

# **Fonda-Fultonville Central School**

## **Academic Intervention Services Plan**

**2006 – 2008**

**Approved by the FFCS Board of Education**

**June 27, 2006**

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## I. INTRODUCTION

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. School districts are required to provide academic intervention services to students who score below the State designated performance level on State assessments, and/or who are at risk of not achieving the State learning standards. The description of the academic intervention services (AIS plan) offered in grades K-12 must be reviewed and revised every two years.

## II. DISTRICT- WIDE

### A. Academic Intervention Services

Academic intervention services (AIS) are provided in English Language Arts and Math for students in grades K-12, and in Social Studies and Science for students in grades 4-12. AIS in more than one standards area can be combined where appropriate. These services are provided within the ten-month school year during the regular school day. AIS include two components:

- 1) Additional instruction that supplements regular classroom instruction (Intensity of services may include varying the duration and/or the degree of individualization based on needs.)
- 2) Student support services needed to address barriers to improved academic performance
  - Such barriers may include, but are not limited to: attendance problems, discipline problems, health-related issues, or family-related issues. Interventions to address barriers to student progress may include study skills, school guidance and counseling, services to improve attendance, or coordination of services provided by other agencies.
  - Student support services are provided without an instructional component only if a student already meeting state standards exhibits behaviors that put him/her at risk of not meeting State learning standards in the future.

Monitoring student progress would be an appropriate student support service for some students who score below the State designated performance level on State assessments (upper range of level 2). When indicators on other multiple sources show relatively little risk of not meeting State learning standards, additional instruction may not be needed. Regular progress checks, further assessment, and adjusting instruction would be appropriate academic support services.

Criteria reviewed to determine the need for, or the discontinuation of AIS may include, but would not be limited to:

- Teacher observation
- Teacher recommendation
- Academic progress
- State assessment scores
- Local assessment scores
- Diagnostic assessment scores
- Parent recommendation

AIS may be discontinued when performance indicates that a student has met, or is likely to meet the State designated performance level on the next State assessment through achievement on district-selected criteria. Student performance levels should demonstrate achievement of State learning standards.

## **B. Relationship of AIS to Special Education**

AIS must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities.

Accommodations or modifications indicated on a student's IEP must be provided when AIS are delivered. AIS are provided in addition to, and must not replace special education services.

## **C. Relationship of AIS to CR Part 154 for LEP/ELL Students**

AIS for limited English proficient (LEP)/English language learners (ELL) must be supplementary and "in addition to" and must not replace the bilingual and freestanding ESL instructional program requirements under CR Part 154 services.

## **D. Procedures for Parent Notification and Involvement**

Written notification of the addition or discontinuation of AIS services must be provided in English to parents. Opportunities for ongoing communication with parents must also be included. Translation to a parent's native language as well as accommodations for parents with different modes of communication will be provided as the need arises.

In the event that a parent objects to having his/her child receive AIS, the district should share evidence of the student need for AIS and assure the parent of appropriate placement for AIS. Placement in educational programs during the regular school day remains the responsibility of the school district.

- 1) Notification of commencement of AIS must include:
  - A summary of the AIS services to be provided
  - The reason the student needs such services
  - Consequences of not achieving expected performance levels
- 2) Notification of discontinuation of AIS services must include:
  - Criteria for ending AIS services
  - Performance levels obtained on district-selected assessments
- 3) Ongoing communication with parents of students receiving AIS shall include:
  - An opportunity to consult with the student's regular classroom teacher and AIS teacher at least once per semester
  - One AIS progress report per quarter
  - Information on ways to work with the student and educators to improve achievement and monitor student progress
- 4) Opportunities for ongoing communication may include, but would not be limited to:
  - Annual building open house
  - Parent conferences as needed or requested
  - Quarterly written progress reports
  - Information shared at CSE/CST meetings

## **E. Documentation of Student Progress**

Student information recorded:

- State assessment data
- District measures/sources of evidence used to document student progress
- District measures/sources of evidence used to determine when student progress warrants discontinuation of AIS

Each student will have a folder maintained by the AIS teacher which will contain:

- A copy the AIS description for parents
- A copy of parent notification of services added or discontinued
- Pre/post test data for Reading and Math
- Log sheets including service dates and concept focus
- Quarterly AIS progress reports
- Notes from communication with parents
- Evidence to document student progress including state or local assessment measures used across the grade level, benchmark assessments, core program assessments, unit tests, midterm exams, 3 writing samples used across the grade level for ELA

## **F. Professional Development Plan**

Student performance on State and local assessments will be examined to determine achievement of State learning standards. The AIS department along with administrators will review the data and make recommendations for planning professional development activities (PDP.CSPD). The goal will be to provide teachers with necessary tools for provision of effective instruction needed to assist students in achieving the State learning standards.

### III. ELEMENTARY SCHOOL

#### A. Assessment Measures and Criteria for Beginning AIS

Progress is reviewed at a Child Study meeting. Child study meeting request forms should be submitted to the building principal.

1) ELA assessment for new students:

| K      | 1      | 2                            | 3                            | 4                            |
|--------|--------|------------------------------|------------------------------|------------------------------|
| DIBELS | DIBELS | DIBELS                       | DIBELS                       | DIBELS                       |
| PPVT   | PPVT   | PPVT                         | PPVT                         | PPVT                         |
|        |        | Woodcock<br>Passage<br>Comp. | Woodcock<br>Passage<br>Comp. | Woodcock<br>Passage<br>Comp. |

2) Following Benchmark 1, kindergarten students at risk receive appropriate reading support. At the mid-year point, the following criteria are reviewed to identify students for AIS Reading:

- Teacher observation
- Teacher recommendation
- DIBELS Benchmarks 1 & 2
- Progress monitor scores
- PPVT
- Core program assessment
- Phonological Awareness Test
- Parent recommendation

2) In grades 1-4, ELA criteria reviewed may include, but would not be limited to:

- Teacher observation
- Teacher recommendation
- Terra Nova (25th-30th percentile or below)
  - 06/07 – grades 1, 2, 3
  - 07/08 – grades 1, 2
- DIBELS Benchmark assessments
- Progress monitor scores
- Core program assessment (65% or below)
- ELA Grade 3 State assessment (levels one or mid-two)
- Class average
- Diagnostic assessment score indicating risk of not achieving State learning standards
- Parent recommendation

Students at the intensive and strategic levels will be reviewed for AIS identification throughout the year. Grade 4 students scoring in the high-2 range on the Grade 3 ELA State assessment will be monitored by classroom teachers.

3) Grades K-4 Math criteria reviewed may include, but would not be limited to:

- Teacher observation
- Teacher recommendation
- Math Grade 3 State assessment (levels one or mid-two)
- Class average
- Test average
- Diagnostic assessment score indicating risk of not achieving State learning standards
- Parent recommendation

4) Criteria reviewed for Grade 4 Social Studies and Science may include, but would not be limited to:

- Teacher observation
- Teacher recommendation
- Class average
- Test average
- Progress indicating risk of not achieving State learning standards
- Parent recommendation

## **B. Types of AIS Provided**

AIS ELA, Math, Social Studies and Science services may include, but are not limited to:

- Push-in and/or pull-out 3 to 5 times per week
- One-on-one instruction 3 to 5 times per week
- Mini group instruction (2-4 students) 3 to 5 times per week
- Small group instruction (5-8 students) 3 to 5 times per week
- Large group instruction 3 to 5 times per week

## **C. Criteria for Ending AIS**

Determination to end ELA AIS services may include, but would not be limited to:

- Close to or at benchmark for assessments
- 3 successful progress monitoring scores
- Class average
- Core program assessment (80% or above)
- Classroom and/or AIS teacher observation
- Classroom and/or AIS teacher recommendation
- Parent recommendation

Determination to end Math, Social Studies and Science may include, but would not be limited to:

- Classroom and/or AIS teacher observation
- Classroom and/or AIS teacher recommendation
- Progress indicating achievement of the State learning standards
- Parent recommendation

\* The decision to discontinue AIS is made by the principal with recommendations from teachers and the AIS coordinator. The AIS teacher should submit a form to discontinue services.

## IV. MIDDLE SCHOOL

### A. Assessment Measures and Criteria for Beginning AIS

Progress review forms (including department checklists) should be submitted to the building principal.

Students scoring below the State designated performance level (one or mid-two) on a State assessment will be provided with AIS for 40 minutes every other day in a 6-day cycle.

State assessment criteria:

- Grade 4 ELA, Math, Science
- Grade 5 ELA, Math, Social Studies
- Grade 6 ELA, Math
- Grade 7 ELA, Math

District criteria reviewed for placement in AIS ELA, Science, and/or Social Studies may include, but would not be limited to:

- Core subject teacher recommendation
- AIS teacher recommendation
- Class average
- Class quiz/test average
- Local midterm or final exam grade
- Diagnostic assessment score indicating risk of not achieving State learning standards
- Parent recommendation

Students will be provided with AIS Math for 40 minutes every other day in a 6-day cycle if they meet 3 of the following criteria:

- Math teacher recommendation
- AIS teacher recommendation
- Quiz or test average below 75% for 15 weeks
- Class average below 75% for 15 weeks
- Local midterm or final exam score below 65%
- Diagnostic assessment score indicating risk of not achieving State learning standards
- Parent recommendation

AIS Math will be provided for 40 minutes every other day if the following criteria are met:

- Math teacher recommendation
- AIS teacher recommendation
- Class average below 70% for two consecutive school years

## **B. Types of AIS Provided**

Students receive AIS services an additional 40 minutes for a total of 3 days in a 6-day cycle. The service will be part of the student's schedule of classes. It will replace a study hall or extra-curricular activity and will not affect core classes whenever possible.

AIS ELA, Math, Social Studies and Science services may include, but are not limited to:

- Push-in and/or pull-out 3 to 5 times per week
- One-on-one instruction 3 to 5 times per week
- Small group instruction 3 to 5 times per week
- Large group instruction 3 to 5 times per week

## **C. Criteria for Ending AIS**

Criteria reviewed may include, but would not be limited to:

- Class average of 75% or above for two consecutive quarters
- Core subject teacher recommendation
- AIS teacher recommendation
- State assessment score above the designated reference point
- Diagnostic assessment level indicating achievement of State learning standards
- Parent recommendation

\* The decision to discontinue AIS is made by the principal with recommendations from teachers and the AIS coordinator. The AIS teacher submits a form to discontinue services.

## V. HIGH SCHOOL

### A. Assessment Measures and Criteria for Beginning AIS

Students scoring below the State designated performance level (one or mid-two) on the Grade 8 Math, ELA, Social Studies, or Science State assessments will be provided with AIS. AIS will also be provided for students scoring below the district-approved passing grade on any Regents examinations required for graduation in ELA, Math, Social Studies, or Science.

District criteria reviewed for AIS placement may include, but would not be limited to:

- Core subject teacher recommendation
- AIS teacher recommendation
- Guidance counselor recommendation
- Class average
- Class quiz/test average
- Local midterm or final exam grade
- Diagnostic assessment score indicating risk of not achieving State learning standards
- Parent recommendation

### B. Types of AIS Provided

Students receive AIS services an additional 40 minutes for a total of 3 days in a 6-day cycle. The service will be part of the student's schedule of classes. It will replace a study hall or elective and will not affect core classes whenever possible.

AIS ELA, Math, Social Studies and Science services may include, but are not limited to:

- Push-in and/or pull-out 3 to 5 times per week
- One-on-one instruction 3 to 5 times per week
- Small group instruction 3 to 5 times per week
- Large group instruction 3 to 5 times per week

### **C. Criteria for Ending AIS**

Criteria reviewed may include, but would not be limited to;

- Class average of 75% or above for two consecutive quarters
- Core subject teacher recommendation
- AIS teacher recommendation
- Guidance counselor recommendation
- State assessment score above the designated reference point
- District-approved passing grade on Regents exam
- Diagnostic assessment level indicating achievement of State learning standards
- Parent recommendation

\* The decision to discontinue AIS services is made by the AIS teacher, the guidance counselor, and the AIS coordinator. The AIS teacher submits a form to discontinue services.