

Whitney Point Central School District



*Academic
Intervention Plan
2018-2021*

Whitney Point Central Schools Mission Statement:

To provide an excellent education ensuring that all children maximize their potential, become contributing citizens, and pursue lifelong learning.

District Beliefs:

- All children possess unique qualities and come to school eager to learn and be successful.
- We respect all people within our community and treat them with dignity at all times.
- Learning is a partnership that includes school staff, parents, family and the community.
- Knowledge allows for critical thinking and effective decision-making.
- The community is well served by maximizing the use of available resources and by the responsible stewardship of assets.
- Purposeful and intentional change is a constant that leads to educational improvement and positive results.
- Compliance with state and federal regulations is critical to school district success.

District Vision:

- To be a community of excellence achieved through a commitment to HIGH performance, morale, and involvement

INTRODUCTION

In compliance with Commissioner's Regulations, all public school districts in New York State must submit an Academic Intervention Services (AIS) Plan to be approved by their Board of Education and every two years thereafter.

This plan was reviewed and revised with input from intervention teachers, pupil personnel services, and building principals.

The goal of our AIS/ RTI services is to help students achieve academic goals expected of the grade level Common Core and NYS standards. All instruction and intervention services are designed to ensure that all Whitney Point Students graduate college and career ready.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. 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 designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the students' individualized education plans.

Academic Intervention Services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction), e.g. remedial reading or AIS math.
- Student support services needed to address barriers to improved academic performance, e.g. guidance or social worker counseling services.

AIS will be provided to students in English Language Arts and mathematics in grades K-12 and social studies and science in grades 9-12.

MULTIPLE MEASURES FOR DETERMINATION OF AIS/RTI SERVICES

Grades K-2:

- Attendance information
- Report card grades
- Instructional Support Team recommendation
- Teacher recommendation(s)
- Fountas And Pinnell Benchmarking
- DIBELS
- Parent recommendation
- Benchmark assessment results

Grades 3-8:

- Attendance information
- Report card grades
- Teacher recommendation(s)
- State assessment results (ELA, Mathematics, Social Studies, Science)
- Counseling & Guidance input
- Parent recommendation
- Benchmark assessment results

Grades 9-12:

- Attendance information
- Report card grades
- Teacher recommendation(s)
- Regents examination results
- Counselor input
- Parent recommendation
- Benchmark assessment results
- State assessment results

Each year the elementary and intermediate State assessments will have four designated performance levels on each assessment. All students who score at Levels 1 and 2 are reviewed to assess the need for Academic Intervention Services. If a student needs services the services they should vary in intensity based on the student's needs as measured by a variety of measures of performance.

Students with the most intensive needs should receive more scheduled services, for a longer duration with individualized instruction. Students with less intensive needs (those in the upper range of level 2) might only receive student support services such as regular progress checks, additional assessments, and meetings with the classroom teacher to adjust instruction, if necessary.

To determine the level of intensity needed by any student who scores below the designated State performance level, districts are advised to review other measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and to determine AIS accordingly. (Multiple Measures)

Social- Emotional Support and Intervention	
Caryl E. Adams (CEA)	School psychologist, school social worker, speech
Tioughnioga Riverside Academy (4-8)	School counselor, school psychologist, social worker, speech,
High School (HS)	School counselor, shared psychologist and social worker.

Academic Interventions			
Building	*Minimal Intensity	Tier II	Intensity Tier III
C. E. Adams	Supplemental Instruction with Classroom Teacher	Leveled Literacy Intervention	Reading Recovery
		Literacy Intervention Teacher Services	Math Intervention Teacher
		Math Intervention Teacher	Literacy Intervention Teacher Services
TRA 4-5	Extended Day		
	Supplemental Instruction with Classroom Teacher	Literacy Intervention Small Group	Title I Reading (1-1 or 1-2)
TRA 6-8	Extended Day	Extended Day	Extended Day
		Reading / Writing Wkshp (every other day)	Reading/ Writing Workshop (every day)
		Math Support	Math Support
High School	Math Tutorial	Math Tutorial	Math Tutorial
		AIS Global 9 AIS Global 10 AIS US History	AIS Global 9 AIS Global 10 AIS US History
	Extended Day	Extended Day	Extended Day
	Peer Tutoring	English AIS	English AIS
			FAST Program

Entering Services

Parents/guardians will be notified, in writing by the building principal, of the need for intervention services. This notice will include the reason intervention services are needed, a summary of services to be provided, and the consequences of the student’s not reaching expected performance levels.

Exiting Services

Parents/guardians will be notified, in writing by the building principal, when intervention services are no longer needed. The notice will include information detailing what performance levels the student has reached.

Ongoing Communication

Parents/guardians will be communicated with throughout intervention service.

This communication will include:

- the opportunity to meet with the student's regular classroom teacher and other professional staff providing service, at least once per semester during the regular school year
- student progress reports (by mail, phone, or other means) at least once per quarter during the regular school year
- information on ways to work with their child to improve achievement; monitor their child's progress; and work with teachers to improve their child's achievement

Criteria for Exiting Intervention Service

Students will continue to receive Academic Intervention Services at the appropriate level of intensity until it is determined that the student has met established performance criteria, and has demonstrated the skills to be successful on state assessments through consideration of one or all of the following:

State assessment results

Teacher recommendation/classroom performance

Alternate assessment/benchmark deemed appropriate by the district

CEA Academic Intervention Services (Reading)

TIER ONE - Regular Classroom Instruction

- Explicit and systematic research-based instruction in the 5 essential elements (phonemic awareness, phonics, fluency, comprehension, vocabulary)
- Uninterrupted language arts block for a minimum of one hour.
- Differentiated instruction and re-teaching for all students (by level, learning style, interest, etc.)
- Students are assessed using universal screenings (RIP for K-3, DIBELS for K) and NYS exams (3rd grade), and teacher observation.
- Class assessment results are reviewed in grade level data huddles that will assist teachers in providing differentiated instruction.
- Students found to be at risk in one or more areas: The teacher will implement activities matched to instructional need(s). Teacher will document student(s) response to Tier I intervention; documentation can pertain to instructional group. Anecdotal notes will be kept on students that are struggling.
- Students at risk after 2-3 weeks of Tier I interventions will be considered for other Tier I interventions or for the next level of support (Tier II).
- Teacher will complete a checklist of Tier I interventions that were initiated prior to Tier II.

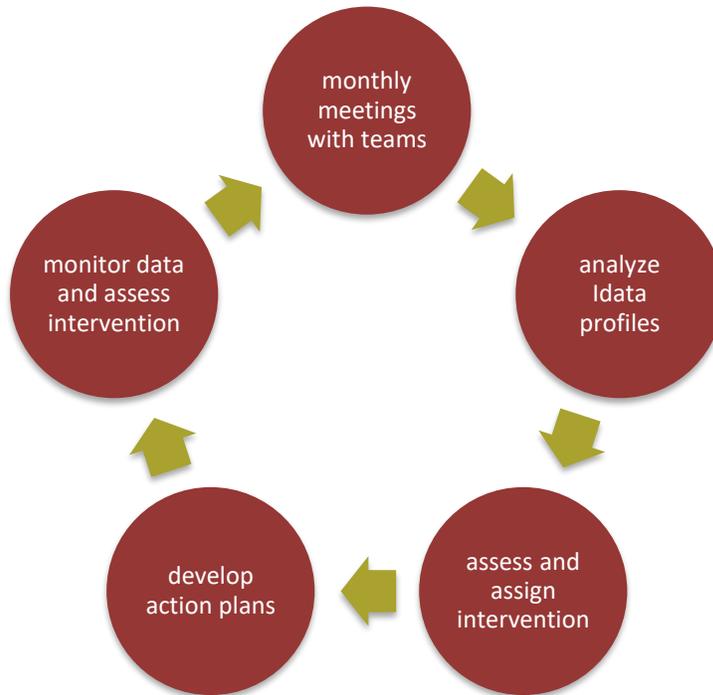
TIER TWO - Remedial Support with Small Group Instruction

- Non-responders to Tier I intervention move to this level.
- Students who are **2 levels below grade expectations** will participate in supplemental support in small group of 2 to 5 students, meeting daily (suggested) or every other day (minimum) for 15 to 30 minutes depending on grade level. This is in **ADDITION** to regular classroom instruction.
- Duration of support is 6 - 20 weeks depending on student's success at this level.
- Students continue with this support until grade level performance is achieved.
- Non-responders to this level of support are referred to IST. (Prior to IST referral, classroom teacher contacts the parent to share concerns and discuss the referral.
- IST will send a letter to the parent confirming the referral and the date the referral will be discussed.)
- IST sets **SMART (specific, measurable, attainable, realistic, tangible)** goals and creates an intervention plan to meet the identified goal. Tools to assess progress will be selected.
- Classroom teacher or AIS teacher conducts *individual progress monitoring of aforementioned goal every 2 weeks*. This data will be graphed.
- After obtaining 6 data points on the graph, progress will be reviewed by the IST. New recommendations will be made based on child's response to intervention. A follow up letter will be sent to the parents explaining new recommendations, along with the graph of the child's progress.
- Non-responders will move to Tier 3 with revised goals and intervention plan.

TIER THREE - Remedial Support through Individual Instruction

- Non-responders to Tier 2 interventions or students selected for Reading recovery (1st-grade only) move to this level.
- **Students who are among the lowest 15% as compared to the local grade level norms** are provided daily supplemental support in a group of 1-2 students for 15 to 30 minutes depending on grade level.
- Duration of support is 12 - 20 weeks depending on student's success at this level.
- The AIS or classroom teacher **monitors student progress 1 time per week** using specified assessment tool. Progress is graphed.
- Those students who are making progress continue with support until student progress indicates he/she can return to Tier 2 level of support or until grade level performance is achieved.
- After obtaining 6 data points on the graph, progress will be reviewed by the IST. New recommendations will be made based on child's response to intervention. A follow up letter will be sent to the parents explaining new recommendations, along with the graph of the child's progress.
- Students showing limited or no growth will have modifications made to the existing plan. **Progress monitoring will continue weekly for an additional 4 weeks.**
- Non-responders will be recommended for further academic evaluation. A follow up letter will be sent to the parents explaining new recommendations, along with the graph of the child's progress.

Whitney Point TRA
PPS Referral and Data Monitoring Process
2018-2021



- PPS- monitors at risk data profiles through ldata and from referrals from team teachers and administration
- Monthly meetings with each team- >>bring data profiles of each student of concern and discuss interventions and efficacy
- Monthly meetings with administration on high need students ->> analyze data profiles of each student of concern and discuss interventions and efficacy.
- Action Plans developed -

Teacher Referral
 Parent Referral
 Administration Referral
 Student Self-Referral
 Referral through data monitoring



Strategize with teachers and administration and PPS colleagues - analyze success of intervention -- plan for next steps

Make referrals to other resource agencies where appropriate

Family and Children's Social Worker, DSS Family Advocate
 Crime Victims Outreach Counselor or other agency services.

NYS Commissioner's Regulations

NYS Commissioner's Regulations on Academic Intervention Services

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards 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 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 the 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 student pursuant to section 4402 of the Education Law.

Amendment

Beginning in the 2016-17 school year, districts shall identify students to receive AIS through a twostep process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

NYS Commissioner's Regulations on Response to Intervention Services

A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:

- i. Appropriate instruction delivered to all students in the general education class by qualified personnel; appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;
- ii. Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
- iii. Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- iv. Repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;

The application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and

Eligibility Criteria for Academic Intervention Services in Grades 4-12

I. Criteria for Receiving Academic Intervention Services for Grades 4-8

Pupil Personnel Service Personnel will review student assessment, reviewing multiple sources of evidence, to determine student eligibility for services. This assessment will include but is **not limited to** the following:

- Performance at or below the NYS revised baseline for proficiency score on NYS assessments in:
 - English Language Arts - grades 3-8
 - Math - grades 3-8
 - Science - grade 4, grade 8
- Course failure(s) based on quarterly grades and/or Interim Progress Report(s)
- New Entrant Screening, including a review of academic records for content deficiencies
- Diagnostic testing, if available
- Results on Math, ELA, Social Studies and Science Local Formative Exams

II. Criteria for Receiving Academic Intervention Services for Grades 9-12

The Academic Intervention Service Team will conduct a student assessment, reviewing multiple sources of evidence, to determine student eligibility for services. This assessment will include but is **not limited to** the following:

- Performance at or below the NYS baseline for proficiency score on NYS assessments in:
- Failure in one or more Regents exams required for graduation (ELA, Social Studies, Math, Science)
- Course failure(s) based on quarterly grades and/or Interim Progress Reports
- New Entrant Screening, including a review of academic records for content deficiencies
- Diagnostic testing, if available
- Results on Local Formative Exams across Content Areas

Range of Academic Intervention Services

Individual student needs **will** determine the intensity of services. Intensity of services means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services for longer duration, and with more individualization. Other students might receive only progress monitoring.

Services may include but not be limited to:

- Reading or math workshop (middle school and high school)
- Small-group targeted support (elementary)
- In-class differentiation of instructional methods
- In-class instructional support by intervention teacher (ELA or math)
- Supplemental out of class instruction
- Consultation with other service providers