

West Seneca Central School District Academic Intervention Services



2022-2023

(revised September 2022)

Academic School Year

A Vision of Excellence for All

The mission of the West Seneca Central School District is to provide a diversified education program which will produce literate, caring, ethical, responsible, and productive citizens who are capable of adapting to change.

We believe:

- All children have the right to a learner-centered education that promotes and supports intellectual, emotional, physical and social growth and ensures opportunities for achievement at their highest potential.
- Education requires the commitment of students, staff, parents, the Board of Education, and the community.
- Higher expectations lead to higher levels of achievement.
- Literacy skills are fundamental to student achievement.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in ELA, Mathematics, Social Studies, and Science in grades K-12.

The District believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures, so that they may be successful in meeting the New York State/Next Generation Learning Standards. It is imperative that we address the changing needs of our diverse student population.

These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services needed to address barriers to improve academic performance.

The Academic Intervention Plan will be reviewed annually, and may be revised to meet emerging needs.

District Resources

AIS Services are based on individual student needs as determined by data from multiple measures. Resources to support the AIS Program are varied and may include the following:

- Professional Learning
- Chief Information Officer – data collection
- RtI Teams at each building
- Pupil Personnel Staff
- Inter-agency cooperation (i.e. community and schools)
- Family Home visits
- Open House programs
- Parent conferences and parent organizations
- Transitional Services (Access VR, Parent Network of WNY)
- Summer programs
- School Resource Officers

Eligibility for Academic Intervention Services

Eligibility for AIS services will be determined using multiple measures. This includes, but is not limited to, universal screening measures, NYS assessments, and other evidence-based tools that are strong predictors of student success. For the 2022-23 and 2023-24 academic school years, the following assessments and criteria will be used in determining eligibility for AIS services:

English Language Arts: Grades K-8

Grade	Main Assessment	Entry Criteria for AIS/RTI Services in ELA	Secondary Assessment and Criteria
K-3	MAP	Students scoring at the 20th percentile or below	- DRA3 indicates 2+ grades levels behind
4-5	NYS Assessments* MAP	Students scoring below the designated cutpoint Students scoring at the 20th percentile or below	- DRA3 indicates 2+ grades levels behind
6-8	NYS Assessments* MAP	Students scoring below the designated cutpoint Students scoring at the 20th percentile or below	- Teachers College Running Records indicate 2+ grades levels behind
9-12	NYS Regents MAP	Students scoring below 65% Students scoring at the 20th percentile or below	- Grade 8 NYS assessment results were below the cut point for current grade 9 students - Grades 9-10 final exam results indicate a score below passing for current 10-11 students - NYS ELA Regents indicate a score below passing for current grade 12 students.

* 2022-23 Cut points for Grades 3-8 English Language Arts can be found in the table below.

Math: Grades K-8

Grade	Main Assessment	Entry Criteria for AIS/RTI Services in Math	Secondary Assessment and Criteria
K-3	MAP	Students scoring in the 20th percentile or below	- Readiness assessment: overall less than or equal to 50% correct answers - End of the year assessment: less than or equal to 65% correct answers
4-5	NYS Assessments* MAP	Students scoring below the designated cutpoint Students scoring in the 20th percentile or below	- Readiness assessment: overall less than or equal to 50% correct answers - End of the year assessment: less than or equal to 65% correct answers
6-8	NYS Assessments* MAP	Students scoring below the designated cutpoint Students scoring in the 20th percentile or below	- Grade/Class performance: Students who are receiving a 65% or lower for 5 or more consecutive weeks

* 2022-23 Cut points for Grades 3-8 Mathematics can be found in the table below.

2022-2023 Median Scale Score between Levels 2 and 3 for ELA and Math

Grade	English Language Arts	Mathematics
3	592	593
4	593	595
5	601	598
6	596	598
7	599	599
8	593	603

High School Core Areas AIS

1. Focus Areas:

- Explicit vocabulary instruction
- Direct and explicit instruction in reading comprehension strategies
- Discussion of text meaning and interpretation
- Exam preparation through essential content learning
- Engagement in literacy learning

2. Formal AIS will be provided and scheduled for the following classes:

- Algebra I
- Geometry
- Living Environment
- Earth Science
- Global 1
- Global 2
- US History
- ELA 1
- ELA 2
- ELA Regents

NOTE: Remediation for all other courses ending in Regents or Local exams will be provided and scheduled by the classroom teacher.

3. Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, Mathematics, Science, or Social Studies:

Subject	Entry Considerations	Exit Considerations
ELA	<ul style="list-style-type: none"> ● Students in grades 9-10 who score in the 20th percentile on the MAP assessment will be considered for AIS services in ELA. ● Grade 9 students who scored a 1 or 2 on the NYS Assessment. ● Grades 10-11 students who scored below passing on the ELA 1 and 2 exams ● Grade 12 students who scored below passing on the ELA Regents 	<ul style="list-style-type: none"> ● Student scores above the 20th percentile on the MAP assessment. ● Student passes the Regents Exam/Final Exam
Math	<ul style="list-style-type: none"> ● Grade 8 NYS Math Assessment score of 1 or 2 ● Grade 8 MAP Score of 20% or below ● Any Regents Math exam score below passing ● Local midterm and final assessments scores below passing 	<ul style="list-style-type: none"> ● Passing Regents Exam
Social Studies	<ul style="list-style-type: none"> ● Any Regents Social Studies exam score below passing ● Teacher recommendation 	<ul style="list-style-type: none"> ● Passing Regents Exam
Science	<ul style="list-style-type: none"> ● Any Regents Science exam score below passing ● Teacher recommendation 	<ul style="list-style-type: none"> ● Passing Regents Exam

4. AIS curriculum will focus on the following components:

❑ **Vocabulary:** Teach Tier 2 (high frequency/multiple meaning) words, i.e, compare, complex, according to, etc) and Tier 3 (molecule, Pi, continent, simile, etc.)

→ Provide dedicated time for vocabulary instruction.

→ Use repeated exposure to the vocabulary through oral and written contexts with sufficient time for practice.

→ Allow time for practice with the vocabulary through discussion, writing, and reading excerpts that highlight the vocabulary.

❑ **Reading Comprehension:** Actively engaging students to utilize comprehension strategies in the texts they are reading.

→ Identify the strategies to utilize with students, i.e., main idea.

→ Teach students how to use the strategy through modeling, providing guided and independent practice, and discuss with students when and where they should apply the strategies.

→ Ensure students know that the goal of comprehension is to understand the content of the text.

→ Select text examples where students can apply the strategies, i.e., an informational piece of text and main idea.

→ Provide examples of how to apply the strategies to different texts.

→ Ensure the text is at an appropriate level.

❑ **Discussion:** Provide time for discussion of texts in small groups, or whole group with teacher guidance.

→ Select texts that are engaging and are able to be interpreted in more than one way.

→ Develop questions that can stimulate discussion and allow students to think reflectively.

→ Ask follow-up questions that help to provide continuity and/or extend the discussion.

→ Provide tasks/discussion formats to discuss text in small groups. Developing a discussion protocol so students know the expectations.

❑ **Math Skills:** Provide students with opportunities to practice and build upon the basic foundational skills.

- Students will be given MAP Assessments when placed in AIS to identify topics needed to review.
- Students and teachers will reflect upon MAP data to determine needs.
- Individual or small group lessons will address content strands.
- Repeat MAP testing and progress monitoring throughout the school year.
- Reteach and reassess as needed.
- Baron's Regents Review book will be used.
- Reinforce learning with Regents questions.

❑ **Exam Preparation:** Provide students with opportunities to master the essential learning from the course with the expectation of regular practice.

- Identify and utilize the strategies you have taught the students as they apply them to the test.
- Have students review their answers in small groups, explaining their thinking for the answers they selected PRIOR to reviewing with them as a larger group.
- Highlight key vocabulary from the tests to add to their lists of "Need to know."
- Do a close read of any passages from the test, individually and then in small groups.

❑ **Engagement with Literacy:** Create literacy experiences that are relevant to students' interests, everyday lives, or current events.

- Provide students with explicit feedback about their progress.
- Allow for students to set their own goals and evaluate their progress towards those goals.
- Allow for student choice, in particular reading and writing activities, i.e., topics, forms of communication, etc. for greater ownership over learning.
- Provide for cross-curricular connections, connections between strategies (comprehending/interpreting) when possible.

AIS Support Services

Decisions related to the frequency and intensity of AIS will be made by teachers, counselors, building administrators, directors, and other support personnel based upon individual student needs. A careful analysis of student data will be used in making a recommendation for AIS Services. Data reviews will carefully focus on student performance relative to specific grade level performance indicators, key ideas and concepts in the targeted content areas. Examples of services may include, but are not limited to:

- Building-based Response to Intervention/Student Support teams
- Scheduling options, including additional class time
- Computer Assisted Instruction
- Individualized and Small Group Instruction
- Before-school, After-school, and / or Summer Programs
- Flexible grouping
- Instructional Modifications
- Study Skills programs
- School-to-work Programs / Career Days / Transition Programs
- Math and ELA Labs/Learning Center assistance
- Teacher / Counselor monitoring
- Attendance improvement counseling
- Family related counseling
- Health and Nutritional related counseling
- Mobility and transfer related services
- Speech, Occupational, and Physical therapy
- Early intervention
- Parent / Teacher groups
- Parent Conferences
- Character Educational Programs
- Student Ambassador Programs

Additionally, instructional approaches and scheduling options needed to meet the range of intensity and services required by AIS will be reviewed annually by the building principal and the building RtI Team.

AIS Reporting Procedures

Procedures for Parent Notification:

Each district school will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. The reason(s) for AIS will be reviewed, and the outcomes of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress. When AIS is discontinued, the parent will be notified of the criteria for discontinuation of services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

Student Progress Reports:

Quarterly reports will document the progress of each student, and the information contained therein may be used to determine when the student warrants being discontinued from AIS.

Criteria for Continuation of Services or Discontinuation of Services:

If a student has not successfully met the NYS Standards and/or local criteria in the specific area of deficiency, the student will continue to receive services.

Students will be eligible for discontinuation of Academic Intervention Services when the student has successfully attained the NYS standards or met local district criteria in the specific area of deficiency.

State Assessments: Level 3 or passing grade on Regents Examination

Local Assessments/Measures: Determined individually, with evidence of competency in course level work