

ACADEMIC INTERVENTION SERVICES PLAN

Developed and Recommended by the District Academic Intervention Services Team

PRESENTED TO THE BOARD OF EDUCATION ON JUNE 27, 2000

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DESCRIPTION OF ACADEMIC INTERVENTION SERVICES

INTRODUCTION

The district has three primary goals:

Building Leadership

Administrators, teachers, and support staff will assess current district and building performance data and put in place the means to achieve the district's core beliefs and values of superior achievement and equity for all.

Curriculum Instruction

All staff will implement evidence-based practices that incorporate literacy as an integral part of all content area instruction. Students will competently apply reading, writing, critical thinking and problem solving skills to a variety of academic and real life tasks with the ultimate result of improved student achievement.

Performance

Supports for the school community, administrators, teachers, support staff, students, and parents will be put in place so that the subgroup populations will meet and exceed the standard (KPI) in English Language Arts and Mathematics as set by the New York State Education Department.

Classroom instruction is delivered through scientifically based researched best practices that translate into observable, effective instructional strategies to improve student achievement. These instructional strategies include effective, research-based methods for the delivery of high-quality first instruction to *all* students as well as for students identified as needing Academic Intervention Services (AIS).

Academic Intervention Services (AIS) are designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. 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, such as but not limited to poor attendance, mobility/transfer issues, discipline problems, family-related issues, and/or health-related issues. Classroom instruction is delivered through scientifically based researched best practices that translate into observable, effective instructional strategies to improve student achievement. These instructional strategies include effective, research-based methods for the delivery of high-quality first instruction to *all* students as well as for students identified as needing AIS.

Services may start at any time but will commence no later than the semester following a determination of the need for support services. The services will be provided by qualified, appropriately certified staff. Depending upon the intensity of services required, scheduling options may include extra time during the regular school day, within class staffing that reduces student-teacher ratios (such as co-teaching or team teaching), before or after school sessions, and/or summer school. The intensity of such services may vary, but are designed to respond to student needs as indicated through State assessment results and/or our district approved procedure which is consistent throughout the district at each building. The AIS teacher will set goals with the identified students based on assessment results.

Students eligible for academic intervention services, including those with disabilities and/or limited English proficiency, are:

- those who scored below the designated performance levels on the elementary, intermediate, and commencement-level State assessments;
- those at risk of not meeting State standards as indicated through district-approved procedures, including those K-3 students who lack literacy and numeracy readiness; and
- those who the Child Study Team and/or AIS Review Team recommend for services
- Limited English Proficiency (LEP) students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets

Academic intervention services are not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation. They are only required in English language arts, mathematics, social studies and science.

DISTRICT-WIDE IDENTIFICATION PROCEDURES

The Auburn Enlarged City School District will use the following assessment tools to identify students in need of academic intervention:

GRADE	ASSESSMENT
K-2	Dial 3 Fox In The Box DIBELS Curriculum Based Assessments District Math Assessment SSTEP screening assessment
3-8	DIBELS Curriculum Based Assessments SSTEP screening assessment, Grades 3,4 NYSED State Assessments in ELA and Math Social Studies Assessment at grade 5,8 Science Assessment at grade 4,8 NYSED State Assessments in ELA and Math Social Studies Assessment at grade 5,8 Science Assessment at grade 4,8
9-12	Regents' Examinations or Regents Competency Tests

Additionally, at all grade levels, local multiple assessments and measures of student progress will be used to determine student need for academic intervention. Examples of such assessments include, but are not limited to the following: student projects or portfolios, samples of student writing, writing folders, classroom performance, student records, including attendance information, teacher observation and recommendation, etc. Baseline measures for entry and exit will be established for the students. Service must begin the semester immediately following identification of need.

Eligibility Criteria: The following criteria will be used throughout the district to identify students eligible to receive academic intervention services. Each Child Study Team or AIS Review team, which may consist of AIS teacher, classroom teacher, guidance, and administrator, will determine the appropriate service and intensity based upon a thorough review of each individual case.

English Language Arts

Grades K-8:

In Grades K-2, students are eligible for Academic Intervention Services who score at or below district-defined benchmarks on the Dial-3, Fox In The Box Assessments, DIBELS, Curriculum Based Assessments, SSTEP screening assessments and/or the locally developed math assessment. These assessments will be used to identify early numeracy and literacy/reading readiness and in determining which students lack such readiness. Students who are eligible for academic intervention services in Grades 3-8 score below the state designated performance level on any of the state assessments administered or are at risk of being retained as determined by the AIS Review Team prior to midyear.

Additionally, other available multiple assessment measures may be used to determine eligibility for academic intervention services, including, but not limited to: other diagnostic instruments, early reading assessments/literacy profiles, portfolios, student performances or demonstrations, other assessments of content, skills, concepts and knowledge, examples of classroom performance, report card grades, student records (such as attendance, discipline, etc) and recommendations from other relevant school staff.

ELA

Grades K-2

- Fox in A Box
 - Based on teacher recommendations if a student performs at less than grade level mastery

As examples,

 - Kindergarten students who do not benchmark in any area receive AIS
 - Students in Grade 1 who do not benchmark in four or more areas or are one level below grade level receive AIS
 - Students in Grade 2 who do not benchmark in three or more areas or are one level below grade level receive AIS
- DIBELS – if a student is assessed at risk he/she would receive intensive AIS, direct AIS contact time or if found to be at some risk, the AIS provided will be strategic, meaning that the child may be recommended for direct AIS contact time by teacher if room in AIS schedule; otherwise AIS delivered in classroom
- Curriculum Based Assessment – if a student is assessed at risk he/she would receive intensive AIS, direct AIS contact time or if found to be at some risk, the AIS provided will be strategic, meaning that the child may be recommended for direct AIS contact time by teacher if room in AIS schedule; otherwise AIS delivered in classroom

Grades 3-8

- NYS Assessment in ELA - All students that fall below 650 on the NYS grade-level assessment will receive AIS. The intensity of services will be determined through multiple measures. Those students found to be at the highest risk for not achieving the standard will receive direct contact time with the AIS teacher. If the student is found to be at some risk, AIS will be strategic, meaning that the child may be recommended for direct AIS contact time by teacher if room in the AIS teacher schedule, otherwise AIS is delivered in the classroom.
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- Curriculum Based Assessment – If a student is assessed at risk he/she would receive intensive AIS, direct AIS contact time or if found to be at some risk, the AIS provided will be strategic, meaning that the child may be recommended for direct AIS contact time by teacher if room in AIS schedule; otherwise AIS delivered in classroom

Mathematics

Grades K-2

- District-wide math assessment given in June for the following grade levels:
- K –Part 1 of assessment, a score of 70 or below, student qualifies for AIS
Part 2 of assessment – a score of 13 or below (of 18 items), student qualifies for AIS
- Grade 1- A score of 65 or below, student would receive AIS, student qualifies for AIS
- Grade 2 – A score of 28 or below on district grade level assessment, student qualifies for AIS

Grades 3-8

NYS Assessment in Math - All students that fall below 650 on the NYS grade-level assessment will receive AIS. The intensity of services will be determined through multiple measures. Those students found to be at the highest risk for not achieving the standard will receive direct contact time with the AIS teacher. If the student is found to be at some risk, AIS will be strategic, meaning that the child may be recommended for direct AIS contact time by teacher if room in the AIS teacher schedule, otherwise AIS is delivered in the classroom.

Science

Grades 4-8

NYS Assessment in Science

- A score below 65, student qualifies for AIS delivered in the classroom

Social Studies

Grades 5-8

NYS Assessment in Social Studies

- A score below 65, student qualifies for AIS delivered in the classroom

ELA, Mathematics, Science, Social Studies

Grades 9-12:

Students are eligible for academic intervention services if they score below the state designated performance level on any of the intermediate state assessments, or any LEP/ELL student who does not meet the annual CR Part 154 performance standard. Also, any student who scores below the district-approved passing grade on any Regents examination required for graduation in English language arts, mathematics, social studies or science is eligible to receive academic intervention services. Additionally, other available multiple assessment measures may be used to determine eligibility for academic intervention services, including, but not limited to: other diagnostic instruments, reading assessments/literacy profiles, portfolios, student performances or demonstrations, other assessments of content skills, concepts and knowledge, examples of classroom performance, report card grades, student records (such as attendance, discipline, etc) and recommendations from other relevant school staff. Those students deemed at risk of not meeting the state standards as indicated by review of the multiple assessment measures noted above also will be eligible for academic intervention services. The AIS services for these at-risk students would be provided prior to the Regents exam to ensure that the student will successfully meet the standard when s/he takes the assessment.

The district-approved passing grade on required Regents examinations is 55% for a local diploma, 65% for a Regents diploma.

SERVICES TO BE PROVIDED

The range of academic and support services to be provided may include, but are not limited to those listed below.

Academic Service	Responsibility
Goal setting based on individual student assessment results	Classroom teacher, AIS teacher, other support staff
Monitor student progress	Classroom teacher
Change instructional practice	Classroom teacher, AIS teacher
Use of co-teaching model	Classroom teacher, AIS teacher, Special Education teacher
Computer-assisted instruction	Classroom teacher, AIS teacher
After school help	Classroom teacher, AIS teacher
Tutoring/Mentoring	Classroom teacher
Increasing lab time	School Counselor, Classroom teacher, AIS teacher
Within day support	School Counselor, Classroom teacher, AIS teacher
Push-in AIS	School Counselor, Classroom teacher, AIS teacher
Pull-out AIS	School Counselor, Classroom teacher, AIS teacher
Summer School	School Counselor, Classroom teacher, AIS teacher
Parent Notification	Administration, School Counselor, Teachers
Parental Involvement	Parent/Guardian, Administration, School Counselor, Teacher
Parenting Skills	Administration, Outside Community Agencies (EPIC), School Counselor
Monitor Attendance/Tardiness	Health Office, Administration, School Counselor, Parent
Adopt-A-Student	Administration, School Counselor, Teachers
Academic Mentoring	Administration, School Counselor, Teachers, Selected students
Counseling/Support Groups, ex. MOST	School Counselor
Community Agencies on Campus, ex. Y-Pals, Resiliency Project	Administration, School Counselor

OFFERING ACADEMIC INTERVENTION SERVICES

Academic intervention services may be offered before school, during school hours, after school hours and during the summer.

DISTRICT-WIDE EXIT PROCEDURES

Periodic review of student progress is required. If a student scores at a proficient level on a district or state assessment, the student will no longer be mandated for services. An exit letter will be sent to the parents. If during the school year, the teacher determines that the student is meeting, or is likely to meet district-wide exit criteria, the following factors will be considered:

1. After a timed period of service (minimum of one semester for students who score a Level 1, one quarter for students scoring Level 2 or successful completion of a summer school program) students are *eligible* to be exited from Academic Intervention Services (AIS) if they have met the following requirements:
 - a. Recommendation from AIS and classroom/course teacher
 - b. Classroom/course average of 70% or higher for the marking period
 - c. Acceptable performance on a district-approved Academic Intervention Service Assessment

PARENTAL NOTIFICATION AND INVOLVEMENT

Parental notification and involvement will be in accordance with Subdivision (ee) of Section 100.2 of the Regulations of the Commissioner of Education. This regulation requires notification of commencement of academic intervention services, notification of the ending of academic intervention services and ongoing communication with parents or persons in parental relation. At a minimum, the district will communicate with parents on an annual basis as follows:

Parental Notification at Beginning of Services

Notification in writing (translated when appropriate) of beginning services, including:

Summary of services

- Frequency of service
- Services provided
- Reason(s) for AIS, such as NYSED mandate for students who score below the state-set benchmarks

Parental Notification of Ending Services

Notification in writing (translated when appropriate) of ending services, including:

- Criteria for ending services
- Current performance levels of student
- Assessments used in determining student's level of performance

Ongoing Communication With Parents - will include, at a minimum:

- Quarterly report cards denoting student progress, providing baseline and program completion data. The teacher that is primarily responsible for the child's AIS instruction will develop this report. If this is the classroom teacher, s/he will forward the report to the AIS teacher at that level, content area. This is necessary to provide a consistent collection of student data. The AIS teacher will send out to the parent.
- Parent/Teacher conference, e-mail, written, and/or phone contact(s) between teacher/parent as needed
- Suggestions for working with the student at home

Notification letter for students receiving direct services

September 2008

Dear Parents or Guardians,

The New York State Education Department requires schools to provide Academic Intervention Services (AIS) to students who may need support to reach the New York State Standards. Based on _____ performance on the New York State and/or district assessments and/or classroom performance, s/he has been identified as a student mandated for such support.

Academic Intervention Services information for your child

Content area(s)	Instructor's Name AIS/Classroom teacher

Your child's academic progress will be monitored on a regular basis and you will receive periodic updates.

We are looking forward to working with your child as we continue to encourage his/her growth toward meeting the learning standards. If you have any questions regarding this letter, please feel free to contact my office.

Sincerely,

Academic Intervention Teacher

Multiple purpose service letter for students (to be sent in June)

Dear Parents or Guardians,

During the current school year _____
received Academic Intervention Services (AIS) in _____.
Contact informing you of your child's progress has been made through a variety of means, such
as quarterly reports, phone and/or e-mail contact, and parent meetings.

Based on NYSED Assessment scores and/or classroom achievement, your son/daughter will

_____ continue receiving Academic Intervention Services in the new school year.

_____ exit Academic Intervention Services and no longer receive formal services and support.

_____ be re-evaluated in the fall and a decision made about continuing support and enrollment in
Academic Intervention Services.

In whatever setting, we look forward to working with your child as we continue to encourage
his/her growth toward meeting the learning standards. If you have any questions regarding this
letter, please feel free to contact my office.

Sincerely,

Academic Intervention Teacher

Continuation of services letter for students (to be sent in June)

Dear Parents or Guardians,

During the current school year _____
received Academic Intervention Services (AIS) in _____.
Contact informing you of your child's progress has been made through a variety of means, such
as quarterly reports, phone and/or e-mail contact, and parent meetings. Your child has not yet
meet the criteria to exit AIS and will need continued support to reach the standard in this content
area. Your son/daughter will continue to receive AIS services in the upcoming school year.

We look forward to working with your child as we continue to encourage his/her growth toward
meeting the learning standards. If you have any questions regarding this letter, please feel free to
contact my office.

Sincerely,

Academic Intervention Teacher

Exit letter for mandated students

June 30, 2009

Dear Parents or Guardians,

Your child has demonstrated that s/he has made appropriate progress towards the standards in _____ . As a result, Academic Intervention Services will be discontinued.

If you have any questions regarding this letter, please feel free to contact me at _____ .

Sincerely,

Academic Intervention Teacher