



West Seneca Central School District

Academic Intervention Services

Updated for the 2018 – 2019 School Year

WEST SENECA CENTRAL SCHOOL DISTRICT

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:

1. 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.
2. Education requires the commitment of students, staff, parents, the Board of Education and the community.
3. Higher expectations lead to higher levels of achievement.
4. Literacy skills are fundamental to student achievement.

This plan was updated for the 2018 – 2019 school year.

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.

The following criteria will be used in determining eligibility for AIS services:

1. State Assessments:

- ❖ As it relates to results from the 3 – 8 ELA/math assessments for the 2018 – 2019 school year, students who are eligible to receive AIS will be identified through a two-step 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, the district will use multiple measures of student performance to determine whether the student is required to receive AIS.

**2018 Grades 3-8 English Language Arts and Mathematics Tests
Median Scale Score between Level 2 and Level 3**

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

Students who scored below the median scale score between level 2 and level 3 are identified as eligible for AIS. The district will then apply local measures to determine which students shall receive AIS. ***Building leaders, Curriculum Cabinet members, teachers, and applicable support staff will collaborate to implement local measures that are consistently applied at each grade level to determine which students shall receive AIS.***

Multiple measures may include, 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, social studies, and Languages Other than English (LOTE) for grades 7 – 8; and/or
 - Results of psychoeducational evaluations based on a variety of assessments and inventories.
- ❖ 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.

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.

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 Officers

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 / are not limited to:

- Building based Response to Intervention teams
- Scheduling options, including additional class time
- Computer Assisted Instruction
- Co-teaching / Consultant teaching services
- Individualized and Small Group Instruction
- Before-school, After-school, Saturday School and / or Summer Programs
- Learning Center assistance
- Alternative Education Placement
- Flexible grouping
- Instructional Modifications
- Study Skills programs
- School-to-work Programs / Career Days / Transition Programs
- Math and ELA Labs
- Teacher / Counselor monitoring
- Attendance improvement counseling
- Family related counseling
- Health and Nutritional related counseling / Wellness Days
- 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 Discontinuing AIS Support 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

APPENDIX

Notice of Need for Academic Intervention Services

Notice of Discontinuation of Academic Intervention Services

AIS Quarterly Report Form

Parent Notification to Begin AIS

Dear _____ (parent name)

The New York State Education Department has mandated schools to provide Academic Intervention Services to students who score below the State designated performance level on the grades 3-8 State assessments for ELA and mathematics and/or who are at risk of not achieving the State learning standards.

Based upon _____ progress in
(Child name)

_____ as evidenced by _____,
(course/subject name) (Test name or other reason)

he/she has been identified as a student in need of Academic Intervention Services in the area of
_____.
(Subject/support)

Attached are the results of testing, measures, and/or concern(s), which were used to determining your child's need. Please take a moment to review this material. If you have any questions about these results, please call _____ at _____.

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these standards during your child's secondary school years will prevent him/her from receiving a New York State high school diploma. Academic Intervention Services is being recommended at this time to better prepare your child to meet these standards.

Ongoing evaluation will help determine the frequency and intensity of intervention services and the need to continue or discontinue these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,
Building Principal

Parent Notification to Discontinue AIS

**Name of Parent or
Guardian:** _____

Date _____

**We are pleased to inform you that _____ has
successfully completed:**
_____ ,

as evidenced by:
_____ ,

and is no longer in need of Academic Intervention Services in this area.

(Staff member / telephone number)
Sincerely,

Building Principal

**Academic Intervention Services
Quarterly Report Form**

Dear Parent:

We have now completed the _____ quarter. During this past ten weeks, your child has received AIS support services. These support services include work in the areas of

An additional part of the support service is monitoring your child's progress. After reviewing his/her quarterly grades your child:

Demonstrates competency
Is improving
Needs to improve

Additional Comments:

We encourage you to support your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at _____ to set up a parent conference.

Sincerely,
Teacher / Support Specialist

(THIS LETTER MAY BE USED AS AN ADDITIONAL MEANS OF COMMUNICATION . . . IN ADDITION TO PHONE CALLS, REPORT CARD COMMENTS, OR OTHER MEANS OF CORRESPONDANCE).