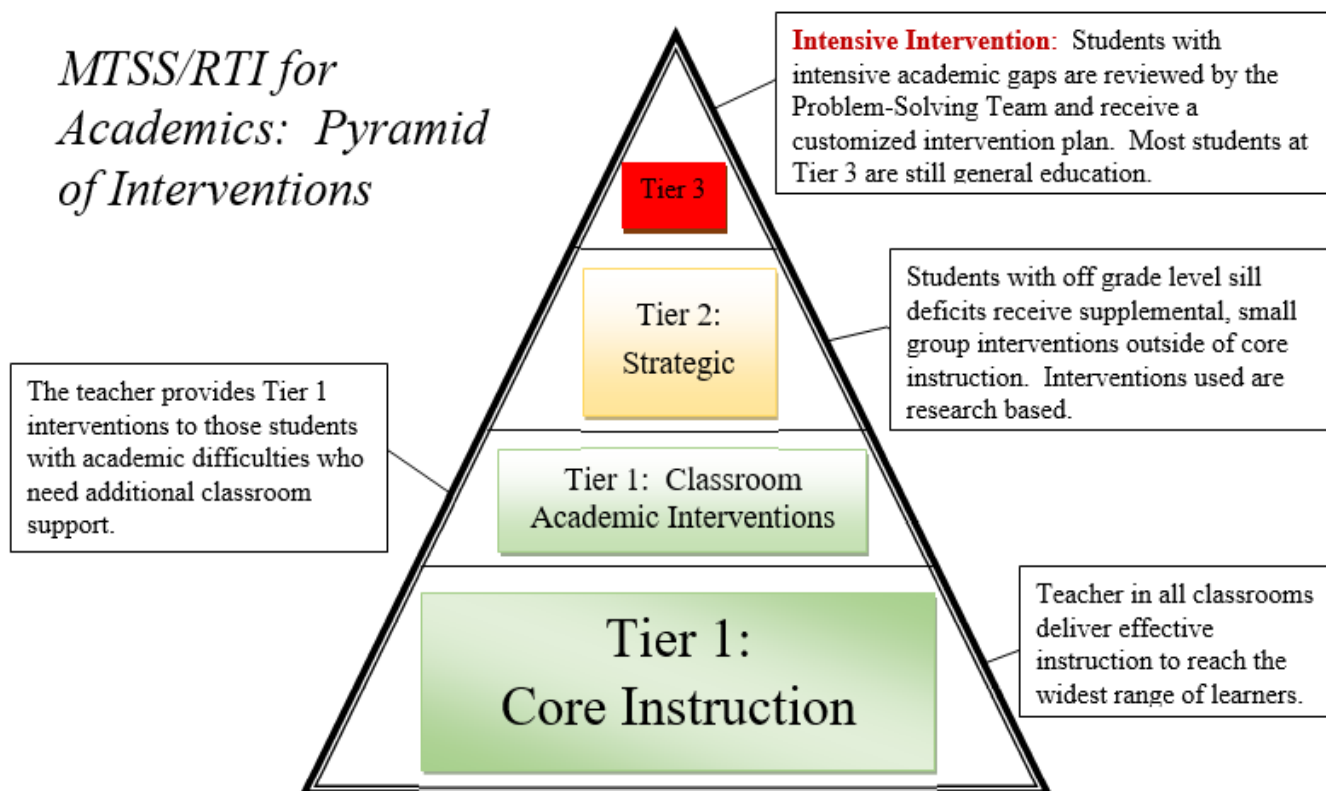


MTSS Continuum of Services

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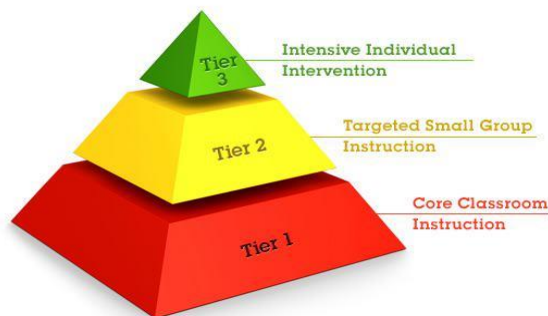
MTSS/RTI for Academics: Pyramid of Interventions



Description of Critical Elements in a 3-Tier MTSS Model (K-12)

The following table outlines the essential components of Adirondack Central School District’s Three-Tier Model of MTSS including Entrance and Exit Criteria, Ranges of Frequency and Duration, Assessment Tools, Evidence Based Tools for Instruction, and Progress Monitoring.

<i>School Building</i>	<i>Entrance Criteria</i> <i>Multiple Measures:</i>	<i>Evidence Based Tools for Instruction</i>	<i>Frequency and Duration</i>	<i>Progress Monitoring Tools</i>	<i>Exit Criteria</i> <i>Multiple Measures:</i>
<p>Boonville Elementary & West Leyden Elementary</p> <p><u>District Curriculum(s):</u> Amplify CKLA enVision Mathematics</p> <p>DIBELS 8th Edition</p> <p>mClass Instruction</p> <p>mClass Intervention</p> <p>enVision Intervention</p> <p>OHM BOCES Standards Aligned Inquiry Based Science Curriculum with Science Kits.</p> <p>PNW BOCES Integrated SS/ELA Curriculum</p> <p>Typing Club</p> <p>First In Math</p>	<p>DIBELS 8th Edition – Below or Well Below Grade Level Benchmark Goal on Composite Score and/or one or more of the components of measure. 3 x a school year.</p> <p>NYS ELA and Math Assessments -Level 1 or 2</p> <p>NYSESLAT cut scores – provided by state</p> <p>Benchmark Assessments – Score is Below 70 % (Level 1 or 2)</p> <p>Unit Assessments – Score is Below 70 % (Level 1 or 2)</p> <p>Common Formative Assessments – Teacher Discretion</p> <p>Quick Phonics Screener (QPS) -- Teacher Discretion</p> <p>Phonological Awareness Test (PAST) From A, B, C, D -- Teacher Discretion</p>	<p>Amplify CKLA’s Extended Learning Component (Tier 1 Interventions)</p> <p>mClass Instruction (Tier 1 Interventions)</p> <p>mClass Intervention (Tier 2 & 3) Research Based Skills Progression – 10 days of intentional and purposeful skills instruction and practice</p>	<p>ELA – at least 3 times per 6-Day instructional cycle depending on student need and availability of intervention staff.</p> <p>Math – at least 2 times per 6-Day instructional cycle depending on student need and availability of intervention staff.</p>	<p>mClass Standardized Diagnostic Probes (Formative Assessment Measures) -- Every 10 days, intervention specialist(s) progress-monitor students on the skills they are working to build.</p> <p>mCLASS Intervention analyzes these results, updates students’ placement on the learning progression, and identifies what they should focus on next.</p> <p>Quick Phonics Screener (QPS) -- Teacher Discretion</p> <p>Phonological Awareness Test (PAST) From A, B, C, D -- Teacher Discretion</p>	<p>DIBELS 8th Edition – At or Above Grade Level Benchmark Goal on Composite Score and/or one or more of the components of measure. 3 x a school year.</p> <p>NYS ELA and Math Assessments -Level 3 or 4</p> <p>NYSESLAT cut scores – provided by state</p> <p>Benchmark Assessments – Average Score is Above 70 %</p> <p>Unit Assessments – Average Score is Above 70 %</p> <p>Common Formative Assessments – Teacher Discretion</p>



School Building	Entrance Criteria Multiple Measures:	Evidence Based Tools for Instruction	Frequency and Duration	Progress Monitoring Tools	Exit Criteria Multiple Measures:
<p>Adirondack Middle School</p> <p><u>District Curriculum(s):</u></p> <p>Amplify ELA</p> <p>Eureka2 Mathematics</p> <p>DIBELS 8th Edition – 6th Grade</p> <p>mClass Instruction – 6th Grade</p> <p>mClass Intervention – 6th Grade</p> <p>Integrated SS/ELA Curriculum</p>	<p> Screener Results (where applicable): Below or Well below Grade Level</p> <p>*Grades 5-7 New York State Assessment Levels (level 1 or 2)</p> <p>*Benchmark Assessments- Average Score is 70% or below</p> <p>*Unit Assessments- Average Score is below 70%</p> <p>*Progress Reports/Report Cards- Average Score is below 70</p> <p>*Common Formative Assessments - Teacher Discretion</p>	<p>Amplify ELA Extended Learning Component (Tier 1 Interventions)</p> <p>mClass Instruction (Tier 1 Interventions) – Grade 6</p> <p>mClass Intervention (Tier 2 & 3) Research Based Skills Progression – 10 days of intentional and purposeful skills instruction and practice, Grade 6</p>	<p>English Language Arts including writing - at least 3 times per 6-day instructional cycle depending on student need & scheduling availability</p> <p>Mathematics - at least 3 times per 6-day instructional cycle depending on student need & scheduling availability</p>	<p><u>Grade 6:</u> mClass Standardized Diagnostic Probes (Formative Assessment Measures) mClass Intervention analyzes these results, updates students' placement on the learning progression, and identifies what they should focus on next.</p> <p><u>Grade 6:</u> Every 10 days, intervention specialist(s) progress-monitor students on the skills they are working to build</p> <p><u>Grade 7-8:</u> Every 5 weeks, AIS teachers progress monitor students on the skills they are working to build.</p> <p><u>Grades 6-8:</u> AIS Progress Report sent home with Quarterly Report Cards (<i>every 10 weeks</i>)</p>	<p><u>Grade 6:</u> DIBELS 8th Edition – At or Above Grade Level Benchmark Goal on Composite Score and/or one or more of the components of measure. 3 x a school year.</p> <p><u>Grades 5-7:</u> NYS ELA and Math Assessments -Level 3 or 4</p> <p>Benchmark Assessments- Average Score is above 70%</p> <p>Unit Assessments- Average Score is above 70%</p> <p>Progress Reports/Report Cards- Average Score is above 70%</p> <p>Common Formative Assessments -- Teacher Discretion</p>
<p>Adirondack High School</p> <p>Criteria Reviewed at the beginning of the academic year (Sept-Oct, or as soon as assessment results are released to school district)</p> <p>~10 weeks (1st MP) ~20 weeks (2nd MP) ~30 weeks (3rd MP)</p> <p>Based on prevailing student data points, student(s) who are not meeting grade level/content area expectations will be considered for academic intervention services through a variety of instructional models</p>	<p>HS Entry Letter</p> <p>9th Grade Students: 8th grade NY State Assessment results in Mathematics, ELA, and Science</p> <p>8th grade final average in ELA, Math, and Science</p> <p>10-12 Grade Students: Marking period averages, previous year's final averages, previous Regents Scores (if applicable)</p> <p>NYS State Assessment results below cut off provided by New York</p> <p>Regents grade below 65</p> <p>Marking Periods grade below 65</p> <p>Previous year grades below 65</p>	<p>Recommend 10th Period and/or 3 o'clock - 5 o'clock Extended Learning Time (ELT)</p> <p>Place student(s) in class with lower student-teacher student ratio (Co-Teaching Model)</p> <p>Intervention Periods within students' daily course schedule (Student will curate individual goals; Letters will be filed in student's permanent folder and mailed to parent/guardian)</p> <p>Summer School to repeat coursework.</p> <p>Summer School Credit Recovery (Session 1 and/ or Session 2)</p> <p>Recommend Foundations Course(s)</p>	<p>Student Schedule and Teacher availability</p> <p>Strategic Intervention (Tier 2) – 1-3 times per 6-day instructional cycle based on students' schedule and teacher availability.</p> <p>Intensive Intervention (Tier 3) – 1-6 times per 6-day instructional cycle based on students' schedule and teacher availability.</p> <p>10th Period and/or 3 o'clock - 5 o'clock Extended Learning Time (ELT) – Monday-Thursday (No 10th Period or ELT on Department Meeting Days)</p>	<p>Progress Reporting</p> <p>Entry letter Exit letter (if applicable)</p> <p>Progress Reporting (Pull-Out Model students receive a grade of satisfactory/unsatisfactory)</p> <p>Class Average on report card with specific comments.</p> <p>Pull Out Model – Student(s) will self-assess individual goals</p>	<p>HS Exit letter</p> <p>Students can exit Intervention Services mid-school year (two or more consecutive marking periods) if passing average and/or passing Regent Exam.</p>

Introduction to Multi-Tier System of Supports (MTSS)

Adirondack Central School District has developed a **Multi-Tier System of Supports (MTSS)/Academic Intervention Services (AIS) Plan** to comprehensively support students who are struggling to achieve the New York State Next Generation State Learning Standards and/or who score below designated performance levels on the New York State Assessment measures. The district's MTSS/AIS plan includes the following components:

- Description of Critical Elements in a 3-Tier MTSS Model
- Definition of Academic Intervention Services
- Determination of Eligibility for Academic Intervention Services
- District Procedures for Obtaining Academic Intervention Services
- Exit Criteria – Grades K-12
- Parental Notification and Involvement
- MTSS for Academics: An Overview of the Multi-Tier Support Model

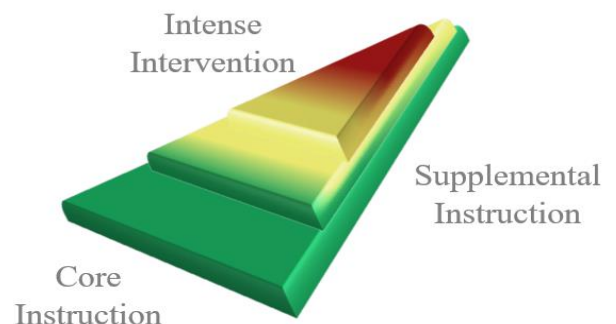
Definition of Academic Intervention Services (100.1(g))

- Academic Intervention Services (AIS) 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. These services include two components:
 - additional instruction * that supplements the general curriculum (regular classroom instruction); and/or
 - student support services ** needed to address barriers to improved academic performance.

The intensity of services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the district-adopted procedure that is consistent throughout the district at each grade level. Adirondack's district-adopted procedures are detailed in Adirondack Central School's Response to Intervention Plan for students in kindergarten to grade four and in each building's Adirondack Student Assistance Program (ASAP).

* Additional instruction is defined as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the areas requiring AIS.

** Student support services refers to interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling services to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.



Determination of Eligibility for Academic Intervention Services

K-3: Academic Intervention Services (AIS) are provided to students in Kindergarten to Grade Three (3) when such students:

- are determined, through the MTSS program, to lack reading readiness based on an appraisal of the student, including his/her knowledge of Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency and Basic Comprehension; or
- are determined, through the district's MTSS program, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics.

4-8: Academic Intervention Services (AIS) are provided to students in grades four to eight when students:

- score below the State designated performance level on one or more of the State assessments in English language arts, mathematics or science; or
- are determined, through ASAP, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science.

9-12: Academic Intervention Services (AIS) are provided to students in grades nine to twelve when students:

- score below the State designated performance level on one or more of the commencement-level State assessments in English language arts, mathematics, social studies and science; or
- are at risk of not meeting State standards as indicated through ASAP.

In determining eligibility for AIS, multiple measures will be used to determine frequency and duration of recommended service(s). These measures may include but are not limited to student records, discipline reports, attendance records, state assessment results, report card grades, universal screening measures, diagnostic assessments, teacher or counselor recommendations, and/or parent referrals.

District Procedures for Obtaining Academic Intervention Services

Principals in consultation with students' teachers and/or guidance counselors will consider students' assessment scores, report card grades, reading levels, discipline referrals, & attendance records when determining frequency and duration of Academic Intervention Services.

Entrance Criteria – K-12

The following steps outline the procedure to be followed for determining AIS eligibility and level of service for students after the initial start of the current school year's AIS (**See Matrix on pages 2-3**):

1. If an Initial ASAP Referral form has not been previously submitted, then a teacher, parent, guidance counselor, principal or other staff member completes and submits an ASAP Referral form to the building's ASAP team leader.

2. ASAP meets to review the referral and student's school records to determine if the student meets eligibility criteria for AIS. If the student is eligible for AIS, the ASAP team develops and recommends a service plan for the student based on the student's barrier(s) to learning. Recommended services will be based on the intensity of services needed.
3. When applicable, ASAP designates the staff member responsible to provide Academic Intervention Services, monitor the student's progress and prepare the necessary AIS reports.
4. Prior to receiving AIS, the student's parents will be notified in writing by the Principal of the school that the student attends that their child will be receiving Academic Intervention Services.
5. When appropriate, but not less than at the end of academic year, ASAP will recommend continuing, monitoring or discontinuing the student's participation in AIS.

Exit Criteria – Grades K-12

The exit criteria for ending AIS for an individual student in grades K-12 are as follows (**See Matrix on pages 2-3**):

- The student meets or exceeds the State designated performance level on state assessments; and/or
- The student achieves a passing average or above for two or more consecutive marking periods in the subject/course in which AIS was recommended; and/or
- Teacher recommendation based on class work and district assessments; and/or
- The student successfully achieves the goals set by the ASAP team.

Parental Notification and Involvement (100.6 ee)

- i. Notification of commencement of services: The parent or person in parental relation to a student who has been determined to need Academic Intervention Services shall be notified in writing by the principal. The notice shall include a summary of the Academic Intervention Services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
- ii. Notification of the ending of Academic Intervention Services: Parents or persons in parental relation shall be notified in writing when Academic Intervention Services are no longer needed.
- iii. Ongoing communication with parents or persons in parental relation: Parents or persons in parental relation to students receiving Academic Intervention Services shall be provided with:
 - a. an opportunity to consult with the student's regular classroom teacher(s) and other professional staff providing Academic Intervention Services, at least once per semester during the regular school year;
 - b. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means;
 - c. information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.

MTSS for Academics: An Overview of the Multi-Tier Support Model

Multi-Tier System of Supports (MTSS) is a school-wide model of student support. The foundation of MTSS in the Adirondack Central School District is strong core instruction happening in all classrooms. The Adirondack Central School District uses assessment data to identify students who need additional intervention assistance. The Adirondack Central School District then designs specific intervention plans for those at-risk students to meet their learning needs and monitors their intervention progress. All interventions used under MTSS are ‘research-based’: shown through rigorous research to be effective in school settings.

Tier 1: Core Instruction (Direct and Explicit Instruction)

Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

Essential Elements:

- Instructors include effective elements of direct instruction in their lessons.
- Teachers use frequent formative assessment strategies to track in real time their students’ understanding of instructional content.
- Instructors employ feedback from formative assessments to reinforce instruction as needed by: (1) providing students with corrective feedback; (2) re-teaching material; or (3) teaching additional skills or concepts required by learners.
- Teachers are able to use a variety of scaffolding and differentiation strategies to assist students who have difficulty with classwork.

Tier 1: Classroom Intervention (Classroom Teacher(s) as Academic “First Responder”)

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instructional time frames.

Essential Elements:

- Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained extra assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who:
 - are failing a class, course, or subject area.
 - are receiving Tier 2 or Tier 3 supplemental intervention services.
 - are being considered for possible grade-retention.

Tiers 2/3: Strategic/Intensive Intervention – Student requiring academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). Approximately 10-20% of students many require Tier 2/3 services across a school year.

Parental Notification – Students enter and exit intervention services based primarily on objective data points. Parents, guardians, and caregivers in a parental relation to a student who has been determined to require more intensive intervention services will be notified in writing by the building principal in cooperation with the service provider. The notice will include a summary of the services provided.

Parents, guardians, and caregivers in a parental relation to a student who has been determined to require more intensive intervention services will be notified in writing by the building principal in cooperation with the service provider when intervention services are no longer required.

Parents and Guardians will be provide with ongoing opportunities to consult with the student’s teachers and other professional staff providing support services and information on pathways to work with their child to improve growth and achievement.

The intervention specialist will monitor student progress through progress monitoring tools, collaborate with the classroom teacher(s) regarding student progress, and comment on their progress on the report card.

Tier 2: Strategic Intervention (Supplemental Instruction)

The Adirondack Central School District provides Tier 2 (strategic) interventions outside of core instruction. Students are identified based on measures of academic performance (state & local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs. Students with off-grade level skill deficits receive supplemental small group interventions outside of core instruction. Interventions are research-based.

Essential Elements:

- Groups for Tier 2 interventions are specifically designed skill development groups. Tier 2 interventions are implemented for at least **6-9 instructional weeks**.
- Our school uses intervention programs and practices in Tier 2 that have research evidence of their effectiveness.
- Intervention providers at Tier 2 monitor students’ academic progress 2-3 times **per month** using appropriate progress monitoring instructional assessments.

Tier 3: Intensive Intervention with MTSS Problem Solving Team(s)

Students with significant academic delays who have not responded to lesser levels of academic support receive Tier 3 (intensive) interventions. Tier 3 intervention plans are delivered individually or in small groups, consist of research-based elements, and are evaluated periodically to ensure that students are making adequate progress.

Within the Adirondack Central School District, an MTSS Problem-Solving Team has been established to develop and oversee Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed and a customized intervention program is developed to match that student's needs.

Essential Elements:

- The MTSS Team is multi-disciplinary, made up of both teachers and support staff. The team:
 - follows a consistent, structured problem-solving model during its meetings.
 - schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective.
 - develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.
 - accesses an ‘intervention bank’ of research-based intervention ideas for common student academic and behavioral concerns.

Tiers 2/3: Data: School-Wide Screeners for Academic Problems.

Students with academic delays eligible for Tier 2 (Supplemental/Strategic) and Tier 3 (Intensive) services are identified through use of state & local data and school-wide academic screening tool(s).

Essential Elements:

- **Local Data Sources.** The Adirondack Central School District reviews the following 3 local data sources at **9-10 week** intervals throughout the school year: Benchmark and progress monitoring assessment outcomes, attendance, Office Disciplinary Referrals. These data sources are selected because they predict student success.
- At each 9-10-week checkpoint, our school applies a multiple measures matrix to identify students needing an MTSS response and to define what MTSS support they require.
- **School-Wide Screener (K-6).** The school administers the *MTSS Academic Screener (DIBELS 8th Edition)* to all K-6 students at **3 times** during the year: Fall, Winter, and Spring. This screener is designed to identify students who may need additional MTSS academic support.
- Students who fall **Well Below** or **Below** benchmark on the **Academic Performance** portion of this screener will be eligible for Tier 2 MTSS academic services. Students who fall at or below the **10th percentile** will be eligible for Tier 3 MTSS academic services.
- **Data Analysis Team.** Our school has established a Data Analysis Team (ASAP, Intervention Team Collaboratives), whose responsibility is to evaluate school-wide academic screening data and local data, apply benchmark and cut-point norms, and identify those students eligible for Tier 2 and Tier 3 academic services.

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

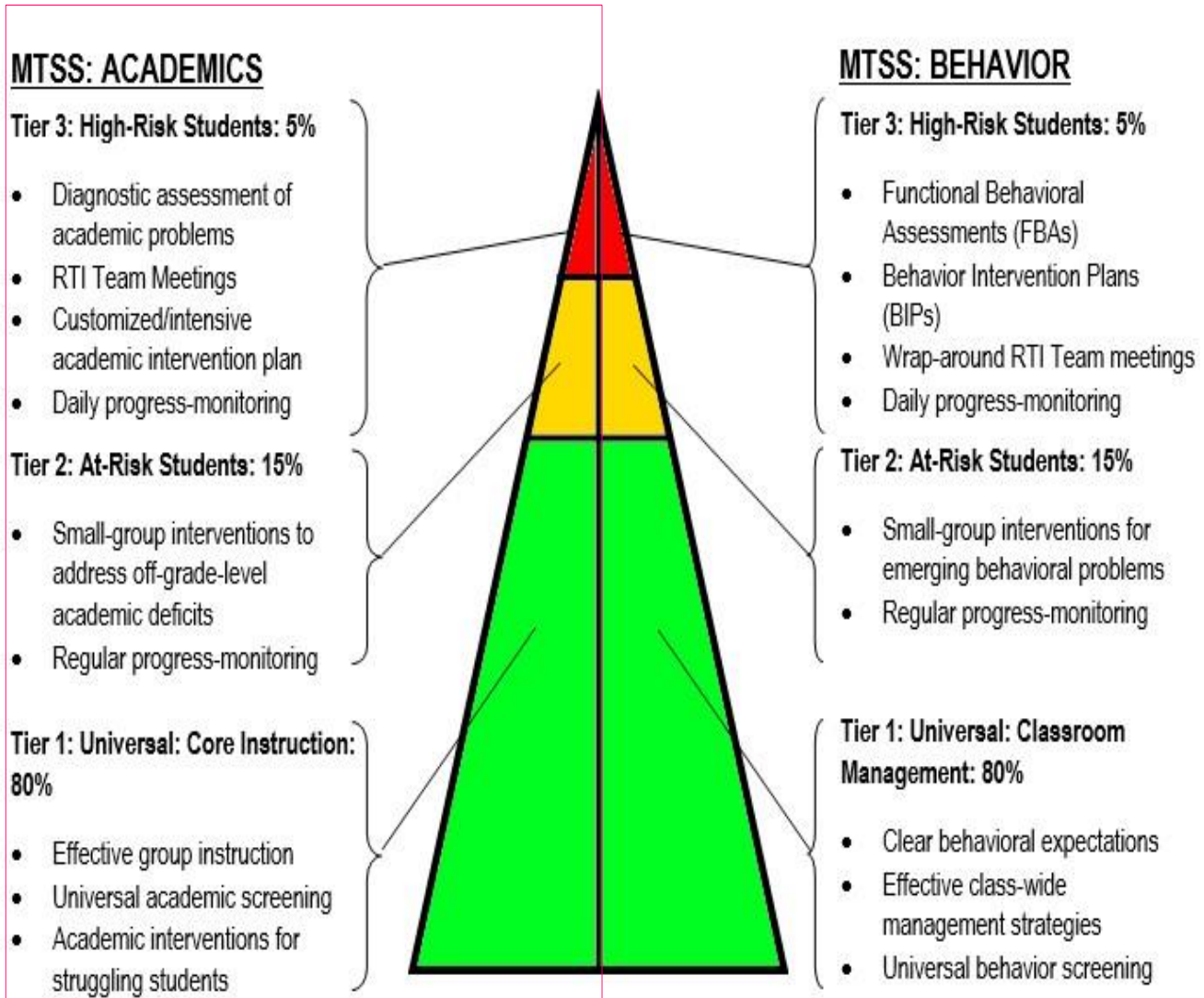
- RTI usually refers to a school’s academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

RTI/MTSS Continuum of Services: Tiers 1-3 Summary

Tier 3: Intensive Intervention (1-5%). Students who failed to respond to lesser interventions are reviewed by the RTI/MTSS problem-solving team(s) and receive an individualized intervention plan.

Tier 2: Strategic Intervention (10-15%). Students receive small-group intervention (group size of 7-9) at least 2 times weekly for 42 minutes. The focus is on finding and fixing off-grade-level skill gaps.

Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students, and provides additional academic support through Tier 1 interventions.



Source: Grosche, M., & Volpe, R. J. Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems. *European Journal of Special Needs Education*, vol. 28, 2013, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

Intervention-Related Terms & Definitions Core Instruction: Those instructional strategies that are used routinely with all students in a general education setting are considered ‘core instruction’. High-quality instruction is essential and forms the foundation of classroom academic support. NOTE: While it is important to verify that a struggling student receives good core instructional practices, those routine practices do not ‘count’ as individual student interventions.

Intervention. An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37)

Instructional Adjustment (Accommodation). An instructional adjustment (also known as an ‘accommodation’) is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning.

An instructional adjustment is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

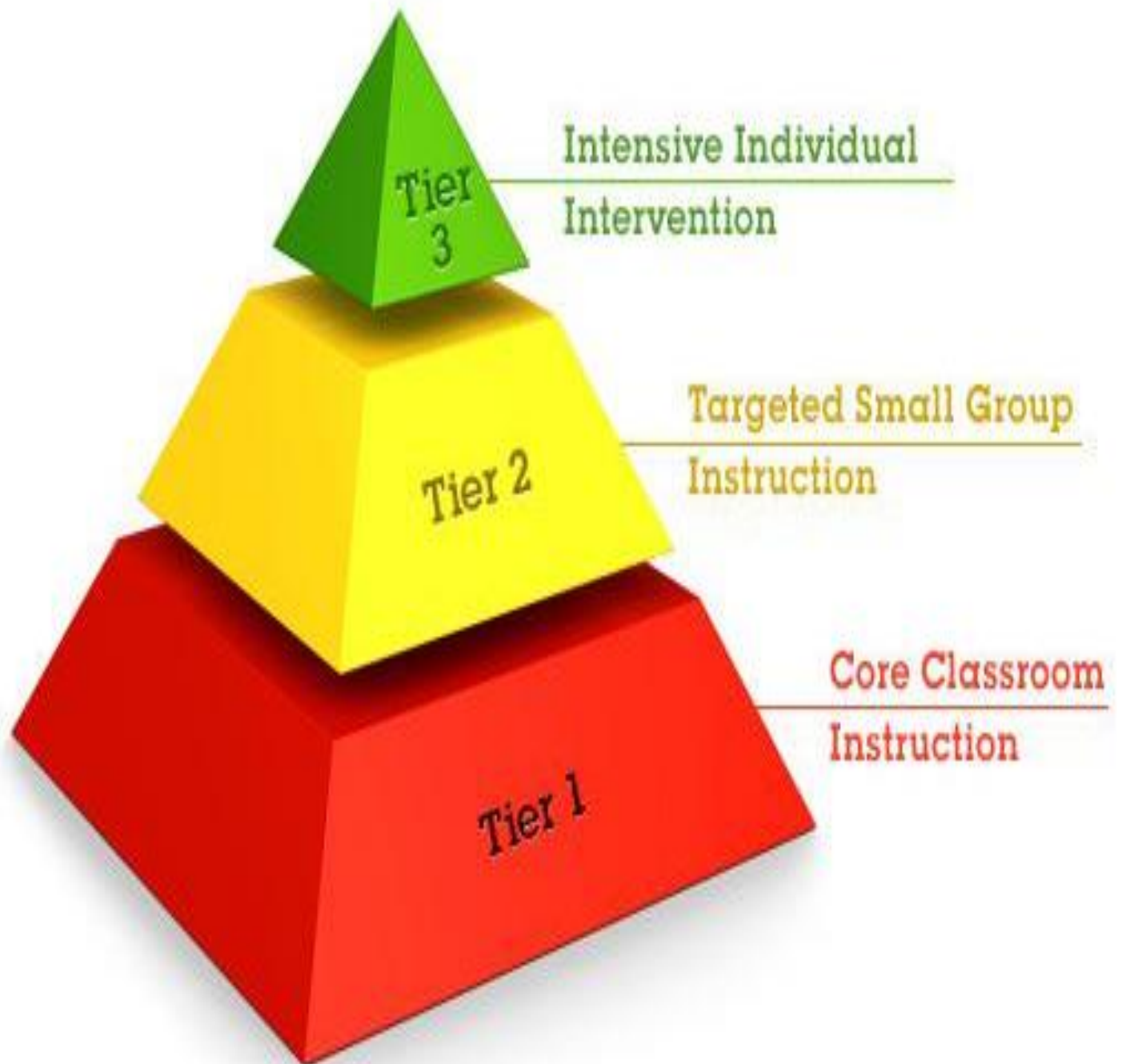
Modification. A modification changes the expectations of what a student is expected to know or do. Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general education student’s classroom intervention plan, however, because the assumption is that the student can be successful in the curriculum with appropriate interventions and instructional adjustments alone.

Updated May 2021, May 2022, July 2023

The 2023-2024 MTSS/AIS Plan was reviewed and updated by:

- Linda Weber, West Leyden Principal, Director of Data
- Jill Schafer, Boonville Elementary Principal, Social Media and ParentSquare
- Mike Faustino, Director of Technology, Curriculum and Instruction
- Mrs. Kristy McGrath, Superintendent of Schools, Adirondack Central School District
- Brandie Collins, Middle School Principal
- Heidi Smith, High School Principal
- Wendy Foye, Director of Special Education
- Kimberly Allen, MS ELA Teacher
- Toni Trifeletti, Intervention Specialist
- Courtney Foll, MS ELA Teachers
- Stacy Schoff, Elementary Teacher
- Richard Chrisman, Intervention Specialist
- Jackie Layton, Instructional Coach, Administrative Intern

Appendix



District Format for MTSS/AIS Entrance Parent Notification and Involvement Letter

Use School Building Letterhead

Insert Date

Dear Parent(s), Guardian(s), and/or Caregiver(s) of *(insert student name)*:

The New York State Education Department mandates that public school districts provide Academic Intervention Services to students believed to be in jeopardy of not meeting grade level expectations in accordance with the NYS Next Generation Learning Standards. Your child has been identified as a student who requires strategic and/or intensive interventions based on multiple student measures including:

- **K-6 DIBELS 8th Edition** – Below or Well Below Grade Level Benchmark Goal on Composite Score and/or one or more of the components of measure.
- 3-8 NYS ELA and Math Assessments -- Level 1 or 2
- NYSESLAT cut scores – provided by state
- Benchmark Assessments
- Unit Assessments
- Common Formative Assessments

Need for Services

Academic Intervention Services (AIS) provide additional instructional assistance to students in need of support to be successful in meeting grade level learning standards. The academic instructional support team at Adirondack Central School has developed intervention(s) and support strategies for students considered at risk of not meeting minimal academic requirements.

Based on multiple measures, your child has been recommended for the following Academic Intervention Service(s) for this school year:

Summary of Services

AIS Math _____
 AIS ELA _____
 AIS Science _____
 AIS Social Studies _____
 AIS _____

Please be advised that your student child must satisfactorily meet the NYS Next Generation Learning Standards by the end of the school year. } Expectations

Sincerely,

Building Principal signs the letter

Insert Name, Insert Title, Insert Contact Information

District Format for MTSS/AIS Exit Parent Notification and Involvement Letter

Use School Building Letterhead

Insert Date

Dear Parent(s), Guardian(s), and/or Caregiver(s) of *(insert student name)*:

The New York State Education Department mandates that public school districts provide Academic Intervention Services to students believed to be in jeopardy of not meeting grade level expectations in accordance with the NYS Next Generation Learning Standards. Academic Intervention Services (AIS) provide additional instruction and support services to assist all students in meeting the New York State Next Generation Learning Standards.

Please be advised that your child is **discontinuing** Academic Intervention Services.

Specific Dates

Your child's Academic Intervention Services (AIS) began on: _____

Your child's Academic Intervention Services (AIS) ended on: _____

Assessments and other multiple measures indicate that your child will no longer require extra support in the academic areas checked below:

Subject Area:

Criteria for Ending Services/Performance Levels

Criteria for Ending Services

____ AIS Math _____

____ AIS ELA _____

____ AIS Science _____

____ AIS Social Studies _____

____ AIS _____

Congratulations on your continuing academic progress and success.

If you have any questions regarding Academic Intervention Services for your child, please contact me at *(insert phone number)*.

Sincerely,

Building Principal signs letter

Insert Name

Insert Title

Insert Contact Information

References

Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems. *European Journal of Special Needs Education*, 28, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

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