East Irondequoit Central School District

K – 12 Academic Intervention Services Plan

Board of Education Approved
September 11, 2018

Introduction

In July 1999, the Board of Regents adopted revision to Part 100 of the Commissioner's Regulations to align them with new policy associated with learning standards, state assessment requirements, and graduation requirements. Section 100.2 requires school districts to articulate a plan that provides academic intervention services (AIS) to students who are in danger of not meeting state standards as measured by the NYS assessments. School districts were required to detail its AIS plan by July 1, 2000, and present it to the Board of Education for formal approval. Every other year thereafter, the school district has been required to submit its reviewed plan for Board of Education approval.

Academic intervention services (AIS) are intended to provide support to students in achieving the learning standards in K-12 language arts and math, and science and social studies in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction) and/or:
- Student support services provided to address barriers (attendance, discipline, family-related, health-related issues, etc.) to improve academic performance.

The school district's AIS Plan includes:

- the process used to determine a student's eligibility for AIS
- the process used to discontinue students from receiving AIS
- a description of the district's academic intervention services
- parental notification procedures of initial identification for AIS
- parental communication of student progress related to AIS support
- parental notification procedures of discontinuation of AIS
- communication regarding student progress

Process for Identifying Students Requiring
Academic Intervention Services (AIS)

Primary Level
Grades K through 2

Students' reading readiness and mathematical awareness at the primary level are key indicators of continued academic success. Students' reading readiness will be initially evaluated using running reading records. Students' math readiness will be evaluated by using the district kindergarten screening tool and grade level benchmark assessments.

Kindergarten students who exhibit delays or difficulties with regard to reading will be screened by the Concepts About Print assessment to provide additional insight regarding the possible need for AIS. At the end of kindergarten, teachers rank students according to academic achievement. The ranking is the basis of further screening by the reading specialist utilizing the Marie Clay's Observation Survey.

Running reading records are used to continuously assess students. These assessments help to identify who are reading at grade level and also identify each student's strengths and needs in reading. Any student who does not meet the grade level benchmarks in January and/or June will be considered for AIS.

Grade One:	January, Level G	June, Level J
Grade Two:	January, Level L	June, Level N

East Irondequoit CSD district developed writing benchmarks assessments assist in identifying students who may be in need of AIS. Other supporting data regarding a student's academic performance will be reviewed to determine AIS eligibility. A list of suggested academic criteria is included for consideration.

Students' mathematical awareness will be measured against the NYS grade level performance indicators to provide an initial academic assessment. Other academic achievement criteria will be used to support any identified need for AIS in math.

The building principal is responsible for identifying students receiving formal academic intervention services that are reported to the New York State Education Department each year based on academic criteria included in the district's plan. The building principal and classroom teachers may also identify additional students who are currently meeting standards but may benefit from additional interventions to increase their current level of performance. However, these individuals would not be documented in RTI Direct and are therefore not reported as receiving formal academic services to NYSED.

<u>Academic Achievement Criteria</u>

- UPK/Kindergarten screening
- Reading Units of Study Benchmark Assessments
- CAP (Concepts About Print)
- Observational survey
- Student work
- Running reading records
- Teacher recommendations
- Longitudinal data
- Math common assessments
- ELA common assessments
- Instructional Support Team data
- NYS math performance grade level indicators
- Speech and language screenings
- Strength based interviews
- AIMSweb
- NWEA MAP Assessments

Elementary Level
Grades 3, 4 and 5

Students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 ELA or math state assessment shall be considered for AIS.

The building principal is responsible for identifying students receiving formal academic intervention services that are reported to the New York State Education Department each year based on academic criteria included in the district's plan. The building principal and classroom teachers may also identify additional students who are currently meeting standards but may benefit from additional interventions to increase their current level of performance. However, these individuals would not be documented in RTI Direct and are therefore not reported as receiving formal academic services to NYSED.

<u>Supporting Academic Achievement Criteria</u>

- Reading Units of Study Benchmark Assessments
- Running Reading Records
- Math common assessments
- ELA common assessments
- Previous year's NYS assessment results
- Longitudinal data
- NWEA screening assessments
- Student work samples
- Report card grades
- Teacher observation/recommendation(s)
- Instructional Support Team data
- Speech and language interviews
- Strength based interviews
- AIMS web
- NWEA MAP Assessments

Secondary Level
Grades 6 through 8

Students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 ELA or math state assessment shall be considered for AIS.   Additionally, students not meeting expected grade level growth of 18% and 20% on math and ELA benchmarks will be monitored and considered for AIS.

The building principal is responsible for identifying students receiving formal academic intervention services that are reported to the New York State Education Department each year based on academic criteria included in the district's plan. The building principal and classroom teachers may also identify additional students who are currently meeting standards but may benefit from additional interventions to increase their current level of performance. However, these individuals would not be documented in RTI Direct and are therefore not reported as receiving formal academic services to NYSED.

<u>Supporting Academic Achievement Criteria</u>

- Benchmark district assessments
- Previous year's NYS assessment results
- Longitudinal data
- District screening assessments
- Student work samples
- Report card grades
- Final exam grades
- Student task commitment
- Teacher observation/recommendation(s)
- School Counselor observation/recommendation(s)
- Instructional Support Team data
- Strength based interviews
- Standards based common assessments

Graduation Level
Grades 9 through 12

Students performing at Level 1of the NYS intermediate assessments at grade 8 or at the equivalent level Regents assessments (1 – 49%) in any of the four content areas (English, Math, Science, Social Studies) are automatically identified as requiring Academic Intervention Services. This level of identification also prompts a higher level of support beyond monitoring and/or consultation.

Students performing at Level 2 of the NYS intermediate assessments at grade 8 or at the equivalent level of the regents assessments (50 – 64%) in any of the four content areas (English, Math, Science, and Social Studies) are initially identified as potentially requiring Academic Intervention Services. To be formally identified in need of AIS, these students require at least two of the following criteria to support their level of need prompting AIS support.

The building principal is responsible for identifying students receiving formal academic intervention services that are reported to the New York State Education Department each year based on academic criteria included in the district's plan. The building principal and classroom teachers may also identify additional students who are currently meeting standards but may benefit from additional interventions to increase their current level of performance. However, these individuals would not be documented in RTI Direct and are therefore not reported as receiving formal academic services to NYSED.

Supporting Academic Achievement Criteria

- Benchmark district assessments
- Previous year's NYS assessment results
- Longitudinal data
- District screening assessments
- Student work samples
- Report card grades
- Final exam grades
- Student task commitment
- Teacher observation/recommendation(s)
- School Counselor observations/recommendation(s)
- Instructional Support Team data
- Strength based interviews
- Staffing meetings

Student Monitoring and Process for Discontinuing Students from Requiring Academic Intervention Services (AIS)

The building principal will assess each student identified as receiving academic intervention services at the end of each marking period during the school year to determine if the student has met academic standards or requires continued support. Students' report card grades, state and local assessments, teacher comments, classroom work, and other influencing factors (attendance, behavioral needs) will be evaluated to assist in this determination. If the student is deemed as not needing continued services, the building principal will communicate this change of program to the parent via a formal letter. The letter will articulate the criteria used to reach the determination to discontinue academic intervention services.

If a student was previously identified to receive academic intervention services at the beginning of the school year, was discontinued at a later point in the same school year, he/she requires careful monitoring by the building principal to ensure that he/she maintains an acceptable level of academic performance. Academic intervention services may be reinstated after discontinuation if evidence as outlined in this plan supports this re-identification.

Response to Identification
Academic Intervention Services

The classroom teacher plays the primary role in supporting the academic needs of all his/her students. Often times, the classroom teacher is the sole individual providing AIS support and services. Quality first teaching is essential to ensure student learning and high levels of academic achievement. This is the primary responsibility of the classroom teacher for all students. Some examples of this level of classroom support include: instructional modifications, differentiated instruction, after school assistance, homework assistance, and parent communication and engagement. At the kindergarten through sixth grade levels, the classroom teacher is also responsible for providing guided reading instruction to all of the students. Those students who are identified as needing AIS will be provided the level of support associated with their current levels of academic performance by their classroom teachers and on occasion by other assigned teachers. When an additional level of academic support is provided by an additional faculty member, the classroom teacher remains the primary individual responsible for monitoring the student's academic progress and in coordinating with other service providers.

The grade level charts in this section represent a range of supports and services that fall under the umbrella of academic intervention services. They are not intended necessarily to be used in a step-by-step fashion. Students are provided the level of academic intervention services that best fit their individual levels of need.

Primary Level
Grades K through 2

Grade	Service	Provider
K-2	Individualized Classroom Instruction/Monitoring	Classroom teacher
K-2	Consultation	Classroom teacher with consultation provided by reading specialist, special education teacher(s), and/or the IST (Instructional Support Team)
K-2	Push-In Support	Reading Teacher/Special Education Teacher
K-2	Pull-Out Support	Reading Teacher/Special Education Teacher
K-2	Fundations	Reading Teacher/Special Education Teacher

Elementary Level
Grades 3, 4 and 5

Grade	Service	Provider
3,4 & 5	Individualized Classroom Instruction/Monitoring	Classroom teacher
3,4 & 5	Consultation	Classroom teacher with consultation provided by reading specialist, special education teacher(s), and/or the IST (Instructional Support Team)
3,4 & 5	Wilson Reading Program	Reading Teacher/Special Education Teacher
3,4 & 5	Push-In Support	Reading Teacher/Special Education Teacher
3,4 & 5	Pull-Out Support	Reading Teacher/Special Education Teacher

Middle School Level
Grades 6 through 8

Grade	Service	Provider
6 – 8	Individualized Classroom Instruction/Monitoring	Classroom teacher
6 – 8	Consultation	Classroom teacher with consultation provided by special education teacher(s), school counselors and/or the IST (Instructional Support Team)
6 – 8	Supplemental Instruction Reading and/or Math	Content Area Teacher/Special Education Teacher
6 – 8	Wilson Reading Program	Special Education Teacher

High School Level
Grades 9 through 12

Grade	Service	Provider
9 – 12	Individualized Classroom Instruction/Monitoring	Classroom teacher
9 – 12	Consultation	Classroom teacher(s) with consultation provided by reading specialist, special education teacher(s), school counselors and/or the IST (Instructional Support Team)
9 – 12	Supplemental Academic Classes (tailored to meet content needs)	Reading Teacher/Special Education Teacher
9 – 12	Supplemental Classes (focused on developing organizational skills)	Reading Teacher/Special Education Teachers

Supplemental Supports Provided Outside of the School Day (K – 12)
School districts are encouraged to provide additional academic intervention services that extend beyond the regularly scheduled school day. However, these supports and services are not intended to supplant the requirement to provide AIS to identified students during the regularly scheduled school day. Some of these services provided to East Irondequoit students include:

- MATH IXL
- MathSpace
- Front Row
- Jump Start Program
- MyOn Reading
- Mastery Connect

Student Support Services

Support services are intended to address non-achievement factors that may influence a student's ability to successfully meet the New York State learning standards. Issues related to poor attendance, discipline problems, and/or family stressors (divorce, death in the family, single parent families, socioeconomic issues, health problems, etc.) may adversely affect a student's ability to concentrate on his/her education. The East Irondequoit CSD is committed to providing the level of professional support and assistance to ensure that our students are able to focus on their education and achieve their highest academic potential. Listed below is a range of supports and services provided by the East Irondequoit CSD.

- Individual counseling K-12
- Group counseling K-12
- Speech and language development support K-8
- Social Worker/Psychologist intervention and support K-12
- Liaison services to community agencies K-12
- FLECS support provided by BOCES K-2
- School nurse support K-12
- Career and educational counseling 6-12
- Attendance monitoring K – 12
- Occupational Therapy K – 12
- Physical Therapy K – 12
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Parent/Guardian Notification and Involvement

Notification of Initial Identification

Parents/guardians of students who have been identified as needing AIS will receive written notification from the building principal after receiving and reviewing assessment reports and additional academic criteria no later than September 30 at the beginning of the school year.   Students may be identified at later times during the school year and parental notification will be mailed within two weeks of identification. This communication will provide a summary of the academic intervention services, the reason for requiring such services, and the consequences for not achieving expected performance levels.

<p style="text-align: center;"><u>Notification of Discontinuation of Services</u></p>

Parents/guardians will receive written notification from the building principal when academic interventions services are discontinued. The criteria used for ending the service, the acceptable performance levels attained on district and/or NYS assessments, will be communicated in support of this change. Discontinuation of services may occur after any one of the four marking periods during the school year.

<p style="text-align: center;"><u>Communication Regarding Student Progress</u></p>

Parents/guardians are entitled to the following levels of communication at minimum while their child is identified to receive academic intervention services.

- Opportunities, once each semester, for consultation with the student's regular classroom teacher(s) and other professionals providing AIS.
- Quarterly reports during the school year on the student's progress. These reports may be communicated by mail, telephone, e-mail, or included with the student's report card, and are documented by the AIS provider(s).
- Information on ways parents/guardians can become involved in working with their child, such as how to assist in monitoring their work at home and how to collaborate with teachers and other professionals who are supporting their child's academic progress.

Review and Revision of the East Irondequoit CSD Academic Intervention Services Plan

The East Irondequoit CSD community is highly dedicated to providing the best level of support and services to its students in meeting the New York State educational requirements. As a testament to this commitment, the district intends to carefully monitor its AIS plan to evaluate its responsiveness and effectiveness in meeting its students' needs. The district's AIS plan will be revised and presented to the Board of Education on a biennial basis for formal review and approval.