

Academic Intervention Services

Union Springs Central School
239 Cayuga Street
Union Springs, NY 13160

District Plan
September 2022 – August 2023

Union Springs Central School Academic Intervention Services

Mission Statement

The Union Springs Central School District is an organized body (composed of students, parents, staff, and community members) that nurtures all learning and recognizes individual differences in a challenging environment. ALL MEMBERS positively and respectfully encourage one another to succeed, inspiring pride in accomplishments. With everyone ultimately responsible for his or her life-long learning and behavior, the pursuit of excellence is our mission.

Introduction

The Union Springs Central School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the New York State Department of Education Commissioner's Regulations which states that school districts are required to provide instructional and student support services to help students achieve learning standards. AIS is intended to help those 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 designated performance levels on state assessments.

New York State Education Department Regulations Definition

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.

<http://www.p12.nysed.gov/part100/pages/1001.html#g>

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| Level 1 | Students performing at this level are well below proficient in standards for their grade. |
| Level 2 | Students performing at this level are below proficient in standards for their grade. |
| Level 3 | Students performing at this level are proficient in standards for their grade. |
| Level 4 | Students performing at this level excel in standards for their grade. |

All students who score at Levels 1, and some students at Level 2, are eligible to receive Academic Intervention Services according to NYSED scale scores. The services for a particular student should vary in intensity based on the student's needs as measured by multiple measures and other information about the student's performance

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

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Intensity of Services

The intensity of services may vary, but must be designed to respond to student needs as indicated through multiple measures (standardized exams, classroom based assessments, recommendations) and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Frequency of services will be based on the level of intensity of services and Instruction Support Team recommendation.

Some options may include:

High Intensity Needs:

- Pull-out Math services
- Pull-out Reading services
- Leveled Literacy Intervention – Daily instruction
- Reading Recovery
- 1:1 Support in Science

Moderate Intensity Needs:

- Pull-out/Push-in Reading services
- Pull-out/Push-in Math services
- Leveled Literacy Intervention
- Small Group Science Intervention

Low Intensity Needs:

- Progress Monitoring
- Balanced Literacy Instruction
- Fountas & Pinnell – guided reading instruction
- Math fluency drills and sprints
- Additional time for Science Instruction

The following information is included in this Academic Intervention Services plan:

- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress

As per New York State Education Department Regulations, the plan will be revised every two years.

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Eligibility Criteria

Specific circumstances may qualify a student for Academic Intervention Services:

- Students who score below the designated performance levels (Level 1 or Level 2 unless otherwise indicated by NYSED) on elementary, intermediate and commencement-level New York State assessments in English Language Arts, Mathematics, and Science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures.

In addition, the District will use *multiple measures* to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:

- Performance on New York State assessments
- Performance on teacher assessments
- Classroom performance
- Report card grades
- Observation and anecdotal records
- Diagnostic testing
- Progress monitoring

Special Education

Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students to the extent that it does not interfere with regular classroom instruction and when the remediation is not present in other academic settings. Academic Intervention Services will be provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

Exit Criteria

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or proficiency in classroom performance and when the student meets the requirements outlined in this document.

Description of Services

The following services may include but are not limited to:

- Extra period(s)/time during the regular school day
- Within-class staff that reduces student-teacher ratio

All Academic Intervention Services are provided by certified, highly-qualified staff.

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Parental Notification and Involvement

Parents/Guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students.

The parent/guardian will be notified, in writing, by the building principal that the student requires Academic Intervention Services.

This commencement notification will include:

- The reason the student requires such services;
- A summary of the services to be provided; and
- The consequences of not achieving the expected performance levels.

When services are to be discontinued, the parent/guardian of the student will be notified, in writing, by the building principal. This notice will:

- Include the criteria used for terminating the service;
- Indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents *may not* refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

Monitoring Student Progress

At a minimum, the school will provide parents/guardians with the following:

- Reports on the student's progress at least once each quarter by mail, telephone, telecommunications, or other means;
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing Academic Intervention Services, at least once per semester during the regular school year;
- Information on ways to work with their child to improve achievement;
- Information related to student achievement in the subject area for which the student is receiving Academic Intervention Services.

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Academic Intervention Services
Instructional Support
Grades 1-5

	Assessment Instrument	Minimum Entry Criteria <i>**unless otherwise directed by NYSED **</i>	Range of Services May Include:	Minimum Exit Criteria <i>**unless otherwise directed by NYSED **</i>
English Language Arts	<ul style="list-style-type: none"> • NYS ELA assessment • Teacher reports • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average • New entrant screening • Diagnostic screening • STAR • Phonics screener 	<ul style="list-style-type: none"> • Level 1 or 2 on the NYS ELA Assessment (Scale score as per current State requirements) • Classroom Based Assessments • F&P Benchmark Levels • STAR Assessment • Phonics screener 	<ul style="list-style-type: none"> • In-class flexible grouping • Reading support services • Reduced teacher/student ratio • Parent outreach/education • Technological Supports • Small group pull out 	<ul style="list-style-type: none"> • Level 3 or above on the NYS ELA assessment (may qualify for exit based on student scale score as per State requirement) • Progress monitoring in class • Grade level benchmarking • STAR • Focus skills mastered
Mathematics	<ul style="list-style-type: none"> • NYS Math assessment • Teacher reports • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average • New entrant screening • Diagnostic Screening • STAR 	<ul style="list-style-type: none"> • Level 1 or 2 on the NYS Math Assessment (Scale score as per current State requirements) • Classroom Based Assessments • Report Card grade • STAR 	<ul style="list-style-type: none"> • In-class flexible grouping • Reading support services • Reduced teacher/student ratio • Parent outreach/education • Technological Supports 	<ul style="list-style-type: none"> • Level 3 or above on the NYS MATH assessment (may qualify for exit based on student scale score as per State requirement) • Report card grade • Grade level benchmarking • Progress monitoring • Grade level STAR benchmark
Science	<ul style="list-style-type: none"> • NYS Science assessment • Teacher reports • Classroom assessments • Work samples • Student records-report card grades 	<ul style="list-style-type: none"> • Level 1 or 2 on the NYS Science Assessment • Student Work Samples 	<ul style="list-style-type: none"> • In-class flexible grouping • Technological Supports 	<ul style="list-style-type: none"> • Level 3 or above on the NYS Science assessment • Progress monitoring in class • Student Performance

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Academic Intervention Services
Instructional Support
Grades 6-8

	Assessment Instrument	Minimum Entry Criteria <i>**unless otherwise directed by NYSED **</i>	Range of Services May Include:	Minimum Exit Criteria <i>**unless otherwise directed by NYSED **</i>
English Language Arts	<ul style="list-style-type: none"> • NYS ELA assessment • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average • New entrant screening • Diagnostic screening • STAR 	<ul style="list-style-type: none"> • Levels below NYSED scale scores on the NYS ELA assessment • Classroom Based Assessments • Student Work Samples • Report card • STAR Assessment 	<ul style="list-style-type: none"> • Differentiated instructional strategies • In-class flexible grouping • Reading support services • Extra help • After school support services • Parent outreach/education 	<ul style="list-style-type: none"> • Levels above NYSED scale scores on the NYS ELA assessment • Progress monitoring in class • Grade Level Benchmarking • STAR Assessment
Mathematics	<ul style="list-style-type: none"> • NYS Math assessment • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average • New entrant screening • STAR 	<ul style="list-style-type: none"> • Levels below NYSED scale scores on the NYS Math assessment • Classroom Based Assessments • Final Average • STAR Assessment 	<ul style="list-style-type: none"> • Differentiated instructional strategies • In-class flexible grouping • Additional instructional support services • Extra help • After school support services • Parent outreach/education • Technological Supports 	<ul style="list-style-type: none"> • Levels above NYSED scale scores on the NYS Math assessment • Progress monitoring in class • Grade Level Benchmarking
Science	<ul style="list-style-type: none"> • NYS Science assessment • Classroom assessments • Work samples • Student records-report card grades and final average 	<ul style="list-style-type: none"> • Levels below NYSED scale scores on the NYS Science assessment • Classroom Based Assessments • Final Average 	<ul style="list-style-type: none"> • In-class flexible grouping • ELA Integration • Parent outreach/education • Homework help • Extra Help • Technological Supports 	<ul style="list-style-type: none"> • Levels above NYSED scale scores on the NYS Science assessment • Progress monitoring in class • Grade Level Benchmarking

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Academic Intervention Services
Instructional Support
Grades 9-12

	Assessment Instrument	Minimum Entry Criteria <i>**unless otherwise directed by NYSED **</i>	Range of Services May Include:	Minimum Exit Criteria <i>**unless otherwise directed by NYSED **</i>
English Language Arts	<ul style="list-style-type: none"> • NYS ELA assessment • Teacher reports • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average • Diagnostic screening 	<ul style="list-style-type: none"> • Levels 1 and 2 on the NYS ELA Assessment • Teacher recommendation • Mid-term grades (below 70 English and/or Social Studies) • STAR assessment 	<ul style="list-style-type: none"> • In-class flexible grouping • Extra help • Parent outreach/education • Regents review • Credit Recovery Model • National Honor Society peer tutoring • Reading class • Additional instructional time 	<ul style="list-style-type: none"> • Pass Regents exam • Reading assessment showing grade level achievement • Progress monitoring in class • Achieve grade of 85 or better in both English and Social Studies
Mathematics	<ul style="list-style-type: none"> • NYS Math assessment • Teacher reports • Classroom &/or program-based assessments and performance • Work samples • Student records-report card grades and final average 	<ul style="list-style-type: none"> • Level 1 or 2 on the NYS Math assessment • Teacher recommendation • Grade below 65% on Algebra 1 Regents 	<ul style="list-style-type: none"> • In-class flexible grouping • Math Lab • Additional instructional support services • Regents review • Extra help • After school support services • Parent outreach/education • National Honor Society peer tutoring • Extended Algebra Course • Individual and Small group instruction 	<ul style="list-style-type: none"> • Level 3 or above on the NYS Math assessment and/or • Passing grade above 65% on Algebra 1 Regents • Progress monitoring in class • Teacher recommendation
Science	<ul style="list-style-type: none"> • NYS Science assessment • Teacher reports • Classroom assessments • Work samples • Student records-report card grades and final average • Lab completion 	<ul style="list-style-type: none"> • Level 1 or 2 on a NYS Science assessment • Teacher recommendation 	<ul style="list-style-type: none"> • In-class flexible grouping • ELA Integration • Regents review • Extra help • Parent outreach/education • National Honor Society peer tutoring • Extended Living Environment Course 	<ul style="list-style-type: none"> • Passing grade on Regents required for graduation • Progress monitoring in class • Teacher recommendation
Social Studies	<ul style="list-style-type: none"> • NYS Global and U.S. History assessments • Teacher Reports • Classroom assessments • Work Samples • Students grades 	<ul style="list-style-type: none"> • Teacher recommendation • Low performance on local assessments or previous Social Studies State assessments. 	<ul style="list-style-type: none"> • In class focused groupings • Extra Help with staff • NHS Peer tutoring • Parent Outreach • Regents Prep • Individual and small group instruction 	<ul style="list-style-type: none"> • Passing grade on the appropriate Regents Exam • Teacher Recommendation • Progress Monitoring in class

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Academic Intervention Services
Behavioral & Attendance Support

	Assessment Instrument	Minimum Entry Criteria	Range of Services May Include:	Minimum Exit Criteria
Attendance	<ul style="list-style-type: none"> • SchoolTool • Daily/Period Attendance • Chronic Absentee Report 	<ul style="list-style-type: none"> • 5+ days of absence • Teacher Referral 	<ul style="list-style-type: none"> • Parental outreach and education • School Counselor • F.A.S.T. • Detention/Extended Detention • Removal Academic Privileges • Individual Counseling • Tutor 	<ul style="list-style-type: none"> • Attendance Improves • Student exhibits regular, on time attendance
Academic Behaviors*	<ul style="list-style-type: none"> • Teacher Reports • Grades & Classwork Samples • Class Observations • Report Cards • Behavior Referrals/SchoolTool • BIP/FBA • BIT/SST 	<ul style="list-style-type: none"> • Academic Ineligibility • Class Failures • Teacher Referral • Student Performance 	<ul style="list-style-type: none"> • AIS • Adult Support • Support Labs • Behavior Contract • School Counselor Intervention • Classroom Supports • BIT/SST Interventions • Grade level team interventions 	<ul style="list-style-type: none"> • Meeting Individual Academic Expectations • Demonstrating Substantial Improvement
Social-Emotional Behaviors	<ul style="list-style-type: none"> • SchoolTool Discipline Referrals • Teacher Observation • Peer Reports • Counseling • BIT/SST • Counselor Observation 	<ul style="list-style-type: none"> • Self-Harm Behaviors • A danger to self or others • Exhibiting non-age appropriate behaviors • Self-regulation deficits • Identity development 	<ul style="list-style-type: none"> • Counseling • Adult Support • Parent Outreach & Education • Referral to outside agencies • F.A.S.T. • Wrap-around classroom supports • Small groups • PBIS • Positivity Project 	<ul style="list-style-type: none"> • Improvement in social interactions

*May include any of the listed items

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Definition of Terms

Academic Intervention Program

A program designed to give additional support to students who are at-risk of not meeting the New York State standards.

Student Support Team/Building Intervention Team

The team may be comprised of administrators, teachers, the school psychologist, a guidance counselor, and relevant support personnel. A student is recommended to the team by the teachers, counselors, administrators and support personnel. The primary function is to identify remediation strategies and make instructional recommendations to be used in the classroom setting. Classified students can also be recommended to the team to discuss further modification to their academic program. The team may suggest further testing at this meeting.

New York State Education Department Regulations Definition

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