West Seneca Central School District
Academic Intervention Services

2021-22
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 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.

Eligibility for Academic Intervention Services

Eligibility for AIS Services may be determined by State assessment results, local assessments and various student performance results (multiple measures) which highlight a need for additional support services.

For the 2021-22 Academic School Year, the following criteria will be used in determining eligibility for AIS services:

1. **Multiple Measures** (Including, but are not limited to, the following):

   - Developmental reading assessments for grade K-6 (MAP, DRA, etc.);
   - New York State English as a Second Language Achievement Test (NYSESLAT);
   - Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
   - Common formative assessments that provide information about students' skills;
   - Unit and lesson assessments for ELA, mathematics, science, and social studies
   - Results of psychoeducational evaluations based on a variety of assessments and inventories.

2. **District Assessments**:

Students may be eligible for AIS support if their performance is below district grade level performance expectations. Supporting documentation /evidence to determine the need for AIS support may include, but is not limited to:

- Assessments/ Local/ Final examination results
- Review of student writing samples
- Review of student report card grades
- Classroom performance review
- Review of other student records, reports, evaluations, including, but not limited to: attendance records, discipline records, anecdotal record review, health-related issues, mobility / transfer issues, family issues and/or nutrition-related issues.
- Recommendations / referrals by classroom teacher, counselor, administrator, parent, school staff.

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.

District Resources

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

- Professional Development
- Chief Information Officer – data collection
- RtI Teams at each building
- Pupil Personnel Staff
- Inter-agency cooperation (i.e. community and schools)
- Social workers home visits
- Open House programs
- Parent conferences and parent organizations
- Transitional Services (Model Transition Program Grant, VESID, Parent Network of WNY)
- Summer School program
- School Resource Officer

English Language Arts: Grades K-8

Entry & Exit Criteria is based upon a pattern of performance that confirms a student's need for continued or additional interventions.

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
K* Mid-Year	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	<7/15	12/15	*not a qualifying factor can be used as additional data
	Letter Recognition (upper & lower)	<15 (of each)	20-26 Uppercase 20-26 Lowercase	
	Sound Recognition	<10	20-26 Sounds	
	Sight Words	No sight words	>20	*not a qualifying factor can be used as additional data
1	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	Emergent	Early Within Word Pattern	*not a qualifying factor can be used as additional data
	DRA	Beginning of year: 2 and below Mid year: 6 below End of year: 10 and below	Mid year: 8 End of Year: 14	
	Sight Words	<50	>200	*not a qualifying factor can be used as additional data
2	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	Letter Name	Late Within Word Pattern	*not a qualifying factor can be used as additional data
	DRA	Beginning of year: 10 and below Mid year: 14 below End of year: 18 and below	Mid Year: 18 End of Year: 24	
	Sight Words	<300	300+	*not a qualifying factor can be used as additional data

3	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	Late Letter Name-Early Syllables & Affixes (1 yr below)	Early syllables & affixes	
	DRA	Beginning of year: 16 and below Mid Year: 20 and below End of year: 28 and below	Mid Year: 28 End of Year: 34	
	Sight Words	200 and below	300+	*not a qualifying factor can be used as additional data

4	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	Within Word Patterns-SYllables & Affixes (1 year below)	Within Word Patterns-Syllables & Affixes (>1 year below)	
	DRA	Beginning of year: 28 and below Mid year: 28 below End of year: 28 and below	Beginning of year: 30 and above Mid year: 34 and above End of year: 38 and above	
	Sight Words	300 and below	400 and below	*not a qualifying factor can be used as additional data
	NYS ELA Grade 3 Assessment	Score of 1 or 2	Score of 3	

5	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way	Within Word Patterns-Syllables & Affixes(1 year below)	Within Word Patterns-Syllables & Affixes(>1 year below)	
	DRA	Beginning of year: 38 and below Mid year: 40 and below End of year: below 50	Beginning of year: 38 and above Mid year: 40 and above End of year: 50 and above	
	Sight Words	400 and below	500 and above	*not a qualifying factor can be used as additional data
	NYS ELA Grade 4 Assessment	Score of 1 or 2	Score of 3	

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
6	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way			
	Teacher College Running Record	>2 grade levels below		Use of QRI for additional data for students >2 years below grade level
	NYS ELA Grade 5 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	
	Teacher Recommendation			
	Grades/Class Performance		Passing and developing skills, progressing toward proficiency (~80)	
	Parent Request			
7	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way			
	Teacher College Running Record	>2 grade levels below		Use of QRI for additional data for students >2 years below grade level
	NYS ELA Grade 6 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	
	Teacher Recommendation			
	Grades/Class Performance		Passing and developing skills, progressing toward proficiency (~80)	
	Parent Request			

8	**MAP**	MAP overall benchmark level rating less than or equal to 40th percentile	> 40th percentile	
	Words Their Way			
	Teacher College Running Record	>2 grade levels below		Use of QRI for additional data for students >2 years below grade level
	NYS ELA Grade 7 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	
	Teacher Recommendation			
	Grades/Class Performance		Passing and developing skills, progressing toward proficiency (~80)	
	Parent Request			

Math: Grades K-8

Entry & Exit Criteria is based upon a pattern of performance that confirms a student's need for continued or additional interventions.

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
K	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile	
	Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%	
	End of Year Assessment	Less than or equal to 65%	Greater than 65%	
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	Teachers should consider students who are putting forth considerable effort and accomplishing proficiency.	
1	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile	
	Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%	Readiness Assessment
	End of Year Assessment	Less than or equal to 65%	Greater than 65%	End of Year Assessment
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	Teachers should consider students who are putting forth considerable effort and accomplishing proficiency.	Teacher Recommendation
2	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile	
	Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%	Readiness Assessment
	End of Year Assessment	Less than or equal to 65%	Greater than 65%	End of Year Assessment
	Teacher Recommendation	Teachers should consider students who are putting forth considerable	Teachers should consider students who	Teacher Recommendation

		effort and still not accomplishing proficiency.	are putting forth considerable effort and accomplishing proficiency.

3	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile
	Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%
	End of Year Assessment	Less than or equal to 65%	Greater than 65%
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	Teachers should consider students who are putting forth considerable effort and accomplishing proficiency.

4	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile
	NYS Math Grade 3 Assessments	1 or 2 on NYS Math	N/A * data not available in real time
	Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%
	End of Year Assessment	Less than or equal to 65%	Greater than 65%
	Teacher Recommendation (Topic Tests, Benchmark Tests)	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	Teachers should consider students who are putting forth considerable effort and accomplishing proficiency.

5	MAP	MAP overall benchmark level rating less than or equal to 40th percentile	Above 40th percentile

NYS Math Grade 4 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	
Readiness Assessment	Overall score less than or equal to 50%	Greater than 50%	
End of Year Assessment	Less than or equal to 65%	Greater than 65%	
Teacher Recommendation (Topic Tests, Benchmark Tests)	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	Teachers should consider students who are putting forth considerable effort and accomplishing proficiency.	

	MAP	MAP overall benchmark level rating less than or equal to 20th percentile	MAP overall benchmark above 20th percentile	Students who are on the cusp should also take into consideration the norm score as well as quarterly averages
6	NYS Math Grade 5 Assessments	1 or 2 on NYS Math	N/A * data not available in real time	For students who opted out the MAP & Class performance data should be looked at.
	Grade/Class Performance	Students who are receiving a 65% or lower for 5 or more consecutive weeks	Passing and developing skills, progressing toward proficiency (~70)	A struggling student should not be confused with a student who is capable but unmotivated and unwilling to put in the effort to pass. Students may be re-evaluated every 10 weeks for going in and out of AIS.
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	See above box	The teacher should also consider if the student has regularly been to the math lab. If the student has been to the lab, is putting forth their full effort and still not achieving proficiency then they should be a candidate for AIS.

	Parent Request			If a parent requests their child be in AIS then there should be a meeting with the parent, teacher, guidance counselor and AIS teacher to discuss the above measures and where their child falls in each of them. It is important to take into consideration both the information provided from the parent as well as the professional opinions of the team in the school.

7	**MAP**	MAP overall benchmark level rating less than or equal to 20th percentile	MAP overall benchmark above 20th percentile	Students who are on the cusp should also take into consideration the norm score as well as quarterly averages
	NYS Math Grade 6 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	For students who opted out the MAP & Class performance data should be looked at.
	Grade/Class performance	Students who are receiving a 65% or lower for 5 or more consecutive weeks	Passing and developing skills, progressing toward proficiency (~70)	A struggling student should not be confused with a student who is capable but unmotivated and unwilling to put in the effort to pass. Students may be re-evaluated every 10 weeks for going in and out of AIS.
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	See above box	The teacher should also consider if the student has regularly been to the math lab. If the student has been to the lab, is putting forth their full effort and still not achieving proficiency then they should be a candidate for AIS.
	Parent Request			If a parent requests their child be in AIS then there should be a meeting with the parent, teacher, guidance counselor and AIS teacher to discuss the above measures and where their child falls in each of them. It is important to take into consideration both the information provided from the parent as well as the professional opinions of the team in the school.

8	**MAP**	MAP overall benchmark level rating less than or equal to 20th percentile	MAP overall benchmark above 20th percentile	Students who are on the cusp should also take into consideration the norm score as well as quarterly averages
	NYS Math Grade 7 Assessments	1 or 2 on NYS ELA	N/A * data not available in real time	For students who opted out the MAP & Class performance data should be looked at.
	Grade/Class performance	Students who are receiving a 65% or lower for 5 or more consecutive weeks	Passing and developing skills, progressing toward proficiency (~70)	A struggling student should not be confused with a student who is capable but unmotivated and unwilling to put in the effort to pass. Students may be re-evaluated every 10 weeks for going in and out of AIS.
	Teacher Recommendation	Teachers should consider students who are putting forth considerable effort and still not accomplishing proficiency.	See above box	The teacher should also consider if the student has regularly been to the math lab. If the student has been to the lab, is putting forth their full effort and still not achieving proficiency then they should be a candidate for AIS.
	Parent Request			If a parent requests their child be in AIS then there should be a meeting with the parent, teacher, guidance counselor and AIS teacher to discuss the above measures and where their child falls in each of them. It is important to take into consideration both the information provided from the parent as well as the professional opinions of the team in the school.

High School CORE Area 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. **The following are criteria for entrance to and exit from scheduled AIS:**

Subject	Entrance Criteria	Exit Criteria
ELA	● Grade 8 NYS ELA Assessment score of 1 or 2 ● Grade 9 MAP scores for ELA ● Regents ELA exam score of 64% and below ● ELA 1and ELA 2 exam scores of 64% and below ● Teacher recommendation	● Passing Regents Exam score of 65% or higher

Math	• Grade 8 NYS Math Assessment score of 1 or 2 • Any Regents Math exam scores of 64% and below • Teacher recommendation	• Passing Regents Exam score of 65% or higher
Social Studies	• Any Regents Social Studies exam scores of 64% and below • Teacher recommendation	• Passing Regents Exam score of 65% or higher
Science	• Any Regents Science exam scores of 64% and below • Teacher recommendation	• Passing Regents Exam score of 65% or higher

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.

❏ **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, Saturday School and / or Summer Programs
- Alternative Education Placement
- 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 consequences 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