

Plainview-Old Bethpage
Central School District
New York



Academic Intervention Services

District
Plan
2021-2022

ACADEMIC INTERVENTION SERVICES
PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT
2021-2022

In keeping with the Commissioner's Regulations, Section 100.2(ee), requiring school districts to provide academic intervention services to students who score below the state designated performance level and/or who are at risk of not achieving the Common Core State Standards, the Plainview Old-Bethpage School District will adopt an Academic Intervention plan. Academic Intervention Services (AIS) are defined as additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State's learning standards. AIS services can include guidance, counseling, attendance, and study skills which are needed to support improved academic performance and/or services in the areas of reading/language arts, mathematics, or intervention in the content areas of social studies and/or science.

Academic Intervention Services are intended to assist students who are at risk of not achieving the Common Core State Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary 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 that such services shall be consistent with the students' individualized education program.

Eligibility for Academic Intervention Services

The district has an ongoing system of student identification.

The determination for eligibility of services, including those students with disabilities shall be based on the following:

- Those scoring below the designated scale scores on the grades 3-8 state assessments in English Language Arts, Mathematics, and Science and/or are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science.
- Each year the elementary and intermediate state assessment will have four designated performance levels on each assessment.
 - **Level 1** The student has not met academic standards, has serious academic problems, and needs extra help.
 - **Level 2** The student has not met the academic standards, has some academic problems, and needs extra help.
 - **Level 3** The student has met the academic standards.
 - **Level 4** The student exceeds the standards and is moving toward high performance.

All students who score below State-determined scale scores are mandated to receive Academic Intervention Services at the elementary and middle school levels. ***This mandate is waived for the 2021-2022 school year, focusing on other district measures to determine AIS services. This document outlines those alternate measures.***

- All high school students who score below the passing grade on New York State assessments, required for graduation, may be eligible for Academic Intervention Services.
- Those students at risk of not meeting the Common Core State Standards, as determined by school district procedures, which include standardized testing, kindergarten screening, classroom assessments, and report card grades, will be eligible for Academic Intervention Services.

All buildings have in place an instructional support team that may include its building administrators, the school psychologist, support personnel and teachers. The team makes recommendations as to which AIS service(s) best meet(s) the needs of each identified student.

Service of various intensity levels will be available, based on needs determined by the overall level of performance, to the individual student

- Students may receive instruction daily
- Students may receive instruction 2-3 times a in six-day cycle
- Students may be monitored
 - Students placed on monitoring generally do not receive direct instruction.
 - The designated teacher will be assigned to monitor student progress.
 - If the student is not meeting grade level expectations, then the student may be taken off monitoring and placed on direct instruction.

The Plainview-Old Bethpage Central School District has procedures in place which assist in identifying students eligible for AIS. All elementary Schools, both middle schools and the high school, each have procedures that apply specifically to those grade levels. These include:

Academic Intervention Services Guidelines

	<i>Potential Assessment Instruments</i>	<i>Possible Entry Indicators for AIS Services</i>	<i>Type of AIS Services Available</i>	<i>Potential Exit Indicators</i>
Grade K	<ul style="list-style-type: none"> • Kindergarten Screening • Developmental Indicators for Assessments of Learning (DIAL) • Kindergarten to first grade screening instruments • Fountas and Pinell Letter Identification • Fountas and Pinell Hearing and Recording Sounds assessment • Foundations Assessment • Leveled Literacy Intervention (LLI) Assessment • Benchmark Assessment • AIMSweb Benchmarks 	<ul style="list-style-type: none"> • Kindergarten screening • Instructional Support Team Recommendations • F&P Letter I.D. 	<ul style="list-style-type: none"> • XR Readiness Program • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Math A.I.S. 	<ul style="list-style-type: none"> • On grade level performance • Benchmark assessment results • AIMSweb Benchmark results • F&P Letter I.D. • Letter/Sound Fluency

	<i>Potential Assessment Instruments</i>	<i>Possible Entry Indicators for AIS Services</i>	<i>Type of AIS Services Available</i>	<i>Potential Exit Indicators</i>
Grade 1	<ul style="list-style-type: none"> • Fountas and Pinell Letter Identification • Fountas and Pinell Hearing and Recording Sounds • Foundations Assessment • Leveled Literacy Intervention (LLI) Assessment • Individualized Reading Inventory (IRI) • Benchmark Assessment • Mid-year and End of Year Math Assessment • AIMSweb Benchmark 	<ul style="list-style-type: none"> • Instructional support team recommendations • Instructional reading level is below grade level • Below grade level performance • End of Year K Math Assessment (70% or below) 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • Reading Benchmark Results • End of Year Math Assessment (70% or above) • AIMSweb Benchmark Results
Grade 2	<ul style="list-style-type: none"> • Foundations Assessment • Leveled Literacy Intervention (LLI) Assessment • Individualized Reading Inventory (IRI) • Benchmark Assessment • Mid-year and End of Year Math Assessment • AIMSweb Benchmark • WADE • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Instructional reading level is below grade level • 1st grade End of Year Math Assessment (70% or below) 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • Reading Benchmark Results • Interim Math Assessment #3 Results (70% or above) • End of Year Math Assessment (70% or above) • AIMSweb Benchmark results

Grade 3	<ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) Assessment • NYS ELA/Math • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • Wilson Assessment for Decoding and Encoding (WADE) • Individualized Reading Inventory (IRI) • Benchmark Assessment • Math Trimester Assessments • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Instructional reading level is below grade level • Below grade level performance • 2nd grade End of Year Math Assessment (70% or below) • Assessment is below grade level • AIMSweb Benchmark results 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Math support as a Push-In or Pull-Out • Speech services 	<ul style="list-style-type: none"> • On grade level performance • Reading Benchmark Results • SRI results • Interim Math Assessment #3 Results (70% or above) • End of Year Math Assessment (70% or above) • Level 3 or 4 on NYS ELA and Math Assessment
Grade 4	<ul style="list-style-type: none"> • NYS ELA/Math • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • Wilson Assessment for Decoding and Encoding (WADE) • Individualized Reading Inventory (IRI) • Benchmark Assessment • Math Trimester Assessments • NYS ESPET • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Instructional reading level is below grade level • Below grade level performance • Level 1 or 2 on NYS ELA and/or Math Assessment 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Math support as a Push-In or Pull-Out • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • Reading Benchmark Results • SRI results • Interim Math Assessment #3 Results (70% or above) • End of Year Math Assessment (70% or above) • Level 3 or 4 on NYS ELA and Math Assessment

Grade 5	<ul style="list-style-type: none"> • NYS ELA/Math • Individualized Reading Inventory (IRI) • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • Math Quarterly Assessments • Unit Assessments in Science and SS • Benchmark Assessment • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Below grade level performance • Level 1 or 2 on NYS ELA, Math and/or Science Assessment • Departmental examinations, mid-terms/finals (70% or below) 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Guidance Counselor • Advisory • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • Reading Benchmark Results • SRI results • Interim Math Assessment #3 Results (70% or above) • End of Year Math Assessment (70% or above) • Departmental examinations, finals (70% or above) • Level 3 and above on NYS ELA and Math Assessment
Grade 6	<ul style="list-style-type: none"> • NYS ELA/Math • Individualized Reading Inventory (IRI) • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • Math Quarterly Assessments • Unit Assessments in Science and SS • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Below grade level performance • Level 1 or 2 on NYS ELA and Math Assessment • Departmental examinations, mid-terms/finals (70% or below) • Level 1 or 2 on SS Regional Assessments 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Guidance Counselor • Advisory • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • SRI results • Interim Math Assessment #3 Results (70% or above) • End of Year Math Assessment (70% or above) • Departmental examinations, finals (70% or above) • Level 3 and above on NYS ELA and Math Assessment • Reading Benchmark Results

Grade 7	<ul style="list-style-type: none"> • NYS ELA/Math • Individualized Reading Inventory (IRI) • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • Mid-year and Final Assessments • Unit Assessments in Science and SS • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Below grade level performance • Level 1 or 2 on NYS ELA and Math Assessment • Departmental examinations, mid-terms/finals (70% or below) 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Guidance Counselor • Advisory • Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • SRI results • Level 3 and above on NYS ELA and Math Assessment • Departmental examinations, finals (70% or above)
Grade 8	<ul style="list-style-type: none"> • NYS ELA/Math • Individualized Reading Inventory (IRI) • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • NYS Science • Math Quarterly Assessments • Unit Assessments in Science and SS • NWEA 	<ul style="list-style-type: none"> • Instructional support team recommendations • Below grade level performance • Level 1 or 2 on NYS ELA and/or Math Assessment • Departmental examinations, finals (70% or below) 	<ul style="list-style-type: none"> • Reading support as a Push-In or Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • Guidance Counselor • Advisory Math support as a Push-In or Pull-Out 	<ul style="list-style-type: none"> • On grade level performance • SRI results • Level 3 and above on NYS ELA and Math Assessment • Departmental examinations, finals (70% or above)
Grades 9-12	<ul style="list-style-type: none"> • NYS ELA • Individualized Reading Inventory (IRI) • Scholastic Phonics Inventory (SPI) • Scholastic Reading Inventory (SRI) • NYS Math • NYS Science • SS Regional Assessment • Regents Exam 	<ul style="list-style-type: none"> • Instructional support team recommendations • Below grade level performance • Level 1 or 2 on NYS ELA and Math Assessment • Departmental examinations, mid-terms/finals • Level 1 or 2 on SS Regional Assessments • Below 65 on English Regents • Below 65 on Algebra Regents 	<ul style="list-style-type: none"> • Reading support as Pull-Out • Counseling offered by a psychologist or a social worker • Speech services • AIS support labs • Guidance Counselor • Summer School 	<ul style="list-style-type: none"> • On grade level performance • Passing required state and local exams

Eligibility of English Language Learners (ELL) students will be determined by:

- Assessment procedures for AIS will be conducted in English
- ESL teacher recommendation

Eligibility of Special Education Students will be determined by:

- The same basis as regular education students
- Academic Intervention Services will be provided prior to referral to special education

Parental Notification and Involvement

The parent(s) or guardian of the student will be notified in writing by the principal of the school that his or her child attends that AIS services will be provided. This notification shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The commencement of services notification will include:

- A summary of the Academic Intervention Services to be provided
- The reason the student needs such services
- The consequences of not achieving expected performance levels

Parents shall be notified in writing of the termination of Academic Intervention Services. Such notice shall be provided in English and translated when appropriate.

Ongoing communication with school personnel shall be provided to parents of the students receiving Academic Intervention Services. They shall be provided with opportunities at least once a semester to meet with their child's classroom/subject teacher and any other personnel providing AIS services. They shall receive reports on student progress quarterly at the elementary and at the secondary level.

Record Keeping

A record of the student's performance on Common Core State Standard assessments shall be kept as part of the student's cumulative record.

A record of what Academic Intervention Services a student receives shall be a part of the student's record.

A copy of the parent notification letter that indicates a child is in need of Academic Intervention Services and when these services will be offered will be kept in the student's cumulative folder. In addition, a copy of the letter to the parent that indicates that the child is no longer in need of these services shall be kept in the record.

Each AIS teacher must keep a record of attendance for each student.

Monitoring, Evaluation and Biennial Review

Monitoring student progress is an ongoing process. The building principal, in conjunction with the support team, is responsible for monitoring the progress of the pupils in his or her building.

District level literacy coordinators meet periodically to review student progress/placement and provide support.

The district Academic Intervention Services plan shall be reviewed on a yearly basis. The next review shall take place during the 2020-2021 school year.

Criteria for exiting AIS

Students achieve a score of level 3 or above on their elementary/middle school New York State Assessment or, for high school students, a proficient score on the New York State English Exam.