

# Island Trees School District



## Academic Intervention Services Plan 2015-2016 School Year

### **Mission Statement:**

The Island Trees School District believes that all students should be afforded the opportunity to grow as individuals while aspiring to attain the greatest level of personal, academic, and social success. Our goal is to help each student develop both creative and analytical thinking skills in order to become an independent learner and effective problem solver. The mission of the district is to educate students in the values, skills and essential knowledge necessary to be informed and responsible citizens, become lifelong learners and take the next steps in their education, careers and lives in our diverse society. The district provides opportunities for excellence and success for all students.

### **Definition:**

Academic Services (AIS) are defined as additional instructional support and services which supplement the instruction provided in the general curriculum. AIS are direct services intended to assist students who are identified as being at risk of not meeting the NYS learning standards in English Language Arts, mathematics, social studies, and science. These services will vary in intensity based on the student's needs as measured by state assessments and multiple measures.

### **Process:**

The district has the following supportive mechanisms in place to assist children in meeting NYS standards in the targeted subjects. In grades K-8, these programs can be "push-in" or "pull-out" in nature – or both.

- K-12 - Supportive reading and language arts
- K-12 - Supportive mathematics
- K-12 - Psychological and counseling services
- 9-12 - Social work services
- K-12 - Attendance services
- K-12 - Health services
- K-12 - ENL/ELL services (note 2)
- K-12 - Special Education services
- 7-12 - Co-teaching in English, math, science, and social studies
- 3-8 - Before and After School AIS services in ELA and Math  
(note 3)

### **Monitoring, Evaluation & Biennial Review:**

Monitoring student progress is an on-going process. Each building principal is responsible for the supervision of this process to ensure that students who do not make adequate progress each year are scheduled for academic intervention in a timely and sufficient manner. If it is determined that a student needs AIS, the building principal will send a letter home to notify the parents (*sample letter at the end of this document*). School personnel will maintain ongoing communication with parents of students receiving AIS services in order to share information about ways in which parents can help to support their children. Parents will also be notified in writing of the termination of AIS services.

### **Student Identification:**

In keeping with the Commissioner's Regulations, Section 100.2 (ee), requiring school districts to provide AIS services to students who score below the state designated performance levels and/or who are in need of support to meet the Common Core State Standards, Island Trees has appropriate plans in place. All students who scored below the state designated performance level will be provided with AIS services within the school day. In addition, students who met the state designated performance level but are still in need of additional support as indicated through other measures will also be offered AIS services within the school day. All students scoring a Level 2 and receiving a scale score above the state designated performance levels will be closely progress monitored.

The child study team, which may be identified differently in each building, may be utilized to assist the principal in the determination of appropriate services. This team will meet regularly to monitor the progress of students who were designated Level 1 or 2 on the last NYS assessment in each subject area. It will make recommendations for the initiation, frequency, intensity, and termination of service. Such plans are subject to approval and implementation by the building principal.

This team will meet at least annually to monitor the progress of students who were designated as level 2 on the latest NYS assessment in each subject area. Recommendations appropriate to such students' progress shall be made and reviewed by the principal.

The district plan for intervention services shall be reviewed every two years.

# ACADEMIC INTERVENTION PLAN SUMMARY 2015-2016

## Academic Service Guidelines:

Once initiated, A.I.S. will continue from grade-to-grade until exit criteria are met and confirmed. (see note 1)

<b>Grade Level</b>	<b>Assessment Instruments</b>	<b>AIS Indicators</b>	<b>Types of A.I.S. Services Available</b>	<b>Exit Criteria (Team Must Confirm)</b>
<b>Kindergarten</b>	Classroom teacher assessment Service Provider Assessment DIAL-4 DIBELS NYSESLAT *GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance "potential delay" Below average "below benchmark" "below proficiency" 35 <sup>th</sup> percentile or below	Supportive Reading Supportive Math Counseling Health Evaluation Small group class instruction	Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments) DIBELS NYSESLAT
*Optional in Kindergarten				
<b>1<sup>st</sup> Grade</b>	New entrant screening Classroom teacher assessment using uniform assessment of readiness skills Service Provider Assessment DIBELS NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance "below benchmark" "below proficiency" 35 <sup>th</sup> percentile or below 35 <sup>th</sup> percentile or below	Supportive Reading Supportive Math Counseling Health Evaluation Small group class instruction	Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments) Reading Achievement 36 <sup>th</sup> percentile or above DIBELS NYSESLAT
<b>2<sup>nd</sup> Grade</b>	New entrant screening Classroom teacher assessment Service Provider assessment In View: Cognitive Ability Test NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)  DIBELS	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance I.Q. test (group administered) "below proficiency" 35 <sup>th</sup> percentile or below  35 <sup>th</sup> percentile or below Below benchmark	Supportive Reading Supportive Math Counseling Health Evaluation	Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments) Reading Achievement 36 <sup>th</sup> percentile or above NYSESLAT DIBELS

<b>Grade Level</b>	<b>Assessment Instruments</b>	<b>AIS Indicators</b>	<b>Types of A.I.S. Services Available</b>	<b>Exit Criteria (Team Must Confirm)</b>
<b>3<sup>rd</sup> Grade</b>	New entrant screening Classroom teacher assessment Service Provider assessment NYSESLAT Gates McGinitie Reading Assessment GMADE/GRADE (Reading, Math) DIBELS, MAZE	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance "below proficiency" 35 <sup>th</sup> percentile or below 35 <sup>th</sup> percentile or below Below benchmark	Supportive Reading Supportive Math Psychologist Evaluation Counseling Health Evaluation Before School support	Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments) Reading Achievement 36 <sup>th</sup> percentile or above NYSESLAT
<b>4<sup>th</sup> Grade</b>	New entrant screening Classroom teacher assessment Service Provider assessment NYS Grade 3 tests: ELA, Math Practice Assessment: ELA, Math, Science NYSESLAT Gates McGinitie Reading Assessment GMADE/GRADE (Reading, Math) DIBELS, MAZE	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments "below proficiency" 35 <sup>th</sup> percentile or below 35 <sup>th</sup> percentile or below Below benchmark	Supportive Reading Supportive Math Before School Support Psychologist evaluation Counseling Health Evaluation	Classroom teacher assessment of on-level performance (including but not limited to trimester grades, classroom assignments, classroom assessments) NYSESLAT Reading Achievement 36 <sup>th</sup> percentile or above Grade 4 NYS ELA performance Level 3 or above Grade 4 NYS Math performance Level 3 or above
<b>5<sup>th</sup> Grade</b>	New entrant screening Classroom teacher assessment Service Provider assessment NYS Grade 4 tests: ELA, Math, Science Benchmark Assessments NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments "below proficiency" 35 <sup>th</sup> percentile or below 35 <sup>th</sup> percentile or below Below benchmark	Supportive Reading Supportive Math Before/After School Support Extra-help Psychologist evaluation Counseling Health Evaluation	Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid-terms, finals) NYS Math Test performance Level 3 or above NYS ELA Test performance Level 3 or above Reading Achievement 36 <sup>th</sup> percentile or above
<b>6<sup>th</sup> Grade</b>	New entrant screening Classroom teacher assessment Service Provider assessment NYS Grade 5 tests: ELA, Math In-view Cognitive Ability test NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments "below proficiency" 35 <sup>th</sup> percentile or below 35 <sup>th</sup> percentile or below Below trajectory	Supportive Reading Supportive Math Before/After School Support Extra-help Psychologist evaluation Counseling Health Evaluation	Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid-terms, finals) NYS Math Test performance Level 3 or above NYS ELA Test performance Level 3 or above Reading Achievement 36 <sup>th</sup> percentile or above

	<b>Assessment Instruments</b>	<b>AIS Indicators</b>	<b>Types of A.I.S. Services Available</b>	<b>Exit Criteria (Team Must Confirm)</b>
<b>7<sup>th</sup> Grade</b>	New entrant screening  Classroom teacher assessment  Service Provider assessment  NYS Grade 6 tests: ELA, Math NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments  Below proficiency 35 <sup>th</sup> percentile or below  35 <sup>th</sup> percentile or below	Reading/Writing Workshop Skills Math Skills Before and after School Support Extra-help Psychologist evaluation Counseling Health Evaluation	Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid-terms, finals) NYS Math Test performance Level 3 or above NYS ELA Test performance Level 3 or above Reading Achievement 36 <sup>th</sup> percentile or above NYSESLAT
<b>8<sup>th</sup> Grade</b>	New entrant screening Classroom teacher assessment  Service Provider assessment  NYS Grade 7 tests: ELA, Math NYSESLAT Gates McGinitie Reading Assessment GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments  Below proficiency 35 <sup>th</sup> percentile or below  35 <sup>th</sup> percentile or below	Reading/Writing Workshop Skills Math Skills Before and after School Support Extra-help Psychologist evaluation Counseling Health Evaluation	NYSESLAT Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid-terms, finals) NYS performance Level 3 or above on NYS Math, Science Social Studies, ELA Reading Achievement 36 <sup>th</sup> percentile or above NYSESLAT
<b>9-12<sup>th</sup> Grade</b>	New entrant screening Classroom teacher assessment  Service Provider assessment  NYS Grade 8 tests: ELA, Math, Science Regents NYSESLAT Benchmark Assessments GRADE/GMADE (Reading, Math)	Teachers' assessment of sub-level performance Teachers' assessment of sub-level performance Scores of 1 or 2 in NYS Assessments Below proficiency 35 <sup>th</sup> percentile or below	Extended-time Math Extra-help Psychologist evaluation Counseling Health Evaluation	Classroom teacher assessments of on-level performance (including but not limited to quarterly grades, quarterly exams, mid-terms, finals) Passes required Regents: Math Global History US History Science English Reading Achievement 36 <sup>th</sup> percentile or above NYSESLAT

\*Grades 7-12 co-taught academic classes

**NOTES:**

1. In addition to providing AIS services to students who scored below proficiency on state assessments, AIS is also provided for students in need. Use of other assessment instruments will determine level of AIS services. In absence of state assessments, a combination of AIS indicators will be reviewed to determine AIS services.
2. Grades 4-12 – Schools shall provide academic intervention services when students are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure, to be at risk of not achieving State Standards in English language arts, math, social studies, and/or science.
3. While we recognize mandated AIS services must be provided during the school day, we have included other opportunities for AIS help.

SAMPLE LETTER:

**Island Trees Memorial Middle School  
45 Wantagh Ave. South  
Levittown, NY 11756**

*Need for Academic Intervention Services (5-8)*

October 31, 2013

Parent/Guardian of

Dear Parent/Guardian of

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 or the New York State Mathematics Assessment. 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 in the area of **Mathematics**.

In order to provide your child with the necessary skills and support to be more successful in achieving the expected learning standards, your child will receive the services and/or support from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, or other support staff. The grouping of students and instructors responsible for direct teaching may vary throughout the year as needs change. Your child's progress will continue to be monitored to determine the continued need of services and you will receive quarterly reports.

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

