

# **Academic Intervention Services**

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## **Plan**

**Grades K-12**  
**Webutuck Central School**  
**District**  
**2014-2016**

Board of Education Approval Date: \_\_\_\_\_

# ACADEMIC INTERVENTION SERVICE PLAN

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# ACADEMIC INTERVENTION SERVICE PLAN

## SECTION I

### **INTRODUCTION**

New York State Regulations of the Commissioner of Education, Section 100:

Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Social Studies, and Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed the designated performance levels on State assessments.

Every school district in New York State is required to provide Academic Intervention Services (AIS) to students who are struggling to meet state standards in the areas of English Language Arts (ELA), Math, Science and Social Studies. These services will include additional instruction which supplements the instruction provided in the general education curriculum and/or student support services, both intended to assist students in meeting the State learning standards.

Academic Intervention Services (AIS) are available to students with disabilities on the same basis as non-disabled students provided that such services will be implemented in a way that is consistent with the student's individualized education plan. Additionally, students who are English Language Learners, who do not achieve the annual designated performance standards as stipulated in the CR Part 154, are eligible for Academic Intervention Services.

Services are provided to students in English Language Arts and mathematics in grades K-12 and Social Studies and Science in grades 6-12. Eligibility and range of services will be determined by state assessment data and district criteria. Parent notification is a requirement of the Academic Intervention Plan. Parents will be notified when a student qualifies for services, requires a change in services, or qualifies to exit from services. Letters to parents will come directly from the building principal.

## SECTION II

### **PROCESS USED TO DETERMINE AIS ELIGIBILITY**

#### **Grades K-12**

In grades where no state assessments are given (K-3), students may be considered for AIS if they are determined to be at risk of not meeting State Standards, according to criteria established by the district. The district procedures will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state. The following local criteria will be used in determining eligibility. The teacher of record will complete an *Elementary/ Secondary AIS Referral Form* and give it to their building principal.

#### **CATEGORY 1**

Kindergarten Screening (Dial 4)  
Developmental Reading Assessment  
Stanford Diagnostic Tests in Reading or Math  
Northwest Evaluation Assessments (NWEA)  
NYS ELA/ Math Assessments  
Regents Exams  
Teacher created assessments

#### **CATEGORY 2**

Running records  
Analysis of student work samples  
Classroom performance  
Report card grades  
Behavior  
Attendance  
Sudden changes in performance  
Social/emotional indicators  
Health concerns  
Recommendation by classroom teacher, staff or parent

#### **Grades 4-8**

Students in Grades 4-8 will be eligible for AIS if they score below proficiency on State Assessments in ELA and Mathematics. A student who scores below proficiency on a State Assessment shall be eligible for AIS if one Category 1 indicator or two Category 2 indicators are present.

## **Grades 9-12**

Students in grade 9 will be eligible for AIS if they score below Designated Performance Level (3) on State Assessments in ELA, Mathematics, or Science in Grade 8. Students in grades 9-12 who fail a Regents exam will be eligible for AIS in the subject area in which they failed.

### **SECTION III**

#### **COMPONENTS OF AIS**

The two components of AIS include additional instruction and student support. Additional instruction is supplemental to regular classroom instruction. This can be achieved through extra time for focused instruction, additional strategies, differentiated instruction, modified assignments, and/or increasing student-teacher contact time. Frequent progress monitoring will be an integral part of additional instruction. Student Support includes the supports needed to address barriers to improving academic performance, such as improved attendance, counseling, and study skills. These needs will be determined after root cause analysis by the Instructional Support Team.

### **SECTION IV**

#### **ACADEMIC AND SUPPORT SERVICES PROVIDED BY THE DISTRICT**

The Webutuck Central School District will provide Academic Intervention Services (AIS) in the areas of academic deficiencies. Decisions related to the frequency, intensity, duration, and method of service will be based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work in collaboration in making appropriate educational decisions for all students. Intervention can be provided in a regular classroom by utilizing a push-in model of intervention. In some instances, a pull-out model may be necessary in order to provide a more intense level of service. Student progress is evaluated throughout the year based on class performance and formal assessments. A three-tiered response to intervention shall be in place to allow for flexibility in meeting the needs of students with varying levels of deficiency. Based on data regarding the student's performance, each student will be identified as needing low, medium or high levels of support. In addition to the level of support, a specific area of concern within a subject will be identified for each student and addressed by AIS. (See appendix for further explanation of subject area concerns.)

**Webutuck Central School District Academic Intervention Services (AIS) Plan**  
**Grades K-12**

<b>Level of Service Continuum</b>	<b>Entrance Screening (two or more indicators)</b>	<b>AIS Support (may include the following)</b>	<b>Exit Screening (two or more indicators)</b>
<b><i>Least Intensive</i></b> (Classroom based instructional strategies) RTI Tier I	Two or more Category-2 indicators  All level 2's will be evaluated for service at this level	Proactive stage, precursor to services:  In-class, whole group support  Differentiated instruction  In-class small group instruction (Literacy circles)  Classroom teacher monitored behavior plans	<b>To exit AIS or move to monitoring:</b>  Significant decrease in evidence of risk factors  Teacher recommendation with data to support  NWEA
<b><i>Moderately Intensive</i></b> (Classroom based instructional strategies) RTI Tier II	Mid 2 on NYS ELA or math assessment  Evidence of need based on Category 1 indicators  Four or more Category 2 indicators  All level 2's will be evaluated for service at this level	Reading and/or math support provided by teacher and/or teaching assistant (for 30 to 60 minutes per week)  Small group pull-out/push-in instruction  Co-teaching  Moderate student support services	<b>To move to least intensive proficiency on state assessments:</b>  Score at benchmark level on Tier 1 measures  Teacher recommendation with data to support  NWEA – met RIT score  Proficiency on state assessment
<b><i>Most Intensive</i></b> RTI Tier III	Below proficiency on NYS ELA or math assessment  Evidence of need based on Category 1 indicators  Four or more Category 2 indicators	Reading and/or math support provided by teacher and/or teaching assistant for (45-90 minutes per week)  Small group or individualized instruction  Intensive student support services  School-based individual counseling	<b>To move to moderately intensive:</b>  Meets criteria for Tier II services  Mid level 2 or above on state assessments  Teacher recommendation with data to support

## **SECTION V**

### **PLAN FOR PARENTAL CONTACT AND INVOLVEMENT**

#### **Procedures for Parent Notification**

The principal or designee will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student.

Parents will also be kept apprised of their child's progress through written reports, parent conferences and/or consultations, and will be given suggestions for working with the student at home. The teacher providing or overseeing AIS services to the student will be responsible for the above-required communications with parents.

Other communications to parents may include:

- Behavior logs
- Internet access for homework assignments
- Parent conferences
- Report Card Night

When AIS is discontinued, the parent will be notified in writing by their child's teacher that the services will be ending. The notification will include the criteria for ending services.

## **SECTION VI**

### **PROVISION FOR MANAGEMENT AND COORDINATION OF SERVICES**

#### **Data Analysis**

Student data from state and local assessment instruments will be reviewed regularly by IST. Current and longitudinal data will also be analyzed to determine academic needs and inform instruction.

#### **Process and Timeline**

Academic Intervention Services may start any time, but must begin no later than the beginning of the semester following a determination that a student needs such services.

Monitoring of student progress is ongoing. The IST and or AIS provider is responsible for monitoring the progress of the students in the building. Appropriate instruction is to be delivered to all students in the general education class by qualified personnel.

At the **Elementary Level, IST** may include all or some of the staff represented below:

Special Education Teacher  
General Education Teacher  
AIS Teacher  
ESL Teacher  
Administrator  
OT/PT  
Speech Therapist  
Social Worker  
Psychologist  
Reading Specialist

At the **Secondary Level RTI Teams** may include same as above with the addition of the student's

Teaching Assistant  
Service Provider related to the student's learning challenge  
Parent of Student  
Guidance Counselor

## **SECTION VII**

### **RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT AND WORK PLAN**

- Present district AIS mission, goals, and procedures at faculty meetings
- Staff Development on Response to Intervention, Root Cause Analysis, and research based methodology and materials
- Continue curriculum mapping including, horizontal and vertical alignment
- Establish specific members and protocol for IST Team by building
- AIS staff meeting at the beginning of each school year to cover required documentation, district protocol, and instructional requirements
- Regular audits of:
  - AIS Instructional Planning
  - Individual Student Folders
  - RTIM



# Appendix

Webutuck Central School District  
194 Haight Road • PO Box 405  
Amenia, NY 12501  
(845) 373-4123

**Elementary AIS Referral Form**

Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Subject Area: (please check) \_\_\_\_\_ ELA and/ or \_\_\_\_\_ Math

Reason for referral: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Strengths: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Academic Skills or behaviors impeding student learning: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What interventions have been tried to date? (Mark S for successful, U for unsuccessful, leave blank if not tried)

_____ Material modification	_____ Preferential seating
_____ Testing Mods	_____ Allow extra time
_____ Different setting	_____ Individual Instruction
_____ Cooperative Learning	_____ Behavior Program
_____ Small Group Instruction	_____ Consult with nurse (hearing, vision, medication)
_____ Parental Contact	_____ Other (specify below)

Please explain other interventions attempted: (if applicable) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pertinent Test Scores: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** Please include three samples of student work

Webutuck Central School District  
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**Secondary AIS Referral Form**

Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Subject Area: (please check) \_\_\_\_\_ ELA and/ or \_\_\_\_\_ Math

Reason for referral: \_\_\_\_\_

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Student's Strengths: \_\_\_\_\_

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Academic Skills or behaviors impeding student learning: \_\_\_\_\_

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What interventions have been tried to date? (Mark S for successful, U for unsuccessful, leave blank if not tried)

- |                               |  |
|-------------------------------|--|
| _____ Material modification   | _____ Preferential seating                             |
| _____ Testing Mods            | _____ Allow extra time                                 |
| _____ Different setting       | _____ Individual Instruction                           |
| _____ Cooperative Learning    | _____ Behavior Program                                 |
| _____ Small Group Instruction | _____ Consult with nurse (hearing, vision, medication) |
| _____ Parental Contact        | _____ Other (specify below)                            |

Please explain other interventions attempted: (if applicable) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pertinent Test Scores: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** Please include three samples of student work



Amenia, NY 12501  
(845) 373-4123

## **Academic Intervention Services Progress Report**

April 19, 2012

Dear Parent:

The New York State Education Department has mandated that school districts provide Intervention Services to students who are at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science and Social Studies.

As a result of previous assessments, your child was identified to be at risk and has been receiving intervention services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Webutuck Central School District  
194 Haight Road • PO Box 405  
Amenia, NY 12501  
(845) 373-4123

## **Academic Intervention Services**

April 19, 2012

Re:

Dear Parent:

The New York State Education Department has mandated that school districts provide Response to Intervention (RTI) to students who are at risk of not achieving the New York State Learning Standards. Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

As a result of periodic reviews and assessments at various grade levels, it has been determined that your child has been identified as a student at risk of not achieving the standards. Attached is a summary report of the additional services scheduled to be provided.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other support staff. The school personnel will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the need for continued services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,



Webutuck Central School District  
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(845) 373-4123

## **Notice of Discontinuation of Intervention Services**

April 19, 2012

Re:

Dear Parent:

As a result of previous assessments or reviews, your child was identified to be at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science or Social Studies, and has been receiving intervention services.

I am pleased to report that your child has made sufficient progress and is no longer at risk of not achieving the New York State Learning Standards. As a result all Intervention Services are scheduled to be discontinued.

Please be advised that your child's progress will continue to be monitored at various grade levels to meet the expected learning standards.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,