

Academic Intervention Services (AIS) Plan



Windham-Ashland-Jewett Central School

Mission Statement:

Windham-Ashland-Jewett Central School will provide the resources and environment that maximize the opportunity for each and every student to reach his or her academic, creative, and athletic potential.

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Windham-Ashland-Jewett Central School District

Academic Intervention Services (AIS) Plan

I. Vision Statement

The Windham-Ashland-Jewett Central School District will provide the resources and environment that maximize the opportunity for each student to reach their academic, creative, and athletic potential. Academic Intervention Services (AIS) are a critical component of this commitment, ensuring that students who are at risk of not meeting New York State Learning Standards receive timely, targeted, and effective support.

II. Definition of Academic Intervention Services

The Windham-Ashland-Jewett Central School District Academic Intervention Services (AIS) Plan is designed to meet the requirements of Section 100.2(ee) of the New York State Commissioner's Regulations. This plan reflects the district's commitment to providing equitable, data-informed academic support while recognizing the staffing, scheduling, and resource realities of a small, rural K–12 school district.

Academic Intervention Services are provided to students who do not meet, or who are at risk of not meeting, the New York State Learning Standards in English Language Arts (ELA), Mathematics, Science, and Social Studies. Services are delivered through a Multi-Tiered System of Supports (MTSS) framework emphasizing early intervention, progress monitoring, and flexible use of personnel.

- AIS are additional academic instruction and/or student support services that:
 - AIS may address academic, behavioral, attendance, social-emotional, and organizational factors that impact student achievement.
 - Supplement, not supplant, the general education curriculum
 - Are targeted to specific student needs
 - Occur in the least restrictive environment whenever possible
 - Are available to all students, including students with disabilities and English Language Learners (ELLs), consistent with Individualized Education Programs (IEPs) and Part 154 requirements
-

Eligibility for Academic Intervention Services

Students may be eligible for AIS based on multiple measures, including but not limited to:

- Performance below NYSED-designated levels on state assessments
- District and building-level benchmark assessments
- Classroom-based assessments and work samples
- Report card grades and course performance
- Diagnostic screening tools
- Teacher, parent, or counselor referral
- Attendance, behavior, and engagement data

AIS eligibility applies to:

- General education students
- Students with disabilities (in addition to IEP services)
- English Language Learners who do not meet Part 154 benchmarks

Identification Procedures

Step 1 Every student whose 2026 New York State ELA or mathematics assessment score is below the applicable median scale score between Levels 2 and 3 is considered for AIS in that subject.

K-2 - Those students who are identified who lack basic math and reading readiness skills will be identified uniformly based upon multiple measures.

3-8 - Students in Grades 3–8 are considered for AIS if they score below the median scale score between Level 2 and Level 3 on the New York State ELA or Mathematics Assessments.

9-12 - The median scale scores between Levels 2 and 3 for the Grades 3-8 ELA and Mathematics Tests are provided below for the purpose of identifying students eligible to receive AIS.

2026 Grades 3-8 ELA and Mathematics Tests
Median Scale Score between Level 2 and Level 3 [1]

Grade	ELA	Mathematics
3	441	437
4	440	440
5	441	441
6	440	440
7	441	440
8	440	443

Step 2 In addition to the criteria identified in Step 1, the district applies a uniform, locally developed multiple-measures process to determine AIS eligibility. These multiple measures may include, but are not limited to, the following:

- Developmental reading assessments (Grades K–6)
- Benchmark and lesson-embedded assessments
- Common formative assessments
- Unit and Course assessments (Grades 7–12)
- NYSESLAT results for ELL students
- Psychoeducational and Diagnostic evaluations, as appropriate

Grades 9-12

Students in Grades 9–12 who are at risk of not meeting learning standards are identified using multiple academic and behavioral indicators, including Regents and course performance and progress toward graduation requirements.

Measure	Risk Criteria
Regents Examination	Score below 65, unless a different passing standard

	lawfully applies to the student
Course performance	Current or final average below 65 percent
District common assessment or diagnostic	Below 65 percent or below the adopted proficiency cut score
Credit and graduation progress	Off track for on-time completion of required course credit or assessment requirements
Teacher parent counselor or student referral	Triggers review; must be corroborated by academic data

English Language Learners

English Language Learners are considered for AIS using the same academic criteria, with appropriate attention to language proficiency, opportunity to learn, and Part 154 requirements. NYSESLAT results may inform the review but will not be used by themselves to treat English language development needs as an academic deficit. AIS supplements and does not replace required ENL or bilingual education services.

Timing

The district will begin required AIS as soon as practicable and no later than the beginning of the semester following the determination that the student needs services. The district may initiate support sooner. Eligibility and service intensity are based on student need.

Description of Academic Intervention Services

District MTSS / Rtl Framework

The district implements a Multi-Tiered System of Supports (MTSS) that integrates Response to Intervention (Rtl) principles. MTSS provides a systematic process for identifying student needs, delivering targeted interventions, and monitoring progress over time. Implementation emphasizes flexibility, collaboration, and efficient use of staff in order to sustain services within a rural K–12 structure.

Windham Ashland Jewett CS has been able to develop a multitiered system of support (MTSS). It includes a full continuum of services ranging from building-level support for all students to more intensive student-level services.

Tier 1 – Core Instruction

Population: All students

Focus: High-quality, standards-aligned instruction

Tier 1 instruction is the foundation of the MTSS framework and occurs in all classrooms. The district's goal is for approximately 80% of students to be successful with Tier 1 instruction alone.

Key components include:

- Research-based, NYS-aligned curricula
- Differentiated instruction within heterogeneous classrooms
- Universal screening and formative assessments
- Classroom-level instructional adjustments

Progress Monitoring: Ongoing; at least twice per month for students identified as at risk

Staffing: General education teachers with support from specialists as available

Setting: General education classroom

Tier 2 – Targeted AIS Interventions

Population: Students not making adequate progress with Tier 1 supports

Tier 2 interventions provide targeted, supplemental instruction designed to address specific skill deficits. Services are time-limited and delivered using flexible scheduling models that reflect staffing availability.

Interventions may include:

- Small-group targeted instruction in ELA and/or Mathematics
- Skill-based remediation during AIS periods.
- Push-in or pull-out support, as appropriate
- Structured academic support periods (e.g., learning labs, guided study)

Group Size: Small, flexible, skill-based groups

Time: Typically 30–40 minutes, 1–3 times per week (grade- and staffing-dependent)

Progress Monitoring: At least weekly

Staffing: General education teachers, AIS staff, or other personnel as assigned

Setting: General education classroom or pull-out setting

Tier 3 – Intensive AIS Interventions

Population: Students with persistent academic difficulties despite Tier 2 interventions

Tier 3 interventions are more intensive and individualized. Services may be delivered through increased frequency, extended duration, or creative scheduling rather than separate programs.

Interventions may include:

- Very small group or individualized instruction
- Increased frequency or duration of intervention sessions
- Integrated academic and behavioral supports
- Extended learning opportunities (before/after school or summer, as feasible)

Group Size: Very small group or individual

Progress Monitoring: At least weekly

Staffing: Qualified instructional and support staff

Setting: General education classroom or pull-out setting

Referral for Special Education or Section 504 Consideration

When appropriate, the district may initiate or accept a referral to the CSE or Section 504 Team. AIS data may inform that separate process, but a student need not complete every intervention tier before a lawful referral is made. Students who do not respond adequately to Tier 3 interventions may be referred to the Committee on Special Education (CSE) or Section 504 Team. AIS documentation and progress monitoring data are used to inform eligibility decisions. AIS services do not replace or duplicate special education services.

Parental Notification and Involvement

Parents/guardians will be notified in writing when a student begins AIS. Notification includes:

- Reason for AIS
- Description of services
- Frequency and duration

Ongoing communication includes:

- Quarterly progress reports (may align with report cards)
- Opportunities for parent conferences
- Strategies for supporting learning at home

Parents will also be notified when AIS services are discontinued, including exit criteria and current performance information.

Progress Monitoring and Documentation

Progress monitoring is:

- Aligned to the student's specific skill deficits
- Conducted at regular intervals based on tier level
- Documented and reviewed by instructional teams

Data sources may include curriculum-based measures, diagnostic tools, benchmark assessments, and classroom performance data.

Entry, Change of Intensity, and Exit Criteria

Entry Criteria

A student enters AIS when the applicable decision rule is met and the specific need and service plan is documented. Students may begin AIS when multiple data sources indicate:

- Risk of not meeting NYS Learning Standards
- Insufficient progress with core instruction alone

Change of Intensity

Intervention intensity may be increased, decreased, or modified based on:

- Progress monitoring data
- Attendance and engagement
- Teacher and team input

Exit Criteria

Students may exit AIS when data demonstrate:

- Sustained academic progress over time

- Achievement of district benchmarks or grade-level expectations
- Ability to maintain progress without supplemental intervention

Parents will be notified in writing when AIS services are discontinued.

Relationship Between AIS and Special Education

AIS supports are considered General Education Program interventions. As a result, AIS actions should not be included in a student's IEP or student's 504 Plan. Special education teachers and related service staff may provide AIS support when such services are in addition to any special education interventions that are listed in an IEP. The specific manner in which AIS support will be provided to a student with an IEP or 504 Plan will be determined by the designated committee.

Program Evaluation

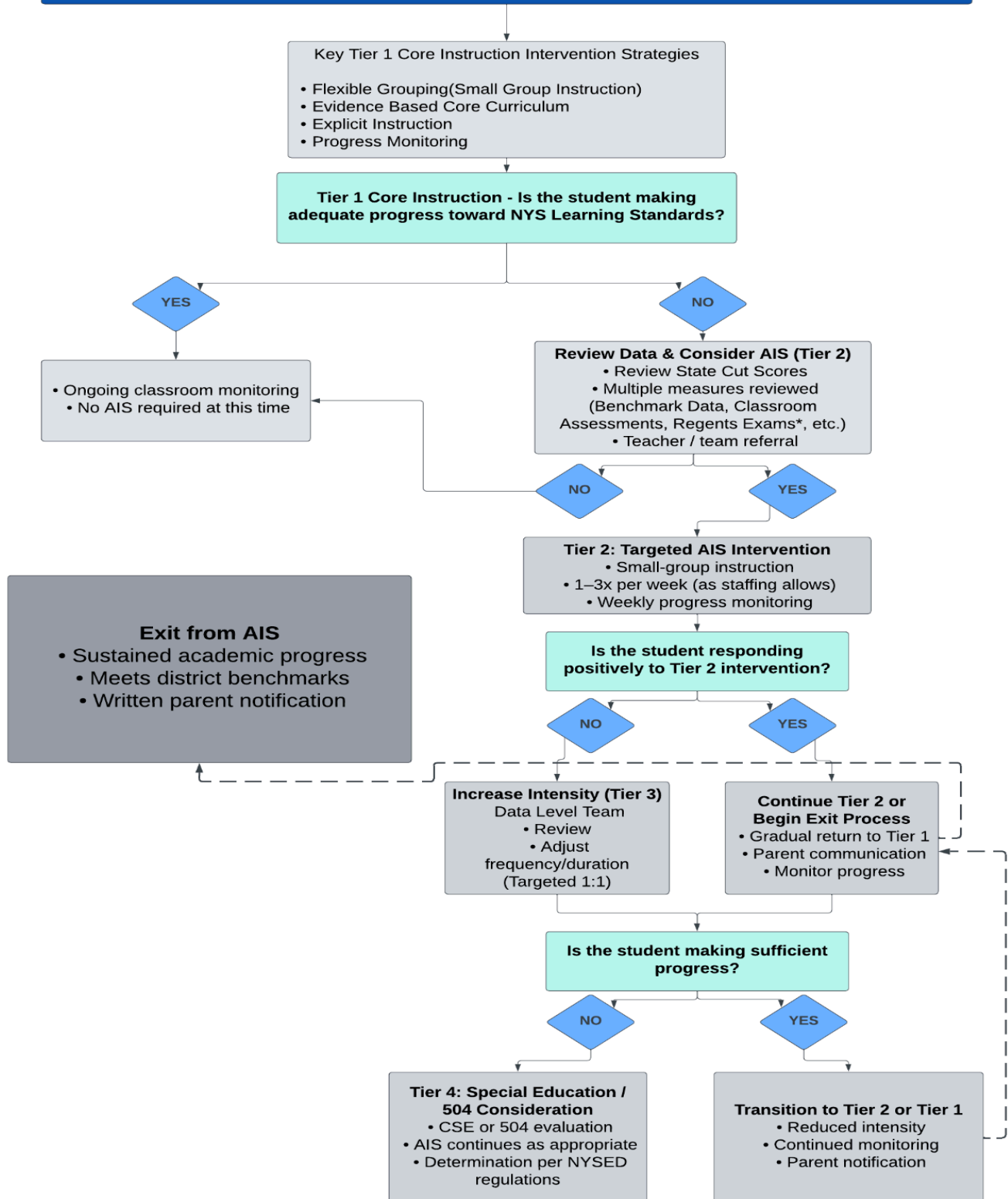
The district will review the effectiveness of AIS annually. The review will include:

- Student achievement and growth data
- Progress monitoring outcomes
- Feedback from staff and administrators

Findings will be shared with the Board of Education and used to inform continuous improvement of AIS practices.

AIS FLOWCHART

Academic Intervention Services (AIS) Decision Flow Windham-Ashland-Jewett CSD | Grades K–12



Appendix A

Entrance and Exit Criteria for Kindergarten through Grade 12

Kindergarten

AIS Evaluation Checklist – ELA & Math

Student Name: _____ Date: _____

ELA – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Identifies upper and lower case letters
☐	☐	Produces letter sounds
☐	☐	Decodes CVC words (ex. cat)
☐	☐	Retells details in a story
☐	☐	Recognizes rhyming words
☐	☐	Reads high frequency words
☐	☐	Draws and labels a picture to tell a story
☐	☐	Writes letters correctly
☐	☐	Writes first and last name
☐	☐	Asks and answers questions
☐	☐	Describes familiar people, places and things

Mathematics – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Knows number names (0-30)
☐	☐	Counts to 100
☐	☐	Shows understanding of repeating patterns
☐	☐	Shows understanding of addition and subtraction
☐	☐	Sorts objects into categories
☐	☐	Identifies and describes shapes

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Grade 1 AIS Evaluation Checklist – ELA & Math

Student Name: _____ Date: _____

ELA – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Reading Level
☐	☐	Answers questions about key details in the text
☐	☐	Retells stories to include key details
☐	☐	Reads accurately and fluently to support comprehension
☐	☐	Knows and applies grade-level phonics and word analysis skills in decoding words
☐	☐	Writes to communicate ideas and information effectively
☐	☐	Focuses on a topic and adds details to strengthen writing

Mathematics – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Adds facts within 20
☐	☐	Subtracts facts within 20
☐	☐	Solves word problems
☐	☐	Extends counting sequence
☐	☐	Understands place value
☐	☐	Measures length
☐	☐	Tells and writes time
☐	☐	Identifies coins and values
☐	☐	Understands data and graphs
☐	☐	Recognizes, draws, and divides shapes

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Grade 2 AIS Evaluation Checklist – ELA & Math

Student Name: _____ Date: _____

ELA – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Reading Level
☐	☐	Determines the main idea of a text
☐	☐	Asks and answers questions about key details in a text
☐	☐	Uses multiple decoding strategies to decode unfamiliar words
☐	☐	Reads fluently and accurately to support comprehension
☐	☐	Reads independently
☐	☐	Writes to communicate ideas and information effectively
☐	☐	Establishes and develops a topic sentence
☐	☐	Uses supporting details related to a topic sentence
☐	☐	Writes independently
☐	☐	Demonstrates a command of the grade-level conventions
☐	☐	Applies correct spelling of grade-level words in written work

Mathematics – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Adds whole numbers fluently
☐	☐	Subtracts whole numbers fluently
☐	☐	Demonstrates foundations of multiplication
☐	☐	Solves word problems
☐	☐	Understands place value
☐	☐	Solves problems using money
☐	☐	Understands data and graphs
☐	☐	Tells and writes time
☐	☐	Measures length
☐	☐	Recognizes, draws, and divides shapes

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Grade 3 AIS Evaluation Checklist – ELA & Math

Student Name: _____ Date: _____

ELA – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Reading Level
☐	☐	Asks and answers questions about key details in a text
☐	☐	Determines the main idea of a text; retells the key details and explains how they support the main idea
☐	☐	Uses multiple decoding strategies to decode unfamiliar words
☐	☐	Reads fluently and accurately to support comprehension
☐	☐	Reads independently
☐	☐	Writes to communicate ideas and information effectively
☐	☐	Uses supporting details related to the topic sentence
☐	☐	Strengthens writing by planning, revising, and editing
☐	☐	Writes independently
☐	☐	Demonstrates a command of the grade-level conventions of Standard English grammar and usage
☐	☐	Applies correct spelling of grade-level words in written work

Mathematics – NYS Learning Standards

Meets Standard	Does Not Meet Standard	Learning Standard
☐	☐	Efficiently applies strategies to solve problems
☐	☐	Subtracts whole numbers fluently
☐	☐	Adds whole numbers fluently
☐	☐	Multiplies whole numbers fluently
☐	☐	Divides whole numbers fluently
☐	☐	Solves word problems
☐	☐	Uses place value understanding to perform multi-digit arithmetic
☐	☐	Demonstrates an understanding of fractions
☐	☐	Tells and writes time
☐	☐	Solves problems involving measurement
☐	☐	Represents and interprets data
☐	☐	Demonstrates an understanding of area
☐	☐	Demonstrates an understanding of perimeter
☐	☐	Categorizes and partitions shapes

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Grades 3-8 AIS Evaluation Checklist – ELA & Math

Student Name: _____

Teacher: _____ Date: _____

New York State ELA & Mathematics Results

Meets Requirement	Does Not Meet Requirement	NYS 3-8 Tests
☐	☐	Mathematics State Test
☐	☐	English Language Arts State Test

Other Measures

Meets Requirement	Does Not Meet Requirement	Learning Standard
☐	☐	Benchmark assessments
☐	☐	Classroom-based assessments & work
☐	☐	Reading assessments (Grades 4-6)
☐	☐	WIDA results (ELL Students)
☐	☐	Report card grades & course performance
☐	☐	Diagnostic Screening: - please indicate (_____)
☐	☐	Other - please indicate (_____)

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Grades 9-12 AIS Evaluation Checklist – ELA & Math

Student Name: _____

Teacher: _____ Date: _____

New York State ELA & Mathematics Results

Meets Requirement	Does Not Meet Requirement	NYS 3-8 Tests
☐	☐	Mathematics State Test
☐	☐	English Language Arts State Test

Other Measures

Meets Requirement	Does Not Meet Requirement	Learning Standard
☐	☐	Benchmark assessments
☐	☐	Classroom-based assessments & work
☐	☐	Progress towards graduation requirements
☐	☐	NYSESLAT results (ELL Students)
☐	☐	Regents Exam Scores
☐	☐	Report card grades & course performance
☐	☐	Diagnostic Screening: - please indicate (_____)
☐	☐	Other - please indicate (_____)

RTI/AIS Recommendation: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Parent Notified: ☐ Yes ☐ No Date: _____

Appendix B

Strategies for At-Risk Students

Strategies for At-Risk Students

Student Name: _____ Grade _____

Teacher: _____

CST Meeting Date: _____

❖ **The above-named student does not currently meet the AIS policy criteria for referral; however, they could benefit from the following academic support services to improve their performance.**

Please check all that apply:

- ☐ Extra help after school with a teacher
- ☐ Extra help after school with a tutor
- ☐ Parent-teacher conference to guide parents in providing at-home help
- ☐ Mentor program
- ☐ Behavior Modification Program
- ☐ Counseling
- ☐ Use of organizational tools (agenda, folders, pencil box, etc.)
- ☐ Special Seating
- ☐ Graphic Organizers
- ☐ Goal Setting
- ☐ Other _____

Appendix C

Rtl Referral

Rtl Referral

Student's name: _____ Date: _____

Date of birth: _____ Grade level: _____

Parent/Guardian name: _____ Phone: _____

Date and manner of contact with parent/guardian (Please notify parents that you have requested a meeting and that they will receive a phone call from the counselor to schedule a meeting

date: _____

Referring faculty/staff member: _____

Names of other faculty/staff members working with the student: _____

Services student has received:

In the past: ____ OT ____ PT ____ Speech ____ Special Education ____ counseling ____ AIS math ____ AIS ELA other _____	Presently receiving: ____ OT ____ PT ____ Speech ____ Special Education ____ counseling ____ AIS math ____ AIS ELA other _____
---	---

Part I.

Student is having difficulty achieving in the classroom due to:

____ academic skills ____ academic performance ____ behavioral concerns

____ attendance/tardy ____ social/emotional concerns

Specify

concerns: _____

Part II:

Complete the chart below for each concern:

Concern	What interventions have been implemented in the classroom?	Dates implemented	Student response (use data when available)

What other interventions have taken place?

Assessment Results		
Assessment	Date	Score
NYS ELA test		
NYS Math test		
Benchmark scores		
Lesson assessments		
LLI assessment		
Other		

Signature: _____ Date of Referral: _____

Appendix D

Rtl Summary Form

RTI Team

Meeting Summary

Student's name:

Date:

Grade level:

Referring faculty/staff member:

Case manager:

Meeting #:

Team members present:

Teachers' Concerns:

Parents' Concerns:

Target behavior/concern	Strategies/interventions to be implemented	Person(s) responsible

Follow up:

Appendix E

Parent/Guardian Letters

John Wiktorko
Superintendent

Anthony Taibi
Building Principal



Lara Mcaneny
Assistant Superintendent

Michelle Mattice
Business Manager/Treasurer

Dear Parents/Guardians of : **(STUDENT)**

Your child is eligible to receive Academic Intervention Services in the following academic subject area(s):

- ☐ **English Language Arts**
- ☐ **Mathematics**

The need for academic intervention services is determined by district wide procedure. The specific reason or assessment criteria used to identify your child for AIS is indicated below:

- ☐ **New York State Assessment Scores**
- ☐ **School District Assessment Data**
- ☐ **Student Evaluation Form / Teacher's Recommendation**

These services will be provided during the regular school day. Your child will receive these services until the necessary state requirements are met. You will be notified quarterly of your child's progress. If you have any questions concerning this service, please call me at extension 1183.

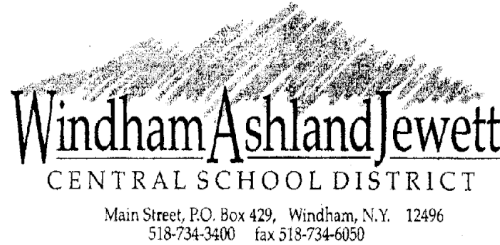
Thank you for your continued support in your child's education.

Sincerely,

Lara Mcaneny
Assistant Superintendent

John Wiktorko
Superintendent

Anthony Taibi
Building Principal



Lara Mcaneny
Assistant Superintendent

Michelle Mattice
Business Manager/Treasurer

Dear Parents/Guardians of : (STUDENT)

This letter is to inform you of the ending of Academic Intervention Services for your child. (Student) , meets or exceeds;

- ☐ **New York State Assessment Scores**
- ☐ **School District Assessment Data**
- ☐ **Student Evaluation Form / Teacher's Recommendation**

Thank you for your support of this program. (Student) should be commended for performing the hard work necessary to attain the skills needed for exiting this program.

Windham-Ashland-Jewett Central School will continue to monitor your child's achievement via state assessments, report cards, classroom performance, and teacher observations.

Sincerely,

Lara Mcaneny
Assistant Superintendent

Appendix F

One Page Summary of AIS

Description of Academic Intervention Services (AIS)

Eligibility:

Academic Intervention Services will be provided to students

- **Grades K-3:** The criteria will be uniformly applied at each grade level and will identify those students that lack basic math and reading readiness skills.
- **Grades 3-12:** When students score below the state designated performance level on one or more of the state assessments in English language arts, mathematics, social studies or science

This is determined by district procedures that are uniformly applied and may include, but are not limited to, diagnostic screening for vision, hearing and physical disabilities. Students who are deemed at risk and those who are Limited English Proficient (LEP) may also be eligible.

These services may include academic time during regular school day, extended school day, and/or education beyond the school year.

These services shall commence no later than the beginning of the semester following a determination that a student needs such services and continue until a student's performance either meets or exceeds the State designated performance level on the next State assessment or is shown to be likely to meet or exceed the stated designated performance level through achievement on district-selected assessments.

Parental Notification and Involvement:

The parent or guardian of the student who has been determined to need services shall be notified in writing. The notice will explain:

- The reason the student needs such services
- The commencement of services
- A summary of the services to be provided
- The consequences of not achieving expected performance levels

Parents of guardians of students receiving academic intervention services will have the opportunity for ongoing communication including:

- Time once a semester to consult with professional staff, including the classroom teacher, who provide academic intervention services
- Reports on the student's progress at least once each quarter
- Information on ways to help their child to improve achievement and monitor their child's progress
- Occasion to work with professional staff to improve their child's achievement
- Written notification at the ending of academic intervention services

All communication with parents or guardians shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.