

WAPPINGERS CENTRAL SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES PLAN

Revised March 2010

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.

New York State regulations mandate that school districts identify students who have not achieved or are in danger of failing to achieve state standards or district benchmarks. School districts are required to provide supplemental academic help in addition to a student's general education or special education program. The following at-risk factors should be considered in determining the root cause of academic failure and used to develop Academic Intervention Plans: health, attendance, family and social issues, mobility, emotional or adjustment issues, etc.

Eligible students must receive Academic Intervention Services (AIS) for a minimum of one semester. Students must also meet state and grade level standards as measured by state or standardized testing in order to discontinue Academic Intervention Services.

Eligibility Determination:

Grades K-2

Are not meeting district benchmarks

Grades 3-8

Have not met (or are at risk of failing to meet) the standards measured by the State Assessments in grades 3-8

Grades 9-12

Fail (or are in jeopardy of failing) any of the Regents examinations that are necessary for high school graduation

DEFINITION OF ACADEMIC INTERVENTION SERVICES

- ***Additional*** instruction that ***supplements*** the general and special education curriculum; and/or,
- Student support services (ex. speech, counseling, OT/PT, etc.) needed to assist students in meeting the New York State learning standards.

Academic Intervention Services are mandated for ***any*** student meeting the eligibility criteria above, including classified students, non-classified students, and English Language Learners.

Academic Intervention Services will be provided in the following areas and grade levels and follow the RTI model using a 3 t-tier system:

- English Language Arts K-12
- Mathematics K-12
- Social Studies 5-12
- Science 4 -12

ELIGIBILITY FOR ACADEMIC INTERVENTION SERVICES

The Regulations of the Commissioner of Education require a ***supplemental*** program of instruction for students who score below certain benchmarks on State mandated tests. In addition, school districts must develop district procedures, using multiple measures, to identify students who are at risk of not achieving the State learning standards in the four content areas in grades where no state tests are administered and scheduled.

IDENTIFICATION OF STUDENTS FOR ACADEMIC INTERVENTION SERVICES

State regulations mandate AIS for students who do not meet state standards on NYS Assessments given in grades 3-8. In addition, multiple sources of evidence are used as criteria for the identification of additional students who may need academic intervention services and in determining the intensity of services for each student receiving AIS at the elementary, middle and high school levels.

ELEMENTARY (K-5):

District Measures:

- Kindergarten Screening
- Benchmark Writing Assessments
- Developmental Reading Assessment
- Running records
- Math Quarterly Assessments
- Grade Point Averages
- Qualitative Reading Inventory
- DIBELS

State Measures:

- Grades 3-5 Math and ELA Assessments

- Grade 5 Social Studies Assessment

MIDDLE LEVEL (6-8):

District Measures:

- Grade Point Average
- Math Quarterly Assessments
- Qualitative Reading Inventory
- DIBELS

State Measures:

- Grade 6-8 Math and ELA State Assessments
- Grade 8 Social Studies and Science State Assessments

HIGH SCHOOL (9-12):

District Measures:

- Stanford Diagnostic Reading Test
- Writing Portfolio
- Grade Point Average

State Measures:

- Regents Exams

INTENSITY OF SERVICES

The level of service will be based on individual student needs. **Students must be scheduled for AIS before being scheduled into any elective courses:**

Levels of Services:

- Alternative education placement
- One-on-one teacher assistance outside the classroom
- Small group instruction
- Co-teaching with content specialist
- Support staff services (ex. speech, counseling, OT/PT)
- Academic Labs or “Project” Classes
- Regents review classes
- Learning centers
- In-class teacher assistance (“progress monitoring”)

Frequency of Services:

- One to six times in each six-day cycle depending on individual student need.
- From 15 to 120 minutes per session.

Levels of Services by Grade Level:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Alternative Educational Placement	x	x	x	x	x	x	x	x	x	x	x	x	x
One-on-one in pull-out sessions	x	x	x	x	x	x	x						
Small group instruction in pull-out sessions	x	x	x	x	x	x	x	x	x				
Progress monitoring	x	x	x	x	x	x	x	x	x	x	x	x	x
Co-teaching with content specialist	x	x	x	x	x	x	x	x	x	x	x	x	x
Support staff services (speech, counseling, OT/PT)	x	x	x	x	x	x	x	x	x	x	x	x	x
Academic Labs/Additional time on task								x	x	x	x	x	x
Regents Review Classes										x	x	x	x
Learning Centers										x	x	x	x

	ENTRANCE CRITERIA (ANY OR ALL)	EXIT CRITERIA (ANY OR ALL)
Kdg.	Kindergarten Screening indicates deficiencies DIBELS scores in Intensive Intervention range on one or more subtests Poor concept of print/letter sound recognition	On grade level in reading and math concepts DIBELS scores in average range
Grade 1	Level 1 or below on DRA 2 Guided Reading Level A (Fountas & Pinnell) DIBELS scores in Intensive Intervention range on one or more subtests	Level 4 or above on DRA 2 Guided Reading Level H (Fountas & Pinnell) DIBELS scores in average range
Grade 2	Level 14 or below on DRA 2 Guided Reading Level H (Fountas & Pinnell) DIBELS scores in Intensive Intervention range on one or more subtests	Level 18 or above on DRA 2 Guided Reading Level J (Fountas & Pinnell) DIBELS scores in average range
Grade 3	Level 20 or below on DRA 2 Guided Reading Level K (Fountas & Pinnell) DIBELS scores in Intensive Intervention range on one or more subtests	Level 28 or above on DRA 2 Guided Reading Level M (Fountas & Pinnell) DIBELS scores in average range
Grade 4	Level 30 or below on DRA 2 Guided Reading Level N (Fountas & Pinnell) Level 2 or below on NYS Assessments DIBELS scores in Intensive Intervention range on one or more subtests	Level 38 or above on DRA 2 Guided Reading Level P (Fountas & Pinnell) Level 3 or above on NYS Assessments DIBELS scores in average range
Grade 5	Level 40 or below on DRA 2 Guided Reading Level Q/R (Fountas & Pinnell) Level 2 or below on NYS Assessments DIBELS scores in Intensive Intervention range on one or more subtests	Level 44 or above on DRA 2 Guided Reading Level T (Fountas & Pinnell) Level 3 or above on NYS Assessments DIBELS scores in average range
Grade 6	Level 44 or below on DRA 2 Guided Reading Level T (Fountas & Pinnell) Level 2 or below on NYS Assessments DIBELS scores in Intensive Intervention range on one or more subtests	Level 50 or above on DRA 2 Guided Reading Level V (Fountas & Pinnell) Level 3 or above on NYS Assessments DIBELS scores in average range
Grade 7	Level 6 or below on Qualitative Reading Inventory (QRI) Level 2 or below on NYS Assessments DIBELS scores in Intensive Intervention range on one or more subtests	Level 7 or above on Qualitative Reading Inventory (QRI) Level 3 or above on NYS Assessments DIBELS scores in average range
Grade 8	Level 7 or below on Qualitative Reading Inventory (QRI) Level 2 or below on NYS Assessments DIBELS scores in Intensive Intervention range on one or more subtests	Level 8 or above on Qualitative Reading Inventory (QRI) Level 3 or above on NYS Assessments
Grade 9	Level 2 or below on NYS Assessments in 8 th Grade Class grade point average below 70 with LIT recommendation DIBELS scores in Intensive Intervention range on one or more subtests	Passing scores on Regents Exams Class grade point average above 70 for the year
Grade 10	Class grades below 70 with LIT recommendation Grade below 65 on NYS Regents Exam in previous year DIBELS scores in Intensive Intervention range on one or more subtests	Passing scores on Regents Exams Class grade point average above 70 for the year
Grade 11	Class grades below 70 with LIT recommendation Grade below 65 on NYS Regents Exam in previous year DIBELS scores in Intensive Intervention range on one or more subtests	Passing scores on Regents Exams Class grade point average above 70 for the year
Grade 12	Class grades below 70 with LIT recommendation Grade below 65 on NYS Regents Exam in previous year DIBELS scores in Intensive Intervention range on one or more subtests	Passing scores on Regents Exams Class grade point average above 70 for the year

DISTRICT DEVELOPED PROCESS AND PROCEDURES

1. An “Academic Intervention Plan” will be developed for individual students by building administrators, guidance counselors, teachers, and/or curriculum coordinators. This Plan will address the individual needs of the student based on prior academic performance and/or his/her at-risk factors (see “Introduction”).
2. Academic Intervention Services will begin no later than the commencement of the school semester immediately following identification.
3. AIS required for more than one subject will be combined where appropriate.
4. AIS at the high school level will be for credit.
5. Academic Intervention Services will be delivered by a certified teacher, or by a teaching assistant under the direct supervision of a certified teacher.
6. Documentation of the services provided to students will be kept by the AIS teacher and reported to the Assistant Superintendent for Administration at the end of each year.
7. Quarterly reports documenting student progress will be sent to parents/guardians by the AIS teacher.

PARENTAL NOTIFICATION AND INVOLVEMENT

The parents or guardians of the student will be notified in writing* by the principal of the building and/or the appropriate coordinator that the student will be receiving academic intervention services. This notification letter will include:

- Summary of the Academic Intervention Services to be provided
- The reason the student required the service
- The consequences of not achieving the designated performance levels

The parents or guardians of the student will be notified in writing* by the principal of the building and/or the appropriate coordinator that the student’s academic intervention services will be discontinued. This notification letter will include:

- Criteria for ending the services
- The performance level obtained on district selected assessments

The parents or guardians of the student will be provided with on-going communication that may include but not be limited to:

- Consultation with the student's regular classroom teacher and/or AIS teacher (ex. e-mail, parent-teacher conferences, telephone conversations, and written communications).
- Quarterly AIS Progress Reports* will be sent home.
- Parent workshops
- Teacher website

* Notifications and progress reports must be provided in the native language of the parents or guardians.

SAMPLE ENTRANCE LETTER:

**Wappingers Central School District
167 Myers Corners Road
Wappingers Falls, NY 12590
845-298-5000**

Need For Academic Intervention Services

March 04, 2010

Parent/Guardian of STUDENT NAME
ADDRESS
Wappingers Falls, NY 12590

Re: STUDENT NAME

Dear Parent/Guardian of STUDENT NAME,

The New York State Education Department has mandated that school districts provide Academic Intervention Services to students who are at risk of not achieving the New York State Learning Standards. Academic 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 continued need of 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,

Principal

**Wappingers Central School District
167 Myers Corners Road
Wappingers Falls, NY 12590
845-298-5000**

Summary of Academic Intervention Services - All Years

Intervention Status - Active

Student Information

Name:	Birth Date:	ID#:	Gender: Male
Address: ADDRESS Wappingers Falls, NY 12590			Home #: (845) 555-5555
Guardian: NAME	Relation: Father		Grade: 2
Guardian: NAME	Relation: Mother		Work#: (845) 555-5555
			Work#: (845) 555-5555

School Year - 2009-2010

1. Academic Intervention or Support Service Information: School: Sheafe Road Elementary School Grade: 02

<u>Intervention</u>	<u>Status</u>	<u>Start Date</u>	<u>End Date</u>	<u>Mode</u>	<u>Freq. Period</u>	<u>Duration</u>	<u>Provider</u>
ELA Instruction	Active	10/19/2009		Large Group	6 6 day cycle	30 minutes	Marino, Kristen

<u>Tier Level</u>	<u>Instruction/Support Program</u>
Tier 2	ELA Instruction

Reason For Service

The student does not meet DRA benchmark level
Student has difficulty with phonics skills.

Consequence of Not Achieving

If an elementary school student does not achieve the expected performance level in English/Language Arts, Math, Science or Social Studies, the student may not possess the basic skills necessary to succeed in school.

Intervention Curriculum

Foundations Double Dose

2. Academic Intervention or Support Service Information: School: Sheafe Road Elementary School Grade: 02

<u>Intervention</u>	<u>Status</u>	<u>Start Date</u>	<u>End Date</u>	<u>Mode</u>	<u>Freq. Period</u>	<u>Duration</u>	<u>Provider</u>
ELA Instruction	Active	09/16/2009	10/12/2009	Individual	3	6 day cycle	15 minutes Marino, Kristen

<u>Tier Level</u>	<u>Instruction/Support Program</u>
Tier 2	ELA Instruction

Reason For Service

The student does not meet DRA benchmark level

Consequence of Not Achieving

If an elementary school student does not achieve the expected performance level in English/Language Arts, Math, Science or Social Studies, the student may not possess the basic skills necessary to succeed in school.

3. Academic Intervention or Support Service Information: School: Sheafe Road Elementary School Grade: 02

<u>Intervention</u>	<u>Status</u>	<u>Start Date</u>	<u>End Date</u>	<u>Mode</u>	<u>Freq. Period</u>	<u>Duration</u>	<u>Provider</u>
ELA Instruction	Active	09/09/2009		Small Group	3	6 day cycle	30 minutes Marino, Kristen

<u>Tier Level</u>	<u>Instruction/Support Program</u>
Tier 2	ELA Instruction

Reason For Service

The LIT process has indicated that the student is at risk for not achieving proficiency levels based upon student records including current report card grades.

Consequence of Not Achieving

If an elementary school student does not achieve the expected performance level in English/Language Arts, Math, Science or Social Studies, the student may not possess the basic skills necessary to succeed in school.

SAMPLE PROGRESS REPORT:

Progress Report of Academic Intervention Services - 2009-2010

STUDENT NAME
Intervention Status - Active

School Year: 2009-2010

1. Intervention Service: ELA Instruction Status: Active

Progress Report Name: Quarter 1
Date: 11/09/2009
Provider: Marino, Kristen
Progress Notes: STUDENT receives 30 minutes of large group phonics instruction daily. We have been reviewing short vowel sounds, digraphs, and glued sounds. STUDENT has demonstrated understanding of these concepts in isolation, but is not yet independently applying them to reading and writing.

Progress Report Name: Quarter 2
Date: 01/26/2010
Provider: Marino, Kristen
Progress Notes: STUDENT has been learning about long vowel sounds and spellings as well as how to read and write multisyllabic words accurately. He has difficulty focusing and remaining on task in a large group. We have been reinforcing his phonics skills in a small group setting where he can more easily attend to his work.

School Year: 2009-2010

2. Intervention Service: ELA Instruction Status: Active

Progress Report Name: Quarter 1
Date: 11/09/2009
Provider: Marino, Kristen

Progress Notes: STUDENT received individual reading instruction every other day for 15 minutes during the first month of school. During this time his reading level progressed from a level E to a level G. Youssef's independent reading level remains below grade level standards.

School Year: 2009-2010

3. Intervention Service: ELA Instruction **Status: Active**

Progress Report Name: Quarter 1
Date: 11/08/2009
Provider: Marino, Kristen
Progress Notes: We have been working to improve STUDENT's understanding of letter sound relationships. He demonstrates understanding of these concepts in isolation, but does not yet apply them independently. STUDENT's reading level is below grade level at this time. Please encourage him to read aloud to an adult daily.

Progress Report Name: Quarter 2
Date: 01/26/2010
Provider: Marino, Kristen
Progress Notes: STUDENT is making good, consistent progress in reading. He can read a large number of sight words quickly and accurately. He is beginning to apply the phonics skills he's learning to reading and writing.

SAMPLE EXIT LETTER:

**Wappingers Central School District
167 Myers Corners Road
Suite 200
Wappingers Falls, NY 12590
845-298-5000**

Notice for Discontinuance of Academic Intervention Services

December 5, 2011

Parent/Guardian of STUDENT
ADDRESS
Wappingers Falls, NY 12590

Re: STUDENT

Dear Parent/Guardian of STUDENT:

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 academic 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 Academic 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,

Principal

AIS Committee Members 2010:

Michael Anderson	Administrator, WJH
Dana Brown	ELA K-8 Coordinator
Jennifer Cox	Parent
Karen May	Teacher, VW
Deanna Olmo	Teacher, EV
Katy Rodriguez	Teacher, RCK
Angelina Alvarez-Rooney	Administrator, OG
Dr. Cheryl Thomas	COS
Gail Wehmann	Administrator, MC